

USING “CQGS” TO IMPROVE THE STUDENTS’ WRITING COMPETENCE

(A Classroom Action Research at Grade Eight C of SMP Negeri 5 Probolinggo, in
the Academic Year of 2009/2010)



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THESIS

**Submitted to Fulfill One of the Requirements for the Completion of
Graduate Degree in English Education**

**GRADUATE SCHOOL OF ENGLISH EDUCATION
SEBELAS MARET UNIVERSITY
SURAKARTA
2010**

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(A Classroom Action Research at SMP Negeri 5 Probolinggo, 2009)**

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PRONOUNCEMENT

This is to declare that I myself write the thesis entitled: USING “CQGS” TO IMPROVE THE STUDENTS’ WRITING COMPETENCE (A Classroom Action Research at SMP Negeri 5 Probolinggo in the Academic Year of 2009/2010). It is not a plagiarism or made by other authors. Anything related to others’ works are written in quotation, the sources of which are listed on the bibliography.

If later on this pronouncement proved in correct, I am ready to accept any academic punishment, including the withdrawal or cancellation of academic degree.

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ABSTRACT

Asrofin, 2010. *Using “CQGS” to Improve the Students’ Writing Competence (A Collaborative Action Research at SMPN 5 Probolinggo in Academic 2009/2010).* A thesis: English Education of Graduate School. Sebelas Maret University.

This research done at class VIIC of SMPN 5 Probolinggo aims at finding out whether or not: (1) “CQGS” techniques can improve the students’ writing competence; (2) “CQGS” techniques are effective to improve the students’ writing competence; (3) there are some weaknesses and strengths of using “CQGS” in teaching writing. Based on the result of the score of pre-test, questionnaire and interview to the students that had been gained by the researcher, he found out some factors causing the students’ low writing achievement. They were; (1) lack of practice; (2) unsuitable teaching technique; (3) students’ low motivation; (4) lack of students’ learning resources, and (5) less opportunity to have a lot of exposure and practice in reading English language.

“CQGS” which stands for *Control Composition, Questions and Answer, Guided Composition, and Sentence Combining*. This research consists of four cycles. The main activity of the first and second cycle was practicing writing recount text which was focused on the correct punctuation, agreement, tenses, syntax, and diction and constructing the questions to produce a coherent text. While the main activity of the third and fourth cycle was writing Narrative text which focused on both grammatical competence and developing the ideas and imagination based on the given guided clues of the first and the last sentence of the story and writing the sentences effectively. In general, the process of teaching and learning writing in the classroom was started by; discussing students’ grammatical problem of writing and correcting the students’ own drafts; then, giving a model of the certain text type to be understood and discussing its language feature and generic structure, then, practicing some difficult grammar, and at last writing the text.

The data collected in this research consists of quantitative which were taken from the writing test and qualitative data which were taken from the interview, questionnaire, and observation. Quantitative analysis was used to analyze the students’ achievement before and after the cycle was implemented by using descriptive statistics. While, constant comparative method used to analyze the qualitative data consisted of 4 steps: (1) comparing incidents applicable to each category, (2) integrating categories and their properties, (3) delimiting the theory, and (4) writing the theory.

The result of the study shows that there was: (1) improvement of the students’ writing competence. The score in post test was higher than the score in pre-test; (2) improvement of the teacher’s performance class. It could be seen from the direct observation of the collaborator during the process of teaching and learning in the classroom; (3) improvement of students’ motivation. By analyzing the data collection from questionnaire and interview, the researcher found out that most of the students had positive response toward writing activity.; (4) improvement of the students’ participation. In general, from the data collected from the observation, the researcher found out that the students were so quiet in the first cycle, but in the second to the fourth cycle their participation in discussing and correcting the mistakes gradually improved.

The weaknesses of the “CQGS” were that: (1) Before the students had good language competence in writing, the students were not allowed to express their ideas freely in writing to avoid the interference of the grammar of students’ first language; (2) For the students who had excellent background of English lesson, “CQGS” made them disable to express their ideas freely.

The strength of the “CQGS” were that: (1) The Application of “CQGS” especially Control Composition, Question and Answer, and Sentence Combining were good to improve students’ writing competence focusing on accuracy.. For Guided Composition, it was good to improve students’ writing competence focusing on generating ideas; (2) Students became more active and were motivated to improve their writing competence . (3) It helped the teacher guide the students systematically in improving their writing competence and improvise their way of teaching.

Finally, the researcher suggested that “Control Composition and Question and Answer” be used as the main technique for teaching Writing at the seventh grade because their background knowledge of English proficiency was mostly considered at early beginning level. While “Guided Composition” and “Sentence Combining” would be suitable used in eight grade of Junior High School, because they had got much more background knowledge of English than the students at the first grade.

MOTTO

"Man Jadda wa Jada"

(Sayyidina Umar)

(Will Finds the Way)

(Sopo Temen Bakal Tinemu)

(Dimana Ada Kemauan Disitu Ada Jalan)

DEDICATION

This thesis is especially dedicated to:

- Allah, who is the greatness and the almighty, for the health, the opportunities, and the beauty had been bestowed the writer.
- His beloved wife (Erny Sudarwati), daughter (Rizqi A R), and son (Nurilham R A) who always support the writer to in complete this thesis successfully.
- His beloved mother (Rochani), brother (Musyafa'), mother-in law (Djubaidah), and father-in law (Totok Sudarto) who always pray for his success and happiness.
- His best friend (Syamsudin and his family) who always support and encourage him to finish this thesis.

Surakarta, July 7th, 2010

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ACKNOWLEDGEMENT

Praise to Allah SWT, the Almighty for the blessing, health, and inspiration in leading the writer to complete the thesis as a partial fulfillment of the requirements for Graduate Degree of Education in English.

In doing this work, the writer realizes that it is impossible for him to finish it without contributions, helps, suggestions, and comments from many people. He is greatly indebted to them. Therefore, in this opportunity he would like to express his gratitude to:

1. The Director of Graduate Program of Sebelas Maret University for his permission to write this thesis
2. The Head of English Education of Graduate Program of Sebelas Maret University who has suggested and guided the writer to do this thesis well.
3. Prof. Dr. Djoko Nurkamto, M.Pd. and Drs. Gunarso Susilohadi, M.Ed. TESOL as the first and the second consultants who thoroughly and patiently give the writer encouragement, guidance, and valuable ideas for the completion of this thesis.
4. The Headmaster of SMP Negeri 5 Probolinggo who has given the writer permission to conduct the research at that school.
5. His beloved wife, daughter (Kiki), and son (Ilham) who always give writer high spirit, and physical support during his study.
6. His beloved mother and brother for their prayer to the writer to finish his study successfully.
7. His best friend, Syamsudin and his family in Boyolali, who has supported the writer to finish his thesis successfully

Finally, the writer would like to express his deep gratitude to those have helped him so that he can accomplish this thesis. He really thanks so much to each of them. Nothing is perfect except Allah S.W.T., and neither is this thesis. However, the writer does hope that this thesis will be able to give useful contribution and idea to improve the English teaching learning process.

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CHAPTER 1

INTRODUCTION

A. Background of the Study

When someone is interested in the title of a text, he then reads it at glance to see the global content of the reading text that might be very useful for him to understand. If the content is very interesting for him, he will try to read it again to get more information more detail. He might understand the text easily because he can identify the main idea accurately and follow the supporting ideas which are written in a good grammar or structure and arranged coherently. Moreover, the ideas of the text are organized well in one unity, so misunderstanding or bias meaning can be avoided. That is what we call a good writing.

To able to produce a good piece of writing of the text which is clear, fluent, and effective communication of ideas, the writers have to deal with content, syntax, grammar, mechanics, organization, word choice, purpose, audience, and the writer's process.(Raimes, Ann, 1983: 6).

There are many kinds of good writing text the people can find in everyday life like in a newspaper, magazine, science books, at the public services or other places around us. Each kind of the texts has certain characteristics and depends on the purpose of it and on whom the text is referred to. Announcement text, for example, is a kind of short functional text used to announce important information or "recount" is a kind of the text which is used to tell something that happened in the past chronologically and many other ones that can be found in a newspaper. In short, they are useful for everybody to understand and to be able to produce some of them in order to help someone to survive in everyday life.

Due to the fact that many kinds of texts that anyone might have to do at some time or other in everyday life such as: messages, f¹ tations, letters, and instructions, there is no better way for students for learning to produce them without having experienced to do it. If the

students experiment with these practical writing tasks in the classroom they will not only practice writing in the new language but also learn about the conventions of the new culture.

Based on the condition above the students need to know or understand them and might produce some of them. But the fact that people frequently have to communicate with each other in writing is not the only reason to include writing as a part of the English language syllabus.

There are some additional and very important reason how writing helps the students learn. Firstly, writing reinforces the grammatical structures, idioms, and vocabulary that we have been teaching our students. Secondly, when the students write, they also have a chance to be adventurous with the language, to go beyond what they have just learned to say, to take risks. Thirdly, when they write, they necessarily become very involved with the new language; the effort to express ideas and the constant use eye, hand, and brain is a unique way to reinforce learning. They often discover a new way of expressing their idea and a real need for finding the right word and the right sentence. The close relationship between writing and thinking makes writing a valuable part of the English syllabus at school.

This current curriculum of English language used in Junior high school has listed many kinds of the text which must be understood by the students. They are stated in the form of aim of learning English at Junior High School, which is enabling students to communicate using English either in oral or in written (Puskur, 2004:3). The students are expected not only to understand the language accurately but also to use it appropriately although the level difficulty of the language that must be used is relatively simple. It can be seen at the English standard competence at Junior School.

Berkomunikasi secara lisan dan tertulis dengan menggunakan ragam bahasa yang sesuai secara lancar dan akurat dalam wacana interaksional dan atau monolog yang melibatkan wacana berbentuk deskriptif, naratif, recount, prosedur, report, anekdot dengan variasi ungkapan makna interpersonal, ideasional dan tekstual sederhana. (Puskur; 2003: 8)

This goal shows that at the end of the study in the Junior High School the students are able to: 1) communicate in oral or in written using simple language; 2) use the language in form of monolog or dialog; 3) use the language in form of descriptive, narrative, recount, procedure, report, and anecdote text; 4) use various expressions of interpersonal, ideational, and textual meaning; 5) use the simple language for communication fluently and accurately.

The competence standard above is elaborated into four basic competencies which represent the four language skills, listening, reading, speaking, and writing. Listening and reading belong to receptive skills, while speaking and writing belong to productive skills. Naturally, in the process of learning either oral or written language, the people learn it started from the receptive skills to the productive skills. In the same way, the people learn new language orally before they know it in written.

Based on the reason above, writing is considered the most difficult one because students must not only express their ideas coherently but also write them accurately. They need to be able to generate the main ideas into supporting details coherently and write them using correct form of structure so what the writer means from the message can be exactly comprehended without arising bias meaning by the reader.

To identify the common problem that mostly students have in writing is not on how the way how they express their ideas or the content of writing but on the form of writing especially in grammar and mechanic skill of writing. This is reflected in Ilona Leki's (1991) survey of 100 ESL students who were predominately concerned with producing error-free writing. It is said that the university ESL population was not one lacking in habits of observation, critical thought, or substance to express. Most of them were placed in ESL composition classes because they did not have enough control of English vocabulary or syntax to write fluidly, not because they cannot generate meaning.

Unfortunately, it is difficult to get current data research of writing competence of Indonesian students except the result of the Diagnostic Survey of Teaching English in Indonesia (Sadtono, E, Handayani, Mike O'Reilly, 1996). In this research they found that the score of writing competence was only 20%, *listening* 32%, *reading* 31%, and *speaking* 26%. Based on the questionnaire to all English teachers in SMP Negeri, it shows that most difficult problem in teaching *writing* was to make the students good in linguistic competence.

What the researcher found in the result of the observation of teaching writing "descriptive text" held on the 8th April was that more than 65 percent of the sentences the students wrote were wrong. The ability of the students' linguistic competence was considered very low because most students had made errors in using *agreement, vocabulary, tenses, syntax, and pronoun*. They seemed to have difficulty on all aspects of writing: ideas organization, vocabulary, grammar and mechanics. Moreover, their average score on the pre test was only 61 which was a bit far from the minimum criteria of passing grade in English language test of which the score seventy (70) had been decided as formal students' minimum achievement of English test for this academic year.

Observing the process of teaching writing in the classroom, the researcher knew that the reading text used by the teacher as a model of giving input was considered too difficult for the students. In the video record we could observe that most of the students were passive when the teacher gave them a chance to make questions concerning with the difficulty of the text and did not give responses quickly when the teacher asked many questions related to the content of the text. The condition was caused by the low ability of the students in understanding difficult vocabularies used in the text. In other word, comparing with the level English competence of the students, the researcher considers that the text used in the classroom was too difficult, so the teacher frequently had to clarify the meaning of new vocabulary.

During the process of teaching writing, the teacher did not give much opportunity to the students to internalize the difficult grammar which had different form from their own language. He should have drilled the new pattern or asked them to do exercises that were focused on the difficult grammar which had been interfered by the students' native language. This stage which was done at the time between giving input of new piece of language or models of the use and form of language and output of producing written form of language was very important step of the process of internalization of the new language.

It showed that how the learners dealt with the complex linguistic systems. The majority of students' errors in producing the target language, especially in the beginning levels, stems from the students' assumption that the target language operates like the native language.

Observing the result of the questionnaire of students' habit in learning English language, the researcher found that most of the students have low motivation in learning writing (see table 4.1.1 in the appendix). They realized that they had a lot of ideas in their mind but they often got difficulty in expressing them in form of the right sentences and choosing the right vocabulary. Moreover, from the questionnaire it could be seen that most of the students thought that the biggest problem was on the mastery of vocabulary. Then, the second problem was that they needed a lot of exposure of reading English material and to practice doing the writing tasks from the teacher.

Based on the data collection of the process of teaching writing in the classroom, the researcher assumes some possible factors causing this problem: (1) lack of practice, (2) unsuitable teaching technique, (3) students' low motivation, (4) lack of learning resources, (5) lack of opportunity to have a lot of exposure of English language.

The researcher proposes to use "CQGS" as integrated techniques in control writing activity (Raimes, 1983: 95) which might be suitable with the condition of students of SMPN 5

Probolinggo. It consists of four techniques which are suitable for guiding the students' writing activity from the control activity to the freer one.

"CQGS" stands for Controlled Composition, Question and Answer, Guided Composition, and Sentence Combining. Those techniques have been arranged chronologically for teaching writing started from very controlled activity to the freer one and are done based on the controlled to free writing approach which means all writing the students do for which a great deal of the content and/ or form is supplied. In controlled tasks, for example, more is given to the students: an outline to complete, a paragraph to manipulate, a model to follow, or a passage to continue.

Even though, the researcher thinks that "CQGS" as a part of drilling activity was still important for practicing new patterns of language, it did not mean that he totally agreed with what behaviorists thought that to teach a perfect teaching method the errors would never be committed in the first place. According to Behaviorist (Richards, 1974: 20), drilling was as a way of making students become perfect in understanding and using the language for communication, so the process of teaching and learning would be able to avoid students of making mistake in using language. In this case, it did not mean that the researcher would not give any free writing activity at all to the students. But, it would be done by the students as a final task of the process of learning writing after they had got practice of "CQGS". Considering that the whole process of teaching learning used Genre Approach as an umbrella of the strategies of teaching writing, making errors in producing the language was a part of natural way of the learner in acquiring the new language.

B. Statement of Research Problem

Based on the background of the study the problems can be formulated as:

1. Can "CQGS" improve students' writing competence at the grade VIIIIC of *SMP Negeri 5 Probolinggo*?

2. How effective are “CQGS” techniques to improve students writing competence at the grade VIII C of *SMP Negeri 5 Probolinggo*?
3. What are the weaknesses and strengths of using “CQGS” to improve the students’ writing competence at the grade VII of *SMP Negeri 5 Probolinggo*?

C. Research Objectives

The objectives of teaching writing at grade VIIC *SMP Negeri 5 Probolinggo* are to find out whether or not:

1. “CQGS” techniques can improve the students’ writing competence.
2. “CQGS” techniques are effective to improve the students’ writing competence
3. There are some weaknesses and strengths of using “CQGS” in teaching writing.

D. Benefits of the Study

This writing can give more concrete description on the strength of “CQGS” techniques, the strategy on how to apply it in the classroom, and how to score it.

1. For students

It encourages the students to be motivated in expressing their ideas using English and to be more careful in writing them accurately. Moreover, when the students’ awareness of the importance of writing text as a means of communication increases, they will be motivated to write texts more frequently and, at the same time, their mastery of vocabulary will increase automatically.

2. For Teachers

This writing encourages the teachers to apply it in order to achieve the target of Curriculum of English that is the writing competency. Besides, the teachers are also more motivated to be more creative and innovative in preparing the contextual materials that are not

only suitable with “CQGS” techniques but also suitable with the students’ need. On the early state when facilitating teaching learning process, the teachers are able to encourage the students to write English without worrying to make mistakes so that the students can realize that making mistakes in writing is natural in learning process. Moreover, it makes the teacher aware of importance control writing activity that can help the students to be able to write accurately.

3. For school

It motivates the school to facilitate the students to display their creativity in daily writing English through board news. If there is enough fund the school can facilitate the students’ creativity in writing short article or story by publishing English school bulletin or magazine.

CHAPTER II

REVIEW OF RELATED LITERATURES, RATIONALE AND HYPOTHESIS

A. English Writing Competence

There are many definitions of writing available in literatures. The first definition is given by Flower (1985: 5) who states that writing is a form of thinking. The second definition is given by Arapoff (1972: 200) who defines that writing is a purposeful selection and organization of experience. The third definition is taken from <http://en.wikipedia.org/writing> (2007) which says that writing refers to the inscription of character on a medium, thereby forming words and larger units of language, known as a text. The last definition is from Byrne (1984: 1) which defines that writing can be said to be forming graphic symbols: making marks on a flat surface of some kind.

From the four definitions the researcher can analyze that the definition given by Flower emphasizes writing as a form of thinking. Thinking can be in the form of idea, opinion or feeling. So if we do not have idea, opinion or feeling we can write nothing. While definition of writing presented by Arapoff stresses that writing reflects organized experience and selected in accordance with certain purpose. It means that people write because they have purposes and what they write is manifestation of experience which has been organized and selected. The definition taken from internet stresses on the nature of writing from character into words and develop into larger units of language known as a text on a medium. Medium used for writing can be in the form of paper, board, cloth, and so on. The definition of writing given by Byrne emphasized in the act of marking marks in the form of graphic symbols on a flat surface of some kind. Graphic symbols can be in the form of visual letters, diagrams and drawings. The medium which is used can be paper, wood, stone, clothes and so on which are of flat surface.

Heirston (1986: 5-6) proposes six characteristics of good writing. They are as follows:

1. Good writing should be significant with the purpose of writing. 11 ans that writing should tell something suitable

2. Good writing should be clear. It means that writing must be understandable, for that the readers do not have to reread the writing several times to find out the meaning.
3. Good writing should be unified. It means that in writing, each sentence develops and supports the main idea. In addition, the sentences must support each other in a logical sequence or coherence.
4. Good writing is economical. It means that each point exposed in writing should be written in simple way. Rewriting some sentences or some words or sentences that do not support the main idea should be avoided.
5. Good writing should be adequately developed. It means that writing should have limited topic. The topic should be developed by having suitable supporting details.
6. Good writing should be grammatically acceptable. It means that writing must use correct grammar and punctuation.

The explanations above give clear description about the characteristics of good writing.

One of the characteristics is that writing should be well organized. It means that writer should have ability in arranging his or her ideas into a possible order. In addition, good writing should also be well written. A writer should be mastering the aspects of writing. Dealing with the aspects of writing, Hughes (1996: 91) mentions five aspects of writing; they are: (1) grammar, that is an element of writing which deals with a set of rules to have a writer construct sentences that makes sense and acceptable in English; (2) vocabulary, which deals with a list of words and their meanings; (3) mechanics, that is the convention in writing, which is related to punctuation, spelling, and capitalization; (4) fluency, which refers to the ease and the style of the composition; and (5) form (organization), that is the logical sequence and cohesion, or the flow of ideas being put into written language, to make unified contribution to the whole paragraph. This organization of the written text is recently often called the generic structure.

A good writer should know well those aspects of writing as by mastering the aspects of writing the writer will be able to write a meaningful writing and to use language effectively. Among those aspects, the four aspects; grammar, mechanic, vocabulary, and organization are described in the following details.

1. Grammatical Skill

Grammar is equally important as other elements of writing; such as organization, mechanic, vocabulary (Byrne 1997: 19). According to Fairbain and Winch (1996: 108), grammar as

an element of writing which deals with a set of rules to help a writer to construct sentences that make sense and applicable in English. When a paragraph or composition is written, grammar must be applied correctly in order to make the writing sensible and acceptable. It has something to do with Heaton's opinion (1991: 135) stating that grammatical skill is the ability to write correct and appropriate sentences. Thus, it can be said that if someone wants to produce an effective paragraph or composition, he or she has to know the grammar well. Consequently, if a writer wants to make a good writing, he or she should follow a very basic rules and conventions of grammar to construct sentences. To make good sentences, here Fairbairn and Winch (1996: 1080) suggest some advices as follows:

- a. Make sure that all of your sentences contain a main verb. It means that all sentences should have main verb.
- b. Make sure that verbs and nouns or pronoun agree. It means that the verbs, which are used in sentences, should agree with its nouns or pronouns.
- c. Ensure that tenses of verbs are consistent. It means that the verbs used in sentences should be consistent to its tense.
- d. Make sure that no crucial or grammatically significant words are missing. A writer has to write sentences with grammatical words completely.

Consequently, grammatically correct sentences in this research are concerned with students' ability in writing correct sentences. In this case, the sentence should have main verb and the verb should meet the grammar rules of the language.

2. Mechanical Skill

Mechanic skill is very essential in writing. It deals with the use of particular conventions in written language. Improper application of mechanical skill can make someone misunderstand the message of a certain work of writing. Related to mechanical, Heaton (1991: 135) states that mechanical skill is the ability to use those conventions peculiar to the written language correctly.

Furthermore, Heaton (1991: 135) uses the term mechanical skill for punctuation and spelling. Therefore, the following section discusses further about them.

Punctuation is one of the technical aspects of writing that makes the writing understandable and communicative. In this case, Fairbairn and Winch (1996: 81) say that punctuation is a variety of devices that a writer uses in order to help readers to understand the meaning of a piece of writing. The use of correct punctuation will help the readers to understand what the writer intends to communicate. Correct use of punctuation can help the writer communicate confidently and without confusion. The writer must follow the rules and conventions of punctuation because errors can make the writer's message uninterpretable.

3. Vocabulary

Vocabulary deals with a list of words with meanings (Hornby, 1995: 1331). Writing is a tool of communication in a written form. The writing will be understandable if the students have a good store of words and are able to use words appropriately. Without words, readers cannot understand about the content of writing because the ideas intended would be seen through the words used.

The words choice used in writing will influence the success of transforming message to the reader. For that, choosing the words appropriately is important. Bramer and Sadley (1981: 181) state that if the words are not chosen with precision and care, part of the meaning will be lost. Then, writing does not function fully in communicating meaning. The use of inappropriate words in writing will make the reader fail to understand. Therefore, the use of words must be precise to convey the meaning accurately.

Furthermore, English vocabulary includes noun, adjective, verb, adverb, preposition, pronoun, conjunction, and article. In this research, the vocabulary skills are focused on the choice of verb, noun, adjective, and preposition. Verb is a word to express an action. It can be also a form of "be" (Wingersky, et al., 1999: 61). Some examples of verb that express actions are *go*, *run*, and *stay*. Some examples of verbs that are *a form of be* are *has*, *had*, *is*, *are* and *should*.

Noun is a word to name or identify any class of thing, people, place or ideas (Hornby, 1995: 791), for example: *John, flower, beauty, and chair*. *Adjective* is a word that describes nouns or pronouns (Wingersky, et al., 1996: 61), for example: *her, some, good and beautiful*. *Preposition* is a word or a group of words. Those are used a noun or pronoun to show place, position, time or method (Hornby, 1995: 111). For example: *at, by, in, in front of and beside*.

4. Organization

Organization is one of the keys to write good paragraph. Organization is the ability of the students to arrange the ideas in logical sequence and cohesion, to make unified contribution to the whole paragraph. Kanar (1998: 16) states that organization in writing means presenting the material in order that makes sense – that is, a *logical order*. To write a good paragraph, a main idea and evidences to support the main idea should be arranged and organized in a well organization pattern to get the meaning logically. How well writer's evidences are organized determine how understandable it will be to the readers.

Furthermore, Kanar (1998: 74) states that a well-organized paragraph has unity and coherence. It means that unity and coherence are also important to develop paragraph in order to make the material presented be in an order. In this research, the organization will also be evaluated from the aspects of its unity and coherence.

a. Unity

Kanar (1998: 75) says that unity means *oneness or wholeness*. According to Bram (1995: 20), a paragraph is said to be in good unity if it is unified by mutually supported sentences that express one main idea of the topic sentence only. Each of the supporting sentences should serve to back up, clarify, explain, or prove the point in the topic sentence. In other words, each sentence in a paragraph should relate and develop that idea in the controlling idea.

Arnaudet and Barret (1990: 8) state that a paragraph includes several sentences which in some way contribute to or support the idea in the topic sentence. In other words, all the sentences must be related to the topic and must therefore refer back to the topic sentence. It

means that when one or more sentences or details within a paragraph do not support the main idea, the unity is interrupted, and the paragraph strays from its topic. In short, a paragraph has unity when each sentence of the paragraph shows clear connection to the main idea stated in the topic sentence. If a sentence does not relate to or develop the idea in the topic sentence, the sentence is irrelevant and should be omitted. In this case, Muhyidin (1988: 13) states that a paragraph that has sentences that do not relate to the controlling idea is lacking of unity. Then, it can be said that the paragraph is not unified. Therefore, the writer should avoid writing sentence that irrelevant to the topic. The following is the example of a unified paragraph.

The greatest NBA players are not only great shooters but also great passers. Earvin “Magic” Johnson of the Los Angeles Lakers earned his nickname for his passing more than just his shooting. Larry Bird of the Celtics, though one of the greatest shooters in NBA history, could take the crowd’s breath away with “no look” passes that made him seem to have eyes in the back of his head. Detroit Pistons’ guard Isiah Thomas often dazzles his opponents with passes behind his back or even through the opponents’ leg. While many NBA stars have been fine shooters, only the greatest are blessed equally with the ability to pass.(Carino, 1991: 158)

This paragraph discusses three different players, but it is unified by the focus on passing. All three examples work together to support the topic sentence that the best NBA players are great passers. Keeping paragraph unified can be difficult because one example or idea can lead to another that does not fit the topic of the paragraph. For instance, in discussing examples of Magic Johnson, the writer might have been tempted to add that in addition to being a great passer. Johnson is an excellent rebounder. That is true, but because the topic of the paragraph focuses on passing, the point about rebounding does not belong.

b. Coherence

Coherence is derived from the word *coherence*. Kanar (1998: 77) says that *cohere* means to stick together. According to Wong (1999: 369), coherence means that the ideas and sentences flow smoothly in a logical, organized manner. It means that a paragraph is coherent when the sentences are clearly connected to each other. The idea and the supporting sentences in a

paragraph are logically connected. A paragraph has coherence when it is so well organized that the evidence seems to flow smoothly and to “stick together”. Thus, the movement between sentences in a paragraph is smooth. It makes the readers not have problems in understanding the writer’s idea.

Creating a coherent paragraph needs some skills. According to Wong (1999: 369), in developing coherence in the body of a paragraph, a good writer needs to have three skills. He should know: (1) how to organize the events chronologically (in time sequence). It means that the writer should be able to organize the information based on the sequence that makes logical sense to the readers; (2) how to use sentence variety and how to combine sentences. In this case, the writer must have the ability in presenting the information to be understandable and interesting to be read. It can be done by combining good sentences; and (3) how to connect the ideas and sentences by using transition words. Each sentence must be connected well in order to make them move naturally. Based on the idea above, it can be assumed that a writer is required to have those skills in order to make the readers save extra time and energy in comprehending the content of the paragraph well.

To achieve coherence, the writer needs to use transition. According to Oshima and Hogue (1991: 29), transitions are words that signal the connection between sentences in paragraph. It means that transition is similar to change one item of the idea to another. There are two types of transitions that a writer should pay attention namely the repetitions and variation of key words and transitional words and phrase. In this case, students should concern with their ways in informing the ideas that is ordered logically. Without transitions, it is difficult for the writers, especially beginner writers, to produce a coherent paragraph.

From the previous elaboration of the number definition of writing from several experts, it can be concluded that writing competence is the ability of putting ideas into written language

using grammar, mechanic, vocabulary, content, and organization. There are five aspects to be the focus of this research:

1. Grammar is how to put the words in understandable and acceptable patterns of sentences;
2. Vocabulary is the selection of words to be used to convey meaning;
3. Mechanical deals with the use of particular conventions in written language which includes spelling, punctuation and capitalization,
4. Organization is the logical order of sentences presented so that the arrangement of the sentences makes sense.
5. Content is the unity of developing a paragraph based on a certain topic sentence.

B. Teaching Writing

McGillick explains that the emphasis of learning to write fairly extended pieces of English. We are more interested in helping the students to express ideas, thought processes and feeling on papers; to organize those ideas, thoughts, and feelings in writing (1987: 2). It means that in teaching writing, teacher helps students to express ideas, thought and feeling on papers. Then teacher also helps students to organize those ideas, thoughts and feelings in sentences to compose meaningful paragraphs or texts on learning to write.

Byrne explains there are roles of teacher in teaching writing (1998: 32-34). The roles of the teachers are:

1. Deciding how to present the activity to the class. In early stage, begin to demonstrate the writing activities on board or overhead projector. It will help students to do a certain amount of writing.
2. Preparing the students orally. By giving a number of examples orally, help the students to know exactly what they have to do.
3. Deciding how the writing task should be carried out. An activity can be done individually, in pairs or in small groups but concluded or ended on individual writing task.

4. Deciding on correction procedures. The students can be asked to exchange their completed work to evaluate one another's effort. This helps to train them to look at written work critically as readers. Then writing work can also be discussed in a classroom to get necessary correction or sometimes students make their own correction.
5. In addition, the writing process may be represented as simply as a three-stage process of prewriting, drafting, and revising, or it may be divided into the following six phases (Trupe:2001); 1) planning; 2) drafting; 3) revising; 4) editing & proofreading; 6) publishing

There are six categories or aspects of writing evaluation (Brown, 2001:357):

1. Content: thesis statement, related ideas, development of ideas through personal experience, illustration, facts, opinions, use of description, cause/effect, comparison/contrast, and consistency focus.
2. Organization: effectiveness of introduction, logical sequence of ideas, conclusion, and appropriate length.
3. Discourse/cohesion: topic sentences, paragraph unity, transitions, discourse markers, cohesion, rhetorical conventions, reference, fluency, and variation.
4. Syntax
5. Vocabulary: using meaningful words or phrases
6. Mechanics: spelling, punctuation, citation of references (if applicable), and neatness and appearance.

Based on the definition of writing and the theory of teaching writing, to evaluate the students' writing competence in this research the researcher used the rubric of writing evaluation adapted from **Weir, Cyril J. 1998**, *Communicative Language Testing*. London: Prentice Hall Europe

Table 3.1.2.

Rubric of Writing Skill

No	Aspect	Score	Description
1	Content	5	Bear almost no relation to the task
		10	Limited relevance to the task
		15	Mostly answer the task
		20	Relevant and adequate answer to the task
2	Organization	5	No apparent organization of the content
		10	Very little organization of content. Underlying structure not sufficiently apparent
		15	Some organizational skills in evidence, but not adequately controlled
		20	Overall shape and internal pattern clear.. organizational skills adequately controlled
3	Vocabulary	5	Vocabulary inadequate even for the most basic part of intended communication
		10	Frequent inadequacies in vocabulary for the task. Perhaps frequent lexical inappropriacies and/or repetition
		15	Some inadequacies in vocabulary for the task. Perhaps some lexical inappropriacies and/or circumlocution
		20	Almost no inadequacies in vocabulary for the task. Only rare inappropriacies and/or circumlocution
4	Grammar	5	Almost all grammatical pattern inaccurate
		10	Frequent grammatical inaccurate
		15	Some grammatical inaccurate
		20	Almost no grammatical inaccurate
5	Mechanical accuracy (punctuation and spelling)	5	Ignorance of conventions of punctuation. Almost all spelling inaccurate
		10	Low standard of accuracy in punctuation and spelling

		15	Some inaccuracy in punctuation and spelling
		20	Almost no inaccuracy in punctuation and spelling

C. Kinds of genres

There are a number of genres which are exposed in the literatures. Even each expert groups text not exactly the same as the other expert does. According to Macken (1991: 13) there are two main groups of genres. They are story genre and factual genres. Story genres include narrative, news story, exemplum, anecdote, and recount. Factual genres comprise procedure, explanation, report, exposition and discussion. While Derewianka (1995: 10-60) classifies texts into six groups. They are recounts, instructions, narratives, information reports, explanations, arguments. According to Anderson (2003: 3), he divides texts into two core groups. They are literary and factual texts. Literary texts include narrative, poetry, and drama. While factual texts cover recount, explanation, discussion, information report, exposition, procedure and response.

The 2004 English Curriculum for Junior High School divides texts into 5 genres which are of different social function, generic structure and significant lexicogrammatical features. They are Description, Recount, Narrative, Report, Procedure. According to the curriculum for the second grade of Junior High School, the genres used to be taught to the students are Descriptive, Recount, and Narrative. To know the different social function, generic structure, and significant lexicogrammatical features, they can be described as follows:

1. Description

a. Social function

To describe a particular person, place or thing.

b. Generic structure

- 1) Identification: identifies phenomenon to be described
- 2) Description: describes parts, qualities, characteristics.

- c. Significant lexicogrammatical features
 - 1) Focus on specific participants
 - 2) Use of attributive and identifying processes
 - 3) Frequent use of epithets and classifiers in nominal groups.
 - 4) Use of simple present tense.

2. Recount

- a. Social function

To retell events for the purpose of informing or entertaining
- b. Generic structure
 - 1) Orientation: provides the setting and introduces participants
 - 2) Events: tell what happened, in what sequence
 - 3) Reorientation: optional-closure of events
- c. Significant lexicogrammatical features
 - 1) Focus on specific participants
 - 2) Use of material process
 - 3) Circumstances of time and place
 - 4) Use of past tense
 - 5) Focus on temporal sequence

3. Narrative

- a. Social function

To amuse, to entertain and to deal with actual or vicarious experience in different way.
- b. Generic structure
 - 1) Orientation: Set the scenes and introduce the participants
 - 2) Evaluation: A stepping back to evaluate the plight
 - 3) Complication: a crisis arises
 - 4) Resolution: the crisis is resolved for better or worse

- 5) Reorientation: optional
- c. Significant lexicogrammatical features
- 1) Focus on specific and usually individualized participants
 - 2) Use of material processes, verbal process, relational processes and mental processes
 - 3) Use of temporal conjunctions and temporal circumstances

D. Genre Based Approach

According to Byram in http://web.1.hpu.edu/images/graduate_studies/TESL_WPs/07_Kim_genre_a17238.Pdf, genre based approach is defined as a framework for language instruction based on examples of a particular genre. Based on that definition and the meaning of genre and approach explained above the researcher can construct that genre based approach refers to teaching and learning model which places genres or types of text as a reference to developing four language skill activities such as listening, speaking, reading and writing as well as understanding language components such as grammar, vocabulary, pronunciation and spelling.

There are many kinds of teaching and learning model as the implementation of genre based approach found in the literatures. Moreover, different experts present different stages in spite of the fact that their main principles are actually the same. In this study the researcher uses genre based approach stated by Hammond (1992: 17) which is officially recommended by the Indonesian English curriculum for Junior High School. There are four stages in teaching learning cycle which virtually base on genre approach. They are building knowledge of the field (BKOF), modeling of the text (MOT), joint construction of the text (JCOT), and independent construction of the text (ICOT). Each stage has different objectives, and various tasks and activities. They can be described as the following explanation:

1. Building Knowledge of the field (BKOF)

The aim of this stage is to make sure that the students have enough background of the topic of field to be able to write about it. The focus of this stage is primary on the content or information of the text. At this stage, the learners are along way from a text themselves, and activities will involve speaking, reading, listening, information gathering, and note taking. The tasks and activities are designed to enable learners to: 1) explore cultural similarities and differences related to the topic including processes involved in achieving goals such as visiting the doctor or applying for a job shared experiences such as knowledge and experience of finding accommodation; 2) Practice grammatical patterns relevant to the topic or text type

2. Modeling of Text (MOT)

The aim of this stage is for the learners to become familiar with the purpose or social function, generic structure, and lexicogrammatical features of the type of text they are going to write. The focus here is on the form and function of a particular text type that the students are going to write. The teacher should choose the text which is similar to the one that the teacher will use in the next stage (joint construction of text) and the one which the learners will eventually write by themselves.

3. Joint Construction of Text

The aim of this stage is for the teacher to work with the learners to construct a similar text so that the learners can see how the text is written. The focus here is on illustrating the process of writing a text, considering both the content and the language.

4. Independent Construction of Text

This is the final stage of the cycle, when the learners write their own text. They can do this writing individually. By now there has been a considerable amount of scaffolding for the writing. The learners have developed a large amount of background knowledge. The learners have been aware of the linguistic characteristics of the text type. This preparation or scaffolding

will help ensure that they have the knowledge and skills to be able to write their own texts with confidence. The teacher's main role is to provide constructive comment to the learners on what further development may be necessary.

E. "CQGS"

"CQGS" which stands for Controlled Composition, Question and Answer, Guided Composition, and Sentence Combining are kinds of techniques in teaching writing (Raimes, Ann; *techniques in teaching writing*; 1983: 95). They are not just general "writing practice", but their greatest value comes from the fact that they provide practice in a specific feature of the written language of the process of writing. Teachers should assign these four types of controlled writing-controlled composition, question and answer, guided composition, and sentence combining- with their focus and purpose in mind: not "I think I will assign a controlled composition today," but "My students need practice with (subject-verb agreement, adjective phrases, synonyms, etc.) so I will assign a controlled composition for them to discuss in class".

1. Controlled Composition

When students write a controlled composition exercise, they are given a passage to work with; they do not, therefore, have to concern themselves with content, organization, finding ideas, and forming sentences. They write the given passage down, making a few specified changes, usually of a grammatical or structural nature. They might, for example, rewrite a passage describing a *man* to tell the reader about *two men*, making only the necessary singular/plural changes. Or they will rewrite a present tense passage in the past, or a passage or direct speech in indirect speech. Sometimes they will be directed to change only three designated sentences from active to passive, or to convert relative clauses to post-nominal modifiers (the woman who is waiting at the bus stop/the woman waiting at the bus stop). They will, that is, make changes in the passage that was given to them, but they will not add anything of their own to it. There are "right answers," so it is possible for students to produce a composition that is 100 percent accurate.

Controlled Composition focuses the students' attention on specific features of the written language. It is a good method of reinforcing grammar, vocabulary, and syntax in context. In addition, as the students write the passages, they are using the conventions of written English, such as indentation, punctuation, connecting words, and spelling. Most of the controlled composition textbooks available set up the tasks so that the book can be used for individualized instruction, with students proceeding at their own pace. (One word of warning is necessary here: Before assigning a controlled composition, do it yourself to make sure that the student's finished product will be real English. A passage of all negative sentences, all passive verb forms, or all parallel structures is just not normal written English.) The examples that follow indicate the variety of materials and tasks that controlled composition offers. There are five examples of model of controlled composition:

- a) Students work in small groups to agree on each change in the passage.
- b) The making of one change necessitates other linguistic changes. The students has to be aware of these and has to make the necessary connections.
- c) Students are asked to fill in vocabulary words in a passage; the advantage of this over single sentence exercise is that the coherence that the text demands must influence the choice of words throughout the text.
- d) Students are provided a structural skeleton outline so that students can construct a parallel paragraph using new information.
- e) Students are asked to supply synonyms for specific words, to change post-nominal adjectival phrases into adjectives (a life of sobriety / a sober life), or to change the focus of a passage by switching it from positive to negative or vice-versa (a passage about an optimist becomes a passages about a pessimist).

2. Question and Answer

The type of controlled composition that uses a question and answer format allows students' a little more freedom in structuring sentences. They are not given the actual text that

they will write; rather, they are given a series of questions, the answers to which form the text. Carefully constructed questions will produce a coherent text. There are three models of Question and Answer;

- a) Questions can ask about information which is given in notes or a list or even a picture sequence.
- b) Questions can also serve to draw forth and structure the students' own responses. They can elicit personal information, for example, (In what year were you born? Where have you lived for most of your life? Etc.) or depend upon a vivid imagination (In what month did *Sunnyville* get its biggest snowstorm ever? How deep were the snow drifts? What things did the snow bury? Etc.) Questions and-answer compositions based on personal information are useful at the beginning of a school year or semester, when teachers and students need to learn about each other. For the teacher, any information about students' likes, dislikes, interests, and hobbies is useful for devising future topic for discussion and writing.
- c) A question-and-answer composition is a good follow-up exercise to a reading passage. Students read or listen to a passage two or three times. Then, without further reference to the passage, they write a composition based on a given set of questions about the material they have just studied. Such tasks provide an excellent opportunity for teachers to tie language study in with the study of other school subjects.

3. Guided Composition

Guided composition is an extension of controlled composition. It is less controlled than the above examples of controlled composition in that it gives students some but not all of the content and form of the sentences they will use. Their finished products will thus be similar but not exactly alike. Students are given a first sentence, a last sentence, an outline to fill out, a series of questions to respond to, or information to include in their piece or writing. As with any free writing task, with guided composition, to students should be able to discuss, make notes, share

findings, and plan strategies together before they begin to write. There are seven models of Guided Composition, for example;

- a) Students look at and discuss the picture and any new vocabulary words or idioms are written on the board. Then the students are given these guidelines for writing.
- b) Students are provided much looser guidelines for a guided composition. Students could be asked simply to write three paragraphs about the picture, one describing the setting, one the woman, and one the man. Or they could be given the first sentence of each paragraph. All of these sample assignments can, of course, be discussed by students beforehand and students can even work in pairs to produce on a piece of writing with their names on it. For all these tasks, students will need to use the present tense, possessives, and expressions with look (she looks strict; it looks like a church, etc.), so these can be reviewed during discussion.
- c) Guided composition topics can also be directed towards the students' own experience or observation. If an opening sentence is given to the whole class, then the details they use to explain and illustrate can be compared. Some compositions can be read aloud or written on the board so that students can see how others in their class tackled the same task.
- d) A simple outline can be the basis for in-class discussion which then leads to writing.
- e) Students are given the first and last sentence of a paragraph that controls very strictly the content and many of the grammatical features the students will use, yet the students are free to compose their own sentences.
- f) Students are asked to complete the paragraph with information given. Here they can either be expected to provide the connecting words themselves, or they can be given more explicit guidance.
- g) A picture sequence provides excellent material for a guided composition. The pictures provide the subject matter, and class discussion will provide vocabulary and grammatical features needed to write about the sequence. If half of the class is given one set of pictures

and the other half another, then the task can be simply to describe the events to each other. Or they last picture of the sequence can be omitted, and students then finish the story by using their imagination.

4. Sentence Combining

Sentence combining is the combining of “base” sentences into one longer compound or complex sentence. As a technique to help students with their writing, it has been of interest to teachers for the last ten years. Researcher on writing for native speakers have found that sentence-combining exercises improve students’ sentence structure, length of sentence, and sentence variety. For ESL students, sentence combining is certainly a very good way of introducing new language structures without going into complicated explanations and employing specialized terminology. While it does not give students the opportunity to formulate ideas and communicate something meaningful to a reader, it does provide plenty of practice with the syntactic structures that are more common in writing than in speech, and gives students the chance to use the grammatical knowledge they have to make choices about structure.

The students who were asked to combine sentence is given his content. His decision is not one of what to say but of *how* to say it. Various degrees of control determine the amount of freedom the writer exercises in choosing which structure to use. There three models of sentence combining, for example;

- a. Students are given pairs of simple sentences, taken from a textbook paragraph or from the students’ own writing, to combine into one sentence within the context of the paragraph. This activity is suitable for small groups as students can pool their resources and between them discover as many options as possible.
- b. Sentence Combining tasks are not restricted to improving a text. The teacher can concentrate on the production of a new text by asking students to combine groups of sentences so that the finished series of sentences makes up a paragraph. Student

involvement and comprehension of the whole story can also be increased if one student is asked to supply the final group of sentences for other students in the class to combine.

- c. As high intermediate and advanced levels, students can be given a reading passage containing complex sentences which they, then, break down into kernel sentences for other students to combine. This provides excellent practice in analyzing sentence structure and discovering how sentences are assembled in English.

All those techniques in teaching writing belong to controlled writing that is all the writing students do for which a great deal of the content and/or form is supplied. In controlled tasks, more is given to the students, for example: an outline to complete, a paragraph to manipulate, a model to follow, or a passage to continue.

Controlled writing is a useful tool at all levels of composition teaching and not just in the early stages before students have gained enough fluency to handle free writing. Of course, it is with that word *enough* that the difficulty arises. How much language acquisition is enough for a student to be able to write a few sentences? We let students speak their new language as much as possible, we give them exercise for practice, we encourage them to try to express themselves, and we are delighted if we understand what they say. We give them help as they go along, correcting grammar, supplying an idiom, suggesting a word. In writing, too, they need the same opportunity to get words down on paper as soon as possible and to try out the written language. Only then will they acquire enough familiarity with writing to be able to approach more challenging tasks with confidence.

Controlled writing tasks give students focused practice in getting words down on paper and in concentrating on one or two problems at a time; they are thus spared from tackling the full range of complexity that free writing entails. For the teachers, controlled writing is easier to mark and much less time-consuming, so more can be assigned. If the student is steered away from choosing content or what to say about a topic because it is supplied, then both the student

and the teacher can devote full attention to mastery of the focal point of the controlled writing whether that is the use of past tense endings or the tenses used in indirect speech.

Controlled writing can fit into a composition curriculum at any level of student ability in these two places; (1) before free writing, when students practice a grammatical point or syntactic structure within a text and not just as a sentence exercise, and, at the same time, use that text as a source of vocabulary, ideas, idioms, and organization to help them in planning their own piece of writing; (2) after free writing, when we see what problems our students are having and assign a controlled task to give them practice with the problem areas.

The fact that students are performing the same operation on a common text makes controlled tasks highly suitable for small-group or whole-class discussion. Students can work together on deciding on one “right answer” or on a possible range of options for the answer for each of the tasks within the controlled writing. So even though the students are not communicating real information to each other or to any reader in their writing, they are in their discussion communicating with each other about how best to complete the task.

F. Rationale

Among the definition of writing stated by some linguists, there are some similarities which can be inferred. Here are some important things about writing:

1. Writing is a process of expressing ideas. It means that it needs some stages or steps or activities in order to produce final writing.
2. The form of produced writing is words, sentences and paragraph. This will concern with spelling and grammar of a sentence.
3. Writing is a way of communicating ideas, feeling and thought to others or audiences. To help audiences understand easily and clearly the ideas, feeling and thought to be communicated, writer should organize the ideas coherently and follow the convention of certain genre.

Considering that this research done in second grade Junior High School, and based on the ideas of some definitions above, the researcher tries to simplify the coverage the aspect of writing that the students must be able to master. They are as follows; (1) grammatical skills related to a set of rules to help a writer to construct sentences that make sense and applicable in English; (2) mechanical skill related to the use of particular conventions in written language; (3) vocabulary related to the appropriate word choice used in writing; (4) organization related to the ability to arrange the ideas in logical sequence and cohesion, to make unified contribution to the whole paragraph definition that writing is a way of expressing ideas; (5) Unity of content related to the ability of writing sentences in the paragraph based on the certain topic sentence.

Genre based approach that can be represented as the process of acquiring the language naturally is suitable to be used for teaching the language in the classroom because it has some good points to be implemented in this research, especially for beginners; (1) It starts with model as “in put” of the new language for students to understand. It will give them a chance to see the formal and functional of the language in writing. Students at low level of proficiency absolutely need something that they can rely on since they have little exposure to English writing; (2) Through analysis of the models, student will build up themselves with the common patterns as their background knowledge which is ready to be activated in the next learning situation; (3) Eventually, this prior knowledge will make easier for students to produce acceptable structure in their writing tasks.

The rationale for using “CQGS” in teaching and learning in the classroom, especially in writing class can be described as follows: (1) It provides practice in a specific feature of the written language of the process of writing; (2) It can fit into a composition curriculum at any level of students’ ability before free writing. When students practice grammatical point or syntactic structure within a text and not just as a sentence exercise, and, at the same time, use that text as a source of vocabulary, ideas, idioms, and organizations to help them in planning their own piece of writing; (3) It can fit into a composition curriculum at any level of students’ ability after free writing. When we see what problems our students are having, controlled task can be used to give students practice with the problem areas.

Before the students are able to produce accurate and coherent free writing, students need to practice much through control writing activities as the step of internalizing the new form of language which might be different from their own native language. This reason encourages the researcher to use “CQGS” as the main techniques used in teaching writing because; (1) *Controlled Composition* will help the students to focus their attention on specific features of the written language. It is good technique of reinforcing grammar, vocabulary, indentation, and punctuation; (2) *Question and Answer* will help the students produce coherent text; (3) *Guided Composition* will help the students express their ideas and use the style appropriate to the genre and audience; (4) *Sentence Combining* will help the students organize the ideas coherently, write more the sentences more effectively, and follow the convention of certain genre.

G. Action Hypothesis

Based on the problem and the related theories above the researcher proposes the following action hypothesis:

Using “CQGS” techniques can improve students’ writing competence at grade VIII C of SMP Negeri 5 Probolinggo.

CHAPTER II

REVIEW OF RELATED LITERATURES, RATIONALE AND HYPOTHESIS

A. English Writing Competence

There are many definitions of writing available in literatures. The first definition is given by Flower (1985: 5) who states that writing is a form of thinking. The second definition is given by Arapoff (1972: 200) who defines that writing is a purposeful selection and organization of experience. The third definition is taken from <http://en.wikipedia.org/writing> (2007) which says that writing refers to the inscription of character on a medium, thereby forming words and larger units of language, known as a text. The last definition is from Byrne (1984: 1) which defines that writing can be said to be forming graphic symbols: making marks on a flat surface of some kind.

From the four definitions the researcher can analyze that the definition given by Flower emphasizes writing as a form of thinking. Thinking can be in the form of idea, opinion or feeling. So if we do not have idea, opinion or feeling we can write nothing. While definition of writing presented by Arapoff stresses that writing reflects organized experience and selected in accordance with certain purpose. It means that people write because they have purposes and what they write is manifestation of experience which has been organized and selected. The definition taken from internet stresses on the nature of writing from character into words and develop into larger units of language known as a text on a medium. Medium used for writing can be in the form of paper, board, cloth, and so on. The definition of writing given by Byrne emphasized in the act of marking marks in the form of graphic symbols on a flat surface of some kind. Graphic symbols can be in the form of visual letters, diagrams and drawings. The medium which is used can be paper, wood, stone, clothes and so on which are of flat surface.

Heirston (1986: 5-6) proposes six characteristics of good writing. They are as follows:

7. Good writing should be significant with the purpose of writing. 11 ans that writing should tell something suitable

8. Good writing should be clear. It means that writing must be understandable, for that the readers do not have to reread the writing several times to find out the meaning.
9. Good writing should be unified. It means that in writing, each sentence develops and supports the main idea. In addition, the sentences must support each other in a logical sequence or coherence.
10. Good writing is economical. It means that each point exposed in writing should be written in simple way. Rewriting some sentences or some words or sentences that do not support the main idea should be avoided.
11. Good writing should be adequately developed. It means that writing should have limited topic. The topic should be developed by having suitable supporting details.
12. Good writing should be grammatically acceptable. It means that writing must use correct grammar and punctuation.

The explanations above give clear description about the characteristics of good writing.

One of the characteristics is that writing should be well organized. It means that writer should have ability in arranging his or her ideas into a possible order. In addition, good writing should also be well written. A writer should be mastering the aspects of writing. Dealing with the aspects of writing, Hughes (1996: 91) mentions five aspects of writing; they are: (1) grammar, that is an element of writing which deals with a set of rules to have a writer construct sentences that makes sense and acceptable in English; (2) vocabulary, which deals with a list of words and their meanings; (3) mechanics, that is the convention in writing, which is related to punctuation, spelling, and capitalization; (4) fluency, which refers to the ease and the style of the composition; and (5) form (organization), that is the logical sequence and cohesion, or the flow of ideas being put into written language, to make unified contribution to the whole paragraph. This organization of the written text is recently often called the generic structure.

A good writer should know well those aspects of writing as by mastering the aspects of writing the writer will be able to write a meaningful writing and to use language effectively. Among those aspects, the four aspects; grammar, mechanic, vocabulary, and organization are described in the following details.

5. Grammatical Skill

Grammar is equally important as other elements of writing; such as organization, mechanic, vocabulary (Byrne 1997: 19). According to Fairbain and Winch (1996: 108), grammar as

an element of writing which deals with a set of rules to help a writer to construct sentences that make sense and applicable in English. When a paragraph or composition is written, grammar must be applied correctly in order to make the writing sensible and acceptable. It has something to do with Heaton's opinion (1991: 135) stating that grammatical skill is the ability to write correct and appropriate sentences. Thus, it can be said that if someone wants to produce an effective paragraph or composition, he or she has to know the grammar well. Consequently, if a writer wants to make a good writing, he or she should follow a very basic rules and conventions of grammar to construct sentences. To make good sentences, here Fairbairn and Winch (1996: 1080) suggest some advices as follows:

- e. Make sure that all of your sentences contain a main verb. It means that all sentences should have main verb.
- f. Make sure that verbs and nouns or pronoun agree. It means that the verbs, which are used in sentences, should agree with its nouns or pronouns.
- g. Ensure that tenses of verbs are consistent. It means that the verbs used in sentences should be consistent to its tense.
- h. Make sure that no crucial or grammatically significant words are missing. A writer has to write sentences with grammatical words completely.

Consequently, grammatically correct sentences in this research are concerned with students' ability in writing correct sentences. In this case, the sentence should have main verb and the verb should meet the grammar rules of the language.

6. Mechanical Skill

Mechanic skill is very essential in writing. It deals with the use of particular conventions in written language. Improper application of mechanical skill can make someone misunderstand the message of a certain work of writing. Related to mechanical, Heaton (1991: 135) states that mechanical skill is the ability to use those conventions peculiar to the written language correctly.

Furthermore, Heaton (1991: 135) uses the term mechanical skill for punctuation and spelling. Therefore, the following section discusses further about them.

Punctuation is one of the technical aspects of writing that makes the writing understandable and communicative. In this case, Fairbairn and Winch (1996: 81) say that punctuation is a variety of devices that a writer uses in order to help readers to understand the meaning of a piece of writing. The use of correct punctuation will help the readers to understand what the writer intends to communicate. Correct use of punctuation can help the writer communicate confidently and without confusion. The writer must follow the rules and conventions of punctuation because errors can make the writer's message uninterpretable.

7. Vocabulary

Vocabulary deals with a list of words with meanings (Hornby, 1995: 1331). Writing is a tool of communication in a written form. The writing will be understandable if the students have a good store of words and are able to use words appropriately. Without words, readers cannot understand about the content of writing because the ideas intended would be seen through the words used.

The words choice used in writing will influence the success of transforming message to the reader. For that, choosing the words appropriately is important. Bramer and Sadley (1981: 181) state that if the words are not chosen with precision and care, part of the meaning will be lost. Then, writing does not function fully in communicating meaning. The use of inappropriate words in writing will make the reader fail to understand. Therefore, the use of words must be precise to convey the meaning accurately.

Furthermore, English vocabulary includes noun, adjective, verb, adverb, preposition, pronoun, conjunction, and article. In this research, the vocabulary skills are focused on the choice of verb, noun, adjective, and preposition. Verb is a word to express an action. It can be also a form of "be" (Wingersky, et al., 1999: 61). Some examples of verb that express actions are *go*, *run*, and *stay*. Some examples of verbs that are *a form of be* are *has*, *had*, *is*, *are* and *should*.

Noun is a word to name or identify any class of thing, people, place or ideas (Hornby, 1995: 791), for example: *John, flower, beauty, and chair*. *Adjective* is a word that describes nouns or pronouns (Wingersky, et al., 1996: 61), for example: *her, some, good* and *beautiful*. *Preposition* is a word or a group of words. Those are used a noun or pronoun to show place, position, time or method (Hornby, 1995: 111). For example: *at, by, in, in front of* and *beside*.

8. Organization

Organization is one of the keys to write good paragraph. Organization is the ability of the students to arrange the ideas in logical sequence and cohesion, to make unified contribution to the whole paragraph. Kanar (1998: 16) states that organization in writing means presenting the material in order that makes sense – that is, a *logical order*. To write a good paragraph, a main idea and evidences to support the main idea should be arranged and organized in a well organization pattern to get the meaning logically. How well writer's evidences are organized determine how understandable it will be to the readers.

Furthermore, Kanar (1998: 74) states that a well-organized paragraph has unity and coherence. It means that unity and coherence are also important to develop paragraph in order to make the material presented be in an order. In this research, the organization will also be evaluated from the aspects of its unity and coherence.

c. Unity

Kanar (1998: 75) says that unity means *oneness* or *wholeness*. According to Bram (1995: 20), a paragraph is said to be in good unity if it is unified by mutually supported sentences that express one main idea of the topic sentence only. Each of the supporting sentences should serve to back up, clarify, explain, or prove the point in the topic sentence. In other words, each sentence in a paragraph should relate and develop that idea in the controlling idea.

Arnaudet and Barret (1990: 8) state that a paragraph includes several sentences which in some way contribute to or support the idea in the topic sentence. In other words, all the sentences must be related to the topic and must therefore refer back to the topic sentence. It

means that when one or more sentences or details within a paragraph do not support the main idea, the unity is interrupted, and the paragraph strays from its topic. In short, a paragraph has unity when each sentence of the paragraph shows clear connection to the main idea stated in the topic sentence. If a sentence does not relate to or develop the idea in the topic sentence, the sentence is irrelevant and should be omitted. In this case, Muhyidin (1988: 13) states that a paragraph that has sentences that do not relate to the controlling idea is lacking of unity. Then, it can be said that the paragraph is not unified. Therefore, the writer should avoid writing sentence that irrelevant to the topic. The following is the example of a unified paragraph.

The greatest NBA players are not only great shooters but also great passers. Earvin "Magic" Johnson of the Los Angeles Lakers earned his nickname for his passing more than just his shooting. Larry Bird of the Celtics, though one of the greatest shooters in NBA history, could take the crowd's breath away with "no look" passes that made him seem to have eyes in the back of his head. Detroit Pistons' guard Isiah Thomas often dazzles his opponents with passes behind his back or even through the opponents' leg. While many NBA stars have been fine shooters, only the greatest are blessed equally with the ability to pass. (Carino, 1991: 158)

This paragraph discusses three different players, but it is unified by the focus on passing. All three examples work together to support the topic sentence that the best NBA players are great passers. Keeping paragraph unified can be difficult because one example or idea can lead to another that does not fit the topic of the paragraph. For instance, in discussing examples of Magic Johnson, the writer might have been tempted to add that in addition to being a great passer. Johnson is an excellent rebounder. That is true, but because the topic of the paragraph focuses on passing, the point about rebounding does not belong.

d. Coherence

Coherence is derived from the word *coherence*. Kanar (1998: 77) says that *cohere* means to stick together. According to Wong (1999: 369), coherence means that the ideas and sentences flow smoothly in a logical, organized manner. It means that a paragraph is coherent when the sentences are clearly connected to each other. The idea and the supporting sentences in a

paragraph are logically connected. A paragraph has coherence when it is so well organized that the evidence seems to flow smoothly and to “stick together”. Thus, the movement between sentences in a paragraph is smooth. It makes the readers not have problems in understanding the writer’s idea.

Creating a coherent paragraph needs some skills. According to Wong (1999: 369), in developing coherence in the body of a paragraph, a good writer needs to have three skills. He should know: (1) how to organize the events chronologically (in time sequence). It means that the writer should be able to organize the information based on the sequence that makes logical sense to the readers; (2) how to use sentence variety and how to combine sentences. In this case, the writer must have the ability in presenting the information to be understandable and interesting to be read. It can be done by combining good sentences; and (3) how to connect the ideas and sentences by using transition words. Each sentence must be connected well in order to make them move naturally. Based on the idea above, it can be assumed that a writer is required to have those skills in order to make the readers save extra time and energy in comprehending the content of the paragraph well.

To achieve coherence, the writer needs to use transition. According to Oshima and Hogue (1991: 29), transitions are words that signal the connection between sentences in paragraph. It means that transition is similar to change one item of the idea to another. There are two types of transitions that a writer should pay attention namely the repetitions and variation of key words and transitional words and phrase. In this case, students should concern with their ways in informing the ideas that is ordered logically. Without transitions, it is difficult for the writers, especially beginner writers, to produce a coherent paragraph.

From the previous elaboration of the number definition of writing from several experts, it can be concluded that writing competence is the ability of putting ideas into written language

using grammar, mechanic, vocabulary, content, and organization. There are five aspects to be the focus of this research:

6. Grammar is how to put the words in understandable and acceptable patterns of sentences;
7. Vocabulary is the selection of words to be used to convey meaning;
8. Mechanical deals with the use of particular conventions in written language which includes spelling, punctuation and capitalization,
9. Organization is the logical order of sentences presented so that the arrangement of the sentences makes sense.
10. Content is the unity of developing a paragraph based on a certain topic sentence.

B. Teaching Writing

McGillick explains that the emphasis of learning to write fairly extended pieces of English. We are more interested in helping the students to express ideas, thought processes and feeling on papers; to organize those ideas, thoughts, and feelings in writing (1987: 2). It means that in teaching writing, teacher helps students to express ideas, thought and feeling on papers. Then teacher also helps students to organize those ideas, thoughts and feelings in sentences to compose meaningful paragraphs or texts on learning to write.

Byrne explains there are roles of teacher in teaching writing (1998: 32-34). The roles of the teachers are:

1. Deciding how to present the activity to the class. In early stage, begin to demonstrate the writing activities on board or overhead projector. It will help students to do a certain amount of writing.
2. Preparing the students orally. By giving a number of examples orally, help the students to know exactly what they have to do.
3. Deciding how the writing task should be carried out. An activity can be done individually, in pairs or in small groups but concluded or ended on individual writing task.

4. Deciding on correction procedures. The students can be asked to exchange their completed work to evaluate one another's effort. This helps to train them to look at written work critically as readers. Then writing work can also be discussed in a classroom to get necessary correction or sometimes students make their own correction.
5. In addition, the writing process may be represented as simply as a three-stage process of prewriting, drafting, and revising, or it may be divided into the following six phases (Trupe:2001); 1) planning; 2) drafting; 3) revising; 4) editing & proofreading; 6) publishing

There are six categories or aspects of writing evaluation (Brown, 2001:357):

7. Content: thesis statement, related ideas, development of ideas through personal experience, illustration, facts, opinions, use of description, cause/effect, comparison/contrast, and consistency focus.
8. Organization: effectiveness of introduction, logical sequence of ideas, conclusion, and appropriate length.
9. Discourse/cohesion: topic sentences, paragraph unity, transitions, discourse markers, cohesion, rhetorical conventions, reference, fluency, and variation.
10. Syntax
11. Vocabulary: using meaningful words or phrases
12. Mechanics: spelling, punctuation, citation of references (if applicable), and neatness and appearance.

Based on the definition of writing and the theory of teaching writing, to evaluate the students' writing competence in this research the researcher used the rubric of writing evaluation adapted from **Weir, Cyril J. 1998**, *Communicative Language Testing*. London: Prentice Hall Europe

Table 3.1.2.

Rubric of Writing Skill

No	Aspect	Score	Description
1	Content	5	Bear almost no relation to the task
		10	Limited relevance to the task
		15	Mostly answer the task
		20	Relevant and adequate answer to the task
2	Organization	5	No apparent organization of the content
		10	Very little organization of content. Underlying structure not sufficiently apparent
		15	Some organizational skills in evidence, but not adequately controlled
		20	Overall shape and internal pattern clear.. organizational skills adequately controlled
3	Vocabulary	5	Vocabulary inadequate even for the most basic part of intended communication
		10	Frequent inadequacies in vocabulary for the task. Perhaps frequent lexical inappropriacies and/or repetition
		15	Some inadequacies in vocabulary for the task. Perhaps some lexical inappropriacies and/or circumlocution
		20	Almost no inadequacies in vocabulary for the task. Only rare inappropriacies and/or circumlocution
4	Grammar	5	Almost all grammatical pattern inaccurate
		10	Frequent grammatical inaccurate
		15	Some grammatical inaccurate
		20	Almost no grammatical inaccurate
5	Mechanical accuracy (punctuation and spelling)	5	Ignorance of conventions of punctuation. Almost all spelling inaccurate
		10	Low standard of accuracy in punctuation and spelling

		15	Some inaccuracy in punctuation and spelling
		20	Almost no inaccuracy in punctuation and spelling

C. Kinds of genres

There are a number of genres which are exposed in the literatures. Even each expert groups text not exactly the same as the other expert does. According to Macken (1991: 13) there are two main groups of genres. They are story genre and factual genres. Story genres include narrative, news story, exemplum, anecdote, and recount. Factual genres comprise procedure, explanation, report, exposition and discussion. While Derewianka (1995: 10-60) classifies texts into six groups. They are recounts, instructions, narratives, information reports, explanations, arguments. According to Anderson (2003: 3), he divides texts into two core groups. They are literary and factual texts. Literary texts include narrative, poetry, and drama. While factual texts cover recount, explanation, discussion, information report, exposition, procedure and response.

The 2004 English Curriculum for Junior High School divides texts into 5 genres which are of different social function, generic structure and significant lexicogrammatical features. They are Description, Recount, Narrative, Report, Procedure. According to the curriculum for the second grade of Junior High School, the genres used to be taught to the students are Descriptive, Recount, and Narrative. To know the different social function, generic structure, and significant lexicogrammatical features, they can be described as follows:

4. Description

a. Social function

To describe a particular person, place or thing.

b. Generic structure

3) Identification: identifies phenomenon to be described

4) Description: describes parts, qualities, characteristics.

- c. Significant lexicogrammatical features
 - 5) Focus on specific participants
 - 6) Use of attributive and identifying processes
 - 7) Frequent use of epithets and classifiers in nominal groups.
 - 8) Use of simple present tense.

5. Recount

- a. Social function

To retell events for the purpose of informing or entertaining
- b. Generic structure
 - 4) Orientation: provides the setting and introduces participants
 - 5) Events: tell what happened, in what sequence
 - 6) Reorientation: optional-closure of events
- c. Significant lexicogrammatical features
 - 6) Focus on specific participants
 - 7) Use of material process
 - 8) Circumstances of time and place
 - 9) Use of past tense
 - 10) Focus on temporal sequence

6. Narrative

- a. Social function

To amuse, to entertain and to deal with actual or vicarious experience in different way.
- b. Generic structure
 - 6) Orientation: Set the scenes and introduce the participants
 - 7) Evaluation: A stepping back to evaluate the plight
 - 8) Complication: a crisis arises
 - 9) Resolution: the crisis is resolved for better or worse

- 10) Reorientation: optional
- c. Significant lexicogrammatical features
- 4) Focus on specific and usually individualized participants
 - 5) Use of material processes, verbal process, relational processes and mental processes
 - 6) Use of temporal conjunctions and temporal circumstances

D. Genre Based Approach

According to Byram in http://web.1.hpu.edu/images/graduate_studies/TESL_WPs/07_Kim_genre_a17238.Pdf, genre based approach is defined as a framework for language instruction based on examples of a particular genre. Based on that definition and the meaning of genre and approach explained above the researcher can construct that genre based approach refers to teaching and learning model which places genres or types of text as a reference to developing four language skill activities such as listening, speaking, reading and writing as well as understanding language components such as grammar, vocabulary, pronunciation and spelling.

There are many kinds of teaching and learning model as the implementation of genre based approach found in the literatures. Moreover, different experts present different stages in spite of the fact that their main principles are actually the same. In this study the researcher uses genre based approach stated by Hammond (1992: 17) which is officially recommended by the Indonesian English curriculum for Junior High School. There are four stages in teaching learning cycle which virtually base on genre approach. They are building knowledge of the field (BKOF), modeling of the text (MOT), joint construction of the text (JCOT), and independent construction of the text (ICOT). Each stage has different objectives, and various tasks and activities. They can be described as the following explanation:

5. Building Knowledge of the field (BKOF)

The aim of this stage is to make sure that the students have enough background of the topic of field to be able to write about it. The focus of this stage is primary on the content or information of the text. At this stage, the learners are along way from a text themselves, and activities will involve speaking, reading, listening, information gathering, and note taking. The tasks and activities are designed to enable learners to: 1) explore cultural similarities and differences related to the topic including processes involved in achieving goals such as visiting the doctor or applying for a job shared experiences such as knowledge and experience of finding accommodation; 2) Practice grammatical patterns relevant to the topic or text type

6. Modeling of Text (MOT)

The aim of this stage is for the learners to become familiar with the purpose or social function, generic structure, and lexicogrammatical features of the type of text they are going to write. The focus here is on the form and function of a particular text type that the students are going to write. The teacher should choose the text which is similar to the one that the teacher will use in the next stage (joint construction of text) and the one which the learners will eventually write by themselves.

7. Joint Construction of Text

The aim of this stage is for the teacher to work with the learners to construct a similar text so that the learners can see how the text is written. The focus here is on illustrating the process of writing a text, considering both the content and the language.

8. Independent Construction of Text

This is the final stage of the cycle, when the learners write their own text. They can do this writing individually. By now there has been a considerable amount of scaffolding for the writing. The learners have developed a large amount of background knowledge. The learners have been aware of the linguistic characteristics of the text type. This preparation or scaffolding

will help ensure that they have the knowledge and skills to be able to write their own texts with confidence. The teacher's main role is to provide constructive comment to the learners on what further development may be necessary.

E. "CQGS"

"CQGS" which stands for Controlled Composition, Question and Answer, Guided Composition, and Sentence Combining are kinds of techniques in teaching writing (Raimes, Ann; *techniques in teaching writing*; 1983: 95). They are not just general "writing practice", but their greatest value comes from the fact that they provide practice in a specific feature of the written language of the process of writing. Teachers should assign these four types of controlled writing-controlled composition, question and answer, guided composition, and sentence combining- with their focus and purpose in mind: not "I think I will assign a controlled composition today," but "My students need practice with (subject-verb agreement, adjective phrases, synonyms, etc.) so I will assign a controlled composition for them to discuss in class".

5. Controlled Composition

When students write a controlled composition exercise, they are given a passage to work with; they do not, therefore, have to concern themselves with content, organization, finding ideas, and forming sentences. They write the given passage down, making a few specified changes, usually of a grammatical or structural nature. They might, for example, rewrite a passage describing a *man* to tell the reader about *two men*, making only the necessary singular/plural changes. Or they will rewrite a present tense passage in the past, or a passage or direct speech in indirect speech. Sometimes they will be directed to change only three designated sentences from active to passive, or to convert relative clauses to post-nominal modifiers (the woman who is waiting at the bus stop/the woman waiting at the bus stop). They will, that is, make changes in the passage that was given to them, but they will not add anything of their own to it. There are "right answers," so it is possible for students to produce a composition that is 100 percent accurate.

Controlled Composition focuses the students' attention on specific features of the written language. It is a good method of reinforcing grammar, vocabulary, and syntax in context. In addition, as the students write the passages, they are using the conventions of written English, such as indentation, punctuation, connecting words, and spelling. Most of the controlled composition textbooks available set up the tasks so that the book can be used for individualized instruction, with students proceeding at their own pace. (One word of warning is necessary here: Before assigning a controlled composition, do it yourself to make sure that the student's finished product will be real English. A passage of all negative sentences, all passive verb forms, or all parallel structures is just not normal written English.) The examples that follow indicate the variety of materials and tasks that controlled composition offers. There are five examples of model of controlled composition:

- f) Students work in small groups to agree on each change in the passage.
- g) The making of one change necessitates other linguistic changes. The students has to be aware of these and has to make the necessary connections.
- h) Students are asked to fill in vocabulary words in a passage; the advantage of this over single sentence exercise is that the coherence that the text demands must influence the choice of words throughout the text.
- i) Students are provided a structural skeleton outline so that students can construct a parallel paragraph using new information.
- j) Students are asked to supply synonyms for specific words, to change post-nominal adjectival phrases into adjectives (a life of sobriety / a sober life), or to change the focus of a passage by switching it from positive to negative or vice-versa (a passage about an optimist becomes a passages about a pessimist).

6. Question and Answer

The type of controlled composition that uses a question and answer format allows students' a little more freedom in structuring sentences. They are not given the actual text that

they will write; rather, they are given a series of questions, the answers to which form the text. Carefully constructed questions will produce a coherent text. There are three models of Question and Answer;

- d) Questions can ask about information which is given in notes or a list or even a picture sequence.
- e) Questions can also serve to draw forth and structure the students' own responses. They can elicit personal information, for example, (In what year were you born? Where have you lived for most of your life? Etc.) or depend upon a vivid imagination (In what month did *Sunnyville* get its biggest snowstorm ever? How deep were the snow drifts? What things did the snow bury? Etc.) Questions and-answer compositions based on personal information are useful at the beginning of a school year or semester, when teachers and students need to learn about each other. For the teacher, any information about students' likes, dislikes, interests, and hobbies is useful for devising future topic for discussion and writing.
- f) A question-and-answer composition is a good follow-up exercise to a reading passage. Students read or listen to a passage two or three times. Then, without further reference to the passage, they write a composition based on a given set of questions about the material they have just studied. Such tasks provide an excellent opportunity for teachers to tie language study in with the study of other school subjects.

7. Guided Composition

Guided composition is an extension of controlled composition. It is less controlled than the above examples of controlled composition in that it gives students some but not all of the content and form of the sentences they will use. Their finished products will thus be similar but not exactly alike. Students are given a first sentence, a last sentence, an outline to fill out, a series of questions to respond to, or information to include in their piece or writing. As with any free writing task, with guided composition, to students should be able to discuss, make notes, share

findings, and plan strategies together before they begin to write. There are seven models of Guided Composition, for example;

- h) Students look at and discuss the picture and any new vocabulary words or idioms are written on the board. Then the students are given these guidelines for writing.
- i) Students are provided much looser guidelines for a guided composition. Students could be asked simply to write three paragraphs about the picture, one describing the setting, one the woman, and one the man. Or they could be given the first sentence of each paragraph. All of these sample assignments can, of course, be discussed by students beforehand and students can even work in pairs to produce on a piece of writing with their names on it. For all these tasks, students will need to use the present tense, possessives, and expressions with look (she looks strict; it looks like a church, etc.), so these can be reviewed during discussion.
- j) Guided composition topics can also be directed towards the students' own experience or observation. If an opening sentence is given to the whole class, then the details they use to explain and illustrate can be compared. Some compositions can be read aloud or written on the board so that students can see how others in their class tackled the same task.
- k) A simple outline can be the basis for in-class discussion which then leads to writing.
- l) Students are given the first and last sentence of a paragraph that controls very strictly the content and many of the grammatical features the students will use, yet the students are free to compose their own sentences.
- m) Students are asked to complete the paragraph with information given. Here they can either be expected to provide the connecting words themselves, or they can be given more explicit guidance.
- n) A picture sequence provides excellent material for a guided composition. The pictures provide the subject matter, and class discussion will provide vocabulary and grammatical features needed to write about the sequence. If half of the class is given one set of pictures

and the other half another, then the task can be simply to describe the events to each other. Or they last picture of the sequence can be omitted, and students then finish the story by using their imagination.

8. Sentence Combining

Sentence combining is the combining of “base” sentences into one longer compound or complex sentence. As a technique to help students with their writing, it has been of interest to teachers for the last ten years. Researcher on writing for native speakers have found that sentence-combining exercises improve students’ sentence structure, length of sentence, and sentence variety. For ESL students, sentence combining is certainly a very good way of introducing new language structures without going into complicated explanations and employing specialized terminology. While it does not give students the opportunity to formulate ideas and communicate something meaningful to a reader, it does provide plenty of practice with the syntactic structures that are more common in writing than in speech, and gives students the chance to use the grammatical knowledge they have to make choices about structure.

The students who were asked to combine sentence is given his content. His decision is not one of what to say but of *how* to say it. Various degrees of control determine the amount of freedom the writer exercises in choosing which structure to use. There three models of sentence combining, for example;

- a. Students are given pairs of simple sentences, taken from a textbook paragraph or from the students’ own writing, to combine into one sentence within the context of the paragraph. This activity is suitable for small groups as students can pool their resources and between them discover as many options as possible.
- b. Sentence Combining tasks are not restricted to improving a text. The teacher can concentrate on the production of a new text by asking students to combine groups of sentences so that the finished series of sentences makes up a paragraph. Student

involvement and comprehension of the whole story can also be increased if one student is asked to supply the final group of sentences for other students in the class to combine.

- c. As high intermediate and advanced levels, students can be given a reading passage containing complex sentences which they, then, break down into kernel sentences for other students to combine. This provides excellent practice in analyzing sentence structure and discovering how sentences are assembled in English.

All those techniques in teaching writing belong to controlled writing that is all the writing students do for which a great deal of the content and/or form is supplied. In controlled tasks, more is given to the students, for example: an outline to complete, a paragraph to manipulate, a model to follow, or a passage to continue.

Controlled writing is a useful tool at all levels of composition teaching and not just in the early stages before students have gained enough fluency to handle free writing. Of course, it is with that word *enough* that the difficulty arises. How much language acquisition is enough for a student to be able to write a few sentences? We let students speak their new language as much as possible, we give them exercise for practice, we encourage them to try to express themselves, and we are delighted if we understand what they say. We give them help as they go along, correcting grammar, supplying an idiom, suggesting a word. In writing, too, they need the same opportunity to get words down on paper as soon as possible and to try out the written language. Only then will they acquire enough familiarity with writing to be able to approach more challenging tasks with confidence.

Controlled writing tasks give students focused practice in getting words down on paper and in concentrating on one or two problems at a time; they are thus spared from tackling the full range of complexity that free writing entails. For the teachers, controlled writing is easier to mark and much less time-consuming, so more can be assigned. If the student is steered away from choosing content or what to say about a topic because it is supplied, then both the student

and the teacher can devote full attention to mastery of the focal point of the controlled writing whether that is the use of past tense endings or the tenses used in indirect speech.

Controlled writing can fit into a composition curriculum at any level of student ability in these two places; (1) before free writing, when students practice a grammatical point or syntactic structure within a text and not just as a sentence exercise, and, at the same time, use that text as a source of vocabulary, ideas, idioms, and organization to help them in planning their own piece of writing; (2) after free writing, when we see what problems our students are having and assign a controlled task to give them practice with the problem areas.

The fact that students are performing the same operation on a common text makes controlled tasks highly suitable for small-group or whole-class discussion. Students can work together on deciding on one “right answer” or on a possible range of options for the answer for each of the tasks within the controlled writing. So even though the students are not communicating real information to each other or to any reader in their writing, they are in their discussion communicating with each other about how best to complete the task.

F. Rationale

Among the definition of writing stated by some linguists, there are some similarities which can be inferred. Here are some important things about writing:

4. Writing is a process of expressing ideas. It means that it needs some stages or steps or activities in order to produce final writing.
5. The form of produced writing is words, sentences and paragraph. This will concern with spelling and grammar of a sentence.
6. Writing is a way of communicating ideas, feeling and thought to others or audiences. To help audiences understand easily and clearly the ideas, feeling and thought to be communicated, writer should organize the ideas coherently and follow the convention of certain genre.

Considering that this research done in second grade Junior High School, and based on the ideas of some definitions above, the researcher tries to simplify the coverage the aspect of writing that the students must be able to master. They are as follows; (1) grammatical skills related to a set of rules to help a writer to construct sentences that make sense and applicable in English; (2) mechanical skill related to the use of particular conventions in written language; (3) vocabulary related to the appropriate word choice used in writing; (4) organization related to the ability to arrange the ideas in logical sequence and cohesion, to make unified contribution to the whole paragraph definition that writing is a way of expressing ideas; (5) Unity of content related to the ability of writing sentences in the paragraph based on the certain topic sentence.

Genre based approach that can be represented as the process of acquiring the language naturally is suitable to be used for teaching the language in the classroom because it has some good points to be implemented in this research, especially for beginners; (1) It starts with model as “in put” of the new language for students to understand. It will give them a chance to see the formal and functional of the language in writing. Students at low level of proficiency absolutely need something that they can rely on since they have little exposure to English writing; (2) Through analysis of the models, student will build up themselves with the common patterns as their background knowledge which is ready to be activated in the next learning situation; (3) Eventually, this prior knowledge will make easier for students to produce acceptable structure in their writing tasks.

The rationale for using “CQGS” in teaching and learning in the classroom, especially in writing class can be described as follows: (1) It provides practice in a specific feature of the written language of the process of writing; (2) It can fit into a composition curriculum at any level of students’ ability before free writing. When students practice grammatical point or syntactic structure within a text and not just as a sentence exercise, and, at the same time, use that text as a source of vocabulary, ideas, idioms, and organizations to help them in planning their own piece of writing; (3) It can fit into a composition curriculum at any level of students’ ability after free writing. When we see what problems our students are having, controlled task can be used to give students practice with the problem areas.

Before the students are able to produce accurate and coherent free writing, students need to practice much through control writing activities as the step of internalizing the new form of language which might be different from their own native language. This reason encourages the researcher to use “CQGS” as the main techniques used in teaching writing because; (1) *Controlled Composition* will help the students to focus their attention on specific features of the written language. It is good technique of reinforcing grammar, vocabulary, indentation, and punctuation; (2) *Question and Answer* will help the students produce coherent text; (3) *Guided Composition* will help the students express their ideas and use the style appropriate to the genre and audience; (4) *Sentence Combining* will help the students organize the ideas coherently, write more the sentences more effectively, and follow the convention of certain genre.

G. Action Hypothesis

Based on the problem and the related theories above the researcher proposes the following action hypothesis:

Using “CQGS” techniques can improve students’ writing competence at grade VIII C of SMP Negeri 5 Probolinggo.

CHAPTER IV

RESEARCH FINDINGS

This chapter describes the various stages of activities developed as part of implementing “CQGS” to improve the students’ writing competence. The objective is to present the research findings which provide evidence answering the problem statement stated in chapter 1. The description of the findings is based on the data from the researcher’s field notes, the interview, students’ performance and the test

A. Introduction

The study began since the researcher realized that the students had problem in writing. Although SMPN 5 Probolinggo was a Pioneering International Reference School or RSBI, it did not mean that all students could write English well. They were just the same as the other students at other schools. This was a great challenge for the English teachers to improve the students’ competence in English especially writing.

This fact led the researcher to an idea that he should have had a meeting to design an appropriate program to improve the students’ writing competence. The meeting was held on Saturday morning, August, 29th 2009. There were only two teachers attending the meeting, the researcher and the collaborator. The purpose of the meeting was to identify the problems in the preliminary reflection. The techniques used to identify the problems were; (1) observation; (2) interview; and the writing test which was held the week after that was on Saturday, September 5th, 2009.

The researcher was aware when he observed the English teacher who was teaching writing in the classroom, the students were not very interested in it. Most of the students were passive when the teacher gave them a chance ⁵⁸ questions concerning with the difficulty of

the text and did not give any responses quickly when the teacher asked many questions related to the content of the text. During the process of teaching writing, the teacher did not give much opportunity to the students to internalize the difficult grammar which had different form from their own language.

Through interviewing the students about their difficulties in writing English it could be concluded that most of them had difficulties on using appropriate vocabulary and writing correct sentences, especially on (a) tenses, (b) word order or syntax, (c) agreement, and (d) pronoun.

Besides interviewing, the researcher found some problems from the pre-test ranging from all aspects of writing skill namely content, organization, sentence fluency, word choice, and mechanic or convention. The means score of their writing is 61.3 from the 5 traits of writing namely content (82.8) organization (55,1), vocabulary (59.6), grammar (63.7) and mechanic (45.3). And of the 32 students, only 2 (or 6%) could reach the same with or more than the minimal score (75). In fact they were not used to expressing their ideas and feeling in English so they had many difficulties in writing sentences in correct English sentence patterns. There were many students who wrote English sentence by translating Indonesian sentences to English sentences directly without understanding the correct English sentence patterns. (See appendix 4.1.1)

Based on the problems above, the researcher proposed a solution to overcome the students' problem in writing that is "CQGS". After finishing all cycles the researcher had targets as follows:

1. Students' were able to write simple and compound sentences in correct English sentence pattern.
2. Students' were able to identify their own grammar mistakes when they were editing their writing first draft.

3. Students were able to correct the grammar mistakes which had been identified and given the codes by the teacher from their writing draft
4. Students were able to identify the generic structure and the language feature of Recount and Narrative Text.
5. Students were able to write Recount and Narrative text based on the guided instruction and clues of the first and the last sentence of the story.
6. Students were able to rewrite the writing draft more effectively after being edited.

The researcher realized that it was difficult for the students to achieve all the targets above. That's why the researcher only hoped that the students were able to achieve the target of 70% since the passing grade of the English lesson where the researcher carried out the research was 70

As mentioned above the research was done through cycles. In this research the researcher used four cycles which had different stresses. Cycle 1 focused on correct grammatical form, cycle 2 focused on correct constructing English sentence pattern, cycle 3 focused on developing the topic sentence into a good story, and cycle 4 focused on rewriting the first draft more effectively. The reasons why the researcher used four cycles in his research were:

1. Before students could write the text freely, they needed to have right "input" of model language items that had to be internalized to the students' language competence to avoid the interference of the students' first language. Controlled Composition was supposed to be the right technique to achieve this objective.
2. After students understood the form and the use of certain language items, they would be able to apply them in constructing correct sentence pattern. Questions and Answer was suppose to be suitable technique to achieve this objective.
3. After students were able to construct correct sentence pattern, they would be able to develop the topic sentence into a good story. To achieve this one, Sentence Combining was supposed to be suitable technique.

4. After students were able to produce a certain text or a story, they would be able to identify the mistakes, revise them, and rewrite the final draft of the story more effectively and more correctly. Sentence Combining was supposed to be the suitable technique.

B. Implementation

1. Cycle 1

It has been stated that there were many problems which the students faced in writing English well. Correcting grammatical form in writing was focused to be discussed in the first cycle because it was considered the most common problem for the learners of the English language. This section describes in detail the process of the application of Control Composition technique to improve the students' language competence in writing. This includes (1) planning, (2) action, (3) observation, and (4) reflection

a. Planning

Concerning with the action of the research in the classroom, the researcher made a general planning of the first cycle on writing a recount text which was focused on the correct punctuation, agreement, tenses, and diction. In general the activities were divided into four stages. First, the teacher planned some activities to give the evaluation and discussion of the students' work at the previous meeting or gave the preview of the topic that would be discussed in the meeting. Second, the teacher planned to give model of the text that would be useful for students to write similar one and to help students to identify and understand the certain grammar forms of the text. Third, the teacher planned to make some exercises that would be done by the students as reinforcement of understanding of the certain grammar forms. Finally, the teacher planned to give the instruction to rewrite the certain text based on the given directions.

To encourage the students to be active in doing reflection, the researcher planned to return the students work after being corrected. The correction would be given in form of codes to be paid attention. The students would try to correct by themselves or in group based on the example of correction given by the teacher. Then they would rewrite the text based on their own correction.

Before the real action was implemented, the researcher prepared what activities had to be done by the students and the teacher in cycle 1. It was planned in five meetings which consisted of five meetings to write draft and discussion of the previous meeting.

b. Action

In general, the activities used implicitly in the cycle 1 consisted of 4 stages, namely; (1) Building Knowledge of the Field; (2) Modelling of the Text; (3) Joint Construction of the Text; and (4) Independent Construction of the Text.

1) First meeting

The first meeting was done at the third and the fourth period on Thursday, November 5th, 2009. The activities in this meeting were focused on helping the students to apply the correct punctuation preceded by giving the model of the text with the correct punctuation and the practice of how to use it.. During the meeting, as usual, the collaborator helped him to record all the activities and the situations happened in the classroom.

a) Pre-activity

It was good day to start research activities in the VIIIc class when the researcher greeted the students with a nice smile and they replied eagerly. Then, the students' attendance were checked and, fortunately, only one student was absent on that day because of her sickness. They had known that the teacher would begin the research activities in the class that day because they

had been informed after doing pre-test on the previous meeting. Fortunately, they gave good response toward the research activities. The teacher thanked very much of their response toward his research. He hoped that the student would participate actively during the research process, so it would run out well.

The researcher gave a brief explanation of the whole activities during this meeting. Then, he asked them whether or not they knew how many kinds of punctuations were and how they were used in writing. It seemed that most of them did not get much difficulty in understanding the use of punctuation. When the teacher gave exercise of some short sentences that the students had to rewrite with correct punctuation, most of them could answer them correctly. They thought it was not hard for them to apply the punctuation in English writing because they had been familiar in using them for writing in their own second language, Indonesian.

b) Main Activity

Before the students were asked to rewrite the text using correct punctuation, the researcher gave a model of the text and asked them to understand the content of it by answering the questions. First, he showed the text with the title "A Private Conversation" on the screen and asked them to discuss together with their friends to comprehend the text. They were encouraged to ask for help to the teacher in case they found some of difficult words. When there were two students who did not understand the meaning of the words, *seat* and *could not bear it*, he did not promptly show them the meaning of the words but offered other students who might know them to give the answer. Unfortunately, no one of the students could show the meaning of the words. So the teacher gave the examples of the use of the words in context using the real situation in the classroom and miming.

After they were supposed to have understood the text, the researcher showed eight questions and asked them to answer them based on the text within 5 minutes. He helped them by show how to answer the questions by giving the examples of the answer for the question number one. While they were busy doing the task, the researcher was going around the class to monitor them doing the task. He made some notes to record the students' activity in doing the task. When the time was up, he told them to stop doing the task and let them discuss and check the right answers with the help of the teacher.

Having finished answering the questions, the researcher asked the students to pay attention to all of the punctuations used in the text. He gave them some questions to help them to find out the variety and the use of punctuations. For examples; *“What punctuation was used to end the sentence?”*; *“When do you use comma in the sentence.”*; *What kind of letter was used to start the sentence?. Etc.* When the teacher gave them the time for the students to ask some questions concerning with the use of punctuation, in case, they had some difficulties, no one of them gave the response. To make sure their understanding the use of punctuation, he gave some sentences with no punctuations and let them to guess the right punctuation that could be used in those sentences. It seemed they all could answer them correctly. Finally, the researcher assumed that they had understood the punctuation well.

Seeing that the students could answer very well the exercise using correct punctuation, the researcher divided the students into several groups of four. Then he showed the text with no punctuation on the screen and asked them to rewrite the text by completing correct punctuation. While they were observing the text, the teacher gave some instructions how to do the exercise. To make sure that they would not get any difficulty in rewriting the text, the teacher asked the class to identify the first sentence and help them put the correct punctuation. He started writing capital letter of the word at the first sentence and ended with the dot at the end of the sentence. Then the groups were asked to proceed to rewrite the text on the screen.

The researcher monitored them when they were discussing in their group to see whether they got any problems or not. Most of the group seemed to work seriously but did not help each other. Even, there were two groups that were not so active. When the researcher asked them why each of the members tended to do it individually, it seemed that they did not know the objective of that exercise and they did not pay attention well when he gave instruction how to do the exercise. So, he had to encourage them to be active in doing the task and explained how to do exercise together in good teamwork. Finally they could follow what the teacher advised, even though, they had not finished yet when the time was up.

The next step, the researcher observed the result of the students' work to every group and found that most of them could do it correctly except two groups which had not finished the work yet. He was very glad finally to see them working eagerly and enthusiastically during working in groups, although the teacher still noticed some minor problems from the two groups. They still got confused where to put the dot at the end a long sentence and the use of comma after some adverbial words, such as, first, second, or other similar words at the beginning of the sentence. It seemed that sometimes they failed to identify the part of the sentences when they were not sure the meaning of the text. At last, he advised them to read a lot of kinds of English text and to understand the content of it, and at the same time, they had to learn more carefully how the punctuations were used in English writing.

After the students could rewrite the text using correct punctuation in groups, the researcher provided a text without punctuation. The title of the text used as the model of the text that had to be rewritten by applying the correct punctuation in a very limited time, around 10 minutes, was "A Police Detective". In this case, the teacher just went around the class to see how well they did the task. Observing their work, the teacher noticed three students, "*KTW, SLM, and ANA*" could not do the task smoothly. So the teacher gave some more clarification about the

instructions what to do with the text and encouraged them not to worry about the mistakes that might have happened to them.

c) Post Activity

When the time had ended, most of the students submitted their work to the teacher except some of them, around 5 students, who could not finish their work on time. So the researcher gave some more minutes to finish rewriting the text. Before the class was ended, the teacher asked some questions to the students concerning with their response, feeling, and opinion about the activity they had just done. Most of the students said that activity was not difficult for them and they started to enjoy having writing activity.

2) Second meeting

The second meeting was done on Thursday, November 7th, 2009. The researcher started the activities in this meeting at 6.45 a.m. or at the first and the second period. The class was attended by all of the students, the researcher or the teacher, and a collaborator who helped him to record all the activities and the situations happened in the classroom. The main activities were focused on helping the students to understand the agreement in the sentences and how to rewrite the text by changing the singular subjects into plural ones

a) Pre Activity

The researcher, as usual, began the lesson by greeting the students and enrolling them based on the attendance list. Then, he distributed their previous meeting drafts which had been checked, corrected, and given circles or underline to each of the students to show the mistakes. To help them correct the mistakes, the teacher chose one of the students' work to be displayed on the screen and discussed with the students how to identify the mistakes and guided them

how to correct them. Then, they were asked to do in pairs to correct the mistakes by themselves in 5 minutes. After the time was up, they had to submit their works to the researcher again.

The result was that there were only 9 students who could write the text using punctuation perfectly. The other students failed to identify part of long sentences, so they did not put dot and comma at the appropriate position. For example, when they wrote the sentences, *"He goes to a coffee shop and waits. Outside a tall blond woman driving a silver Cadillac. Car picks him up"* and *"Then he makes three telephone calls. From three different public pay phones"*. most of them wrote similar mistakes. They should have written *"He goes to a coffee shop and waits outside. A tall blond woman driving a silver Cadillac car picks him up"*, and *"Then, he makes three telephone calls from three different public pay phones"*. Fortunately, the lowest score was still at the grade of the passing grade of the school. There were four students who got the lowest score, 70 and 2 students got zero because they were absent at that time.

b) Main Activity

The next activity was done for around 15 minutes. This opportunity was used by the researcher to give some clarifications about how to understand about agreement in English sentences. In this step, the teacher showed some examples of sentences in form of Present Tense and Past Tense on the screen. To the whole class, the students were asked to change the singular nouns as subject into plural ones and asked them to rewrite in correct grammar. In this case, the teacher not only wrote their answer on the board but also helped them correct some mistakes they had made. Then, they were asked to identify some changes in subjects, pronouns and verbs and to discuss together what formula they could make based on their observation of the sentences.

Finally, the teacher explained that there had to be agreement between the subject or pronouns and verbs based on the certain formula. By doing this, they would be aware of this formula every time they were writing English sentences. To make sure that they could understand well about the formula, the teacher asked for the students to open their English book and chose one of the texts on page 11 of "Smart Steps" to be observed and help them underline the agreement between the subjects and verbs used in the text.

When the researcher was monitoring them doing the task and was sure that most of the students could do it correctly, eventhough they had not finished it yet, he told them to proceed doing the task at home as homework. Then, he asked them to pay attention to the model of the text on the screen and asked them to understand the content of the text before they answered the following questions. Some of them asked the teacher several difficult vocabulary. There were few students who got difficulty in understanding the difficult vocabulary. Then, they were instructed to do in pairs in answering the questions in five minutes.

The researcher and the students discussed and checked the answer of the questions on the board. There were 7 students who could not finish doing the exercise in given limited time. Fortunately, all of the students could answer the questions well, but some of them made some grammar mistakes in writing the answer of the questions.

The next step was the time for the students to work in group of four for about 10 minutes to rewrite the text by changing some singular nouns of the subjects into the plural ones. They were given the text using plural nouns of the subjects without any punctuation. Then, some clues of plural nouns and the instructions were written to show the students what to do. They were supposed not only to make some other changing to find the agreement between the subjects or pronouns and the verbs but also to give correct punctuation.

During this activity the teacher was going around to monitor them discussing the work and sometimes helped them answer some of the questions or guide them in identifying the

mistakes that might have happened to them. When the time was lasted, the teacher checked their answer by displaying one of the students' answers as a sample of discussion to find the correct answer. Then the groups tried to correct their own work.

The final activity that the students had to do was rewriting the text individually. The way how to do the task was exactly the same as the previous one in groups. So, the researcher just showed another new text without being given punctuation and some clues of the words that had to be changed. They did this for 10 minutes.

c) Post Activity

Before the teacher ended the process of teaching and learning, he asked some questions to the students as the reflection activity to find out the students' response of their feeling to this research so far. He also encouraged them to read a lot of easy interesting reading text to support them to enrich their English vocabulary at home. To help them locate the site interesting and easy English text that could be accessed, he displayed some of the sites such as "*Learning English for kids from British Council*" in the internet on the screen as examples of the reading text that could be downloaded freely.

3) Third meeting

The third meeting was done at the third and the fourth period on Thursday, November 12th, 2009. It took 90 minutes for the researcher to do the activities in this meeting and the class was attended by all of the students, the researcher or the teacher, and a collaborator. The main activities focused on rewriting the text by changing the verb forms in the sentences from Present Tense into Past Tense.

a) Pre Activity

As usual the researcher began the lesson by greeting the students, "Good morning. And how are you?" and they replied in unison "Good morning. I am fine, thank you". Before he proceeded to check the students' attendance, he asked them whether or not they had read a lot of kinds of the text to enrich their English vocabulary at home. He wanted to make sure that they would have a lot of practice outside the classroom to support their improvement writing competence.

b) Main Activity

The next activity was checking the students' draft by writing some samples of mistakes taken from their drafts on the board. Then, the researcher asked the students to identify the mistakes and tried to give correction. After the drafts had been distributed, the students tried to discuss in group to correct their mistakes. The teacher had given clues of the mistakes in the drafts by giving underline or drawing circles to the certain mistakes to help the students correct the mistakes more easily. The result of the draft showed us that they did not any problems in applying the punctuation in writing the English text. Almost all of the students got the right answer in using punctuation.

There were still many students who failed to use verb 1+S for singular subject and to use "to be" at the verbal sentences. Instead of writing "*He gets up early in the morning*" He wrote "*He get up early in the morning*". They also often wrote "to be" in the wrong sentences, like "*They are help me bring my cases to my car*". It should be "*They help us bring my cases to our car*".

The researcher told the story about his activity on the day before and wrote them on the board as samples of the explanation. Then, he underlined the verb-2 used in those sentences and asked what form of verb was and how they were used in the sentences. The researcher, then,

wrote some more sentences telling about his daily activity and asked the students to compare between the sentences using verb-1 and the sentences using verb-2. They could find the conclusion about the difference between the form of Past Tense and Present Tense and when they were used.

At this stage, the teacher gave a model of the text in form of Past Tense and asked the students to understand it before they answered the questions. The situation of the class at that time was alive enough, because some students asked some questions about the meaning of difficult words. After that, they worked together to answer the questions of the text. Most of them could answer the questions correctly within the given limited time, for 5 minutes.

The teacher could identify only one group that could not finish doing the exercise on time. Some of the students failed to answer correctly because they were not able to construct the answer in good grammar. So the teacher had to explain once more about the form of tenses, Past tense and Present Tense. When they had finished doing exercise of the text, they were given a new text that they had to change the tenses from Present Tense into Past Tense and some of the words had to be replaced by the chosen word. They were instructed to rewrite the text using Present Tense.

During this activity the researcher was going around to monitor them who were discussing the task and sometimes helped them answer some of the questions or guided them in identifying the mistakes that might have happened to them. When the time was lasted, the teacher checked their answer by displaying one of the students' answers as a sample of discussion to find the correct answer. Then the groups tried to correct their own work.

The final activity that the students had to do was rewriting the text individually. The way how to do the task was exactly the same as the previous one in groups. So, the teacher just showed another new similar text that had to be rewritten by the students for about 10 minutes.

c) Post Activity

Before the teacher ended the process of teaching and learning, he asked some questions to the students as the reflection activity to find out the students' response of their feeling to this research so far. Most of them said that they started enjoying learning writing and turning their perception of writing to be the easy one.

4) Fourth meeting

The fourth meeting was done at the third and the fourth period on Thursday, November 14th, 2009. The main activity in this meeting was to rewrite the text by completing the blanks in the text using suitable words that had been provided randomly, after they had been given input of modeling of the text and practice of choosing the suitable words to the suitable context. It took 90 minutes for the researcher to do the activities in this meeting and the class was attended by 30 students. During the meeting, the collaborator helped him to record all the activities and the situations happened in the classroom.

a) Pre Activity

The English lesson began at 06.45 a.m. and ended at 08.15. When the teacher greeted the students and checked their attendance, this time there were two students were not able to attend the class because they were sick. Some of the students said that they were getting fond of writing class, so they were ready to have writing class.

As usual, before the teacher gave a new topic for this meeting, he started the lesson by distributing the students' writing drafts that had been done at the previous meeting and had been corrected by giving circle or underline to show the mistakes to the students. To help them how to correct the mistakes, the teacher chose one of the students' work to be displayed on the screen and discussed with the class how to identify the mistakes and guided them how to correct

them. Then, they were asked to do in pairs to correct the mistakes by themselves in 5 minutes. After the time was up, they had to submit their work to the teacher again.

b) Main Activity

The next activity was done for around 15 minutes to give preliminary activity that would be very important before the students understood what topic was and were able to do the task correctly. This opportunity was used by the teacher to give some clarifications about how to understand about diction in English writing competence. It started by showing some examples of sentences on the screen in which some of the words had been omitted. They had to be careful in analyzing the meaning and the form of the words in order to get suitable words to fill out the blank in the sentences using the suitable word.

It seemed that they did not have much difficulty in comprehending the aims of this activity. After they were explained the importance of choosing suitable words in suitable context of the sentences or text, the teacher gave them some more examples of sentences with a number of random words that had to be chosen to be used to complete the sentences. Surprisingly, they could do the exercise very well without having any difficulty at all.

The teacher showed the model of the text on the screen and asked the students to understand the content of the text before they answered the questions of the text. Few students who got difficulty in understanding the difficult vocabulary asked the meaning of them in Indonesian language. After the teacher offered other students to guess the meaning of difficult words but none of them could find the answer. He tried to explain it by giving some more context using those words and asking them to guess what the meaning of the words in Indonesian was. They looked so satisfied to hear the teacher's explanation that they gave positive response and made a note in their notebook.

Most students could finish doing the task on time except some boys who got confused in constructing the correct grammar of the answer, because the teacher often advised them to write the answer of the question in long answer and in correct grammar. The teacher and the students discussed and checked the answer of the questions on the board. There were four students who could not finish doing the exercise in given limited time. Fortunately, all of the students could answer the questions well, but some of them made some grammar mistakes in writing the answer of the questions. They said it was hard to remember how to apply the correct grammar in writing the answer of the questions. So the teacher had to help them explain it and give some more examples of correct grammar.

The next step was the time for the students to work in group of four for about 10 minutes to rewrite the text by completing the blanks in the text using suitable words that had been provided randomly. They were given a text in which some of the words had been omitted. Then, they were supposed to choose correct words.

During this activity the teacher was going around to monitor them discussing the task and sometimes helped them answer some of the questions or guide them in identifying the mistakes that might have happened to them. When the time ended, the teacher checked their answer by displaying one of the students' answers as a sample of discussion to find the correct answer. Then the groups tried to correct their own work.

The final activity that the students had to do was rewriting the text individually. The way how to do the task was exactly the same as the previous one in groups. So, the teacher just showed another similar text from which some words had been omitted and asked every student to rewrite the text by filling out the blanks with the suitable words. Most students could finish doing the task in given limited time. But some students who could not finish the task were given some more time to finish.

c) Post Activity

As usual, before the teacher ended the process of teaching and learning this day, he asked some questions to the students as the reflection activity to find out the students' response of their feeling to this research so far.

5) Fifth meeting:

The fifth meeting was done at the first and the second period on Thursday, November 19th, 2009. The main activity in this meeting was to do the progress test by giving the students a title of the text, "*MY Best Friend*" on the board and they had to make short composition at least 1 paragraph. The length of the text was about 100 words. It took 90 minutes for the researcher to do the activities in this meeting and the class was attended by 32 students. During the meeting, the collaborator helped him to record all the activities and the situations happened in the classroom.

a) Pre Activity

The English lesson began at 06.45 a.m., when the teacher greeted the students and checked their attendance, this time all of the students were present. Many students said that they were getting fond of writing class, so they were ready to have writing class.

This meeting was the last one for cycle 1 so the activity was started by reviewing all the students' activity during four meetings. They were reminded to pay attention to the correct punctuation, agreement, tenses, and the dictions when they wanted to write the text.

b) Main Activity

To see the improvement of the research during the first cycle, the teacher gave a progress test. The students were given a title of the text, "*MY Best Friend*" on the board and they had to make short composition at least 1 paragraph. The length of the text was about 100 words. They were reminded to pay attention on the grammar that had been discussed together. They had to do the test for 60 minutes.

c) Post Activity

Before the teacher ended the process of teaching and learning, he asked some questions to the students as the reflection activity to find out the students' response of their feeling to this research so far. Most of them said that they started enjoying learning writing and turning their perception of writing to be the easy one.

c. Observation

During cycle 1, an observation was done towards the implementation of the action. The objective was to collect the data about what happened during the teaching and learning process by which the researcher used to reflect the action. The objects of the observation were (1) the researcher's performance, (2) the students' participation, (3) the students' motivation, and (4) and (5) the students' writing ability.

1) The Improvement of Students' Writing Competence

In the first meeting, most of the students were active to write but some of them (around 7 students) were not active at first because they got confused how to understand the instructions. Most of them could rewrite the text with correct punctuation but some of them made mistakes in spelling, putting comma and full stop because they failed to identify some of the sentences.

In the second meeting, during the discussion of correcting draft 1, a few students were active to give the response in discussing of correcting the mistakes of their previous writing. Most of them were shy to take part in discussion. When it was the time to write draft 2, all of the students were active to write. Although some of them got confused what to do. They did not pay any attention what they had to do, so the teacher needed to explain again what to do. But when they got difficulty most of them were shy to ask it to the teacher. Some of them neither paid

attention well nor made an important note the explanation and example of the principle of agreement in English sentences.

In the third meeting, there were more students who involved in discussing the correction of the mistakes of draft 2 than there were on discussing draft 1. Some of them did not understand what agreement in English sentences was although they had been explained. Most of the students could identify the verb-2 in the model of the text and could change the verb-2 into verb-1 very well. They understood how to change the verb-1 into verb-2, but they were not sure how to use them in expressing their ideas. They made many mistakes when they were asked to write some correct sentences based on the situation given. All of them were active to rewrite draft 3.

In the fourth meeting, the students who involved in discussing the correction of the mistakes of their draft 3 were as many as they were in the previous meeting. They got a little more comprehension of how to use the correct tenses (present and past) They practiced applying the tenses by writing two sentences about their own daily experience based on the given situation and example from the teacher. Most of the students could identify the different and how to use the tenses of Past Tense and Past Continuous Tense from the model of the text given by the teacher and from some more examples of daily teacher's experience. All of them were active to rewrite draft 4.

In the fifth meeting, the students who involved in discussing the correction of the mistakes of their draft 4 were more than they were in the previous meeting of writing draft 3. They had been aware how important to be able to identify the mistakes and how to correct themselves. They could make some different sentences of their own daily experience using correct tenses based on the given situation and examples from the teacher.

To see the students' writing competence, the researcher detected it through their work done at the production stage within each meeting. Their works were then measured by comparing with the writing rubric which had been designed before. However, since the focus of

each meeting was different, the rubric was also different depending on what was going to be measured in that meeting. The researcher used a table of writing rubric proposed by Cyril J in this research which had been adapted to measure the students' writing competence at the end of the cycle one (See table 4.2.2 in appendix).

The result was improved a little bit as shown in Table 4.2.2. From that table, it was found out that the means score was improved and the means of each writing trait was also improved. The means of the content was 72.34 the organization was 59.29, the vocabulary was 68.04, the grammar was 52.96 and the mechanic was 89.29.

2) The Improvement of the Teacher's Performance

The data about the researcher's activities during the teaching and learning process were taken and measured through observation sheet prepared before the research and field note. (see table 4.3.2). The observation sheet was in the form of checklist which had to be filled up by the collaborator during the process of teaching writing. This researcher's focus observation was based on what happened during the learning process as proposed by Gagne in Ratna Willis Dahar. (see table 4.2.3)

This table showed that according to the collaborator the researcher had done good teaching. He had implemented the student centered approach. He always kept motivating the students that writing activity was easy and interesting every meeting by focusing all the examples in writing sentences taken from the students' current experience. So, to help the students in doing the task smoothly, every meeting the researcher always explained the students' task on writing very clearly. While the students were doing the exercise he was helped by the collaborator to monitor the students' activity to sustain their attention to writing. When he detected that some of them got difficulty he approached them and helped them clarify their problem.

To review their task at every meeting, the researcher used the students' writing which had been checked by the researcher and gave underline or circle to the mistakes they had made in their draft. Then, he helped the students discuss of correcting their writing in every preliminary meeting and gave the review of explanation of the problems that most students had. Due the limited time, not all the students' mistakes were discussed but he encouraged them to correct themselves for the similar mistakes that had been discussed.

3) The Improvement of Students' Participation

Students' activities during the learning process were recorded through observation sheet which contained checklists with the description to be filled up by the collaborator. He also used field note to support the findings.(see table 4.3.5 in appendix).

From the data obtained during the action of the research, it could be known that most of the students were actively writing even though some of them were still dependent on their friends. It was also known that most of them relied too much on dictionary so that it frequently happened they missed taking the suitable English word representing the words they meant. To see the result of the observation during the learning process, It could be seen on table 4.2.4 in the appendix.

It was known that among 32 students in the class, there were only 8 (25%) who could work actively and independently without any help neither from their teacher, friends nor dictionary. 13 students (40%) were active to find the words and write the sentences, but they sometimes come to the teacher or to their friend for help when they did not find the words in their dictionary. There were 11 (35%) students who seemed to get problem in writing. They kept asking their friends even though they had already have dictionaries. They frequent came to the teacher or raised their hands for help.

The good thing the researcher could find was that all of the students were trying hard to do the task. Due to their limited vocabulary, some of them stood and moved around the class to ask for help to any friend who could help. So, the class was a little bit crowded. The researcher thought this was no problem because their being noisy was still in the learning process.

Since more than half of the class still need help in writing either it was from their teacher, from their friends or from their dictionary, it was important to make the students work with very little help if it was possible especially from their friends and their teacher

4) The Improvement of Students' Motivation

To observe the students' motivation and interest in joining the learning process, the researcher used questionnaire with close questions and open questions (see table 4.3.1 and table 4.3.4 in appendix). The students had to cross the options according to what they experienced and felt during the teaching and learning process. Since they did not need to write their names, the researcher was convinced that most of their answers were ample to represent their condition and feeling.

From the questionnaire, it was found out that 30 (93.75%) students stated they like the class, and the rest, 2 (6.25%) students liked the class very much. Another fact about them was that all of the students said rewriting the text by putting correct punctuation, changing the tenses, filling the gap with suitable vocabulary, changing the correct pronoun, and changing singular nouns into plural nouns could help them become aware those aspects in more detail

Some of the students said as follows:

- a) *Saya senang dengan pembelajaran hari ini karena saya lebih mengerti cara menempatkan kata dalam yang tepat dalam text*
- b) *Saya cukup senang karena saya bisa membetulkan kesalahan saya sendiri yang telah saya buat karena kami diberi latihan mengoreksi pekerjaan sendiri dengan dibantu guru dan teman-teman*

- c) *Saya senang karena yang dijelaskan oleh guru lebih jelas dan dapat dimengerti. Saya merasa lebih mudah dalam mengarang Bahasa Inggris sekarang selama di ajar Mr. Asrofin, yang semula saya tidak tahu menjadi tahu,*

d. Reflecting

This stage was aimed at examining the final of the action in the first cycle accompanied with the analysis of its strengths and the weaknesses. The result of the reflection then was used as the basis for arranging the general planning in the second cycle. There were three important aspects noted from the observation. They were three important aspects noted from the observation. They were: (1) The students' response to the writing activity; (2) the strengths and weaknesses of Control Composition technique; (3) and suggestions should be done in the second cycle.

Firstly, based on the observation done, the researcher got some fact dealing with the action of the first cycle: 1) The researcher found that the students were more enthusiastic to write the text because they felt that writing activity using controlled composition was easy way for them to start practicing writing English text. They did not need to develop the topic or title into a certain paragraph but they simply rewrite the text by focusing on changing some parts of the text or filling gap using suitable vocabulary. 2) Students started to be aware of understanding grammar in writing English sentences. 3) By having activity in self correcting their own draft that had been done at previous meeting through discussing in groups, they felt more confident to be able to correct their own mistakes. They are less reluctant to ask some questions to the researcher when they had problem in writing. Here are some of their statements they wrote without pressure because they did not write their names.

- 1) *saya merasa senang selama pembelajaran hari ini karena saya mendapatkan pengetahuan yang luas tentang b Inggris dan saya sangat menyukai pelajaran b Inggris*
- 2) *saya merasa senang selama pembelajaran hari ini karena saya bisa menulis kembali karangan dengan grammar yang benar.*
- 3) *saya merasa senang selama pembelajaran hari ini karena saya dapat membetulkan sendiri kalimat/kata yang dulunya salah, sekarang sudah benar setelah bagian yang salah sudah diberi tanda setelah di koreksi oleh bapak guru saya.*

Secondly, there were some strength of Control Composition techniques: 1) Grammatically most of the sentences the students made were correct and were also meaningful. That they were very simple was because the researcher asked them to start with the simple ones and hoping that by this they would later make better sentences. The way the students thought in English when making sentences was another reason why the researcher recommended just simple sentences. So far, the Indonesian students including the researcher's students used to think in Indonesian in making English sentences; and in fact they tended to be long and complicated. The last reason of highlighting simple sentences was to avoid word by word translation; 2) Punctuation was not so serious problem for them because they had known how to use punctuation well from the own second language, Indonesian; 3) Control Composition encouraged students to do self-correction in writing and self-reflection on learning.

However, the researcher also found out that there were some weaknesses of cycle 1: 1) Some students still made mistakes on the use of Verb-2 to express past event and the use of pronoun (grammar problem). 2) Some students didn't appreciate much these activities. They thought they liked writing but they could not be free to express their ideas or imagination.

Thirdly, realizing that there were still some problems, the researcher decided to continue the treatment to cycle 2. To overcome the problems of using past form in the sentences and using the right pronouns in the sentences, the researcher reviewed them and gave them some more exercises in form of rewriting of the text by changing the verbs and the pronouns. To overcome the problems that some students didn't appreciate much these activities and the opinion that they liked writing but they could not be free to express their ideas or imagination, the researcher used every sample or model of sentences based on the students' daily experience to be the main focus in explaining and reviewing their writing problem, before giving model of the texts for Questions and Answers activity in every meeting in cycle 2.

Besides doing the activities to overcome the problems in cycle one, the research was mainly focused on constructing the sentences to make coherent text. The students were given some questions to be answered as clues of developing ideas in the text. The objectives of this activity were to help students practice constructing good sentences to make coherent text and used their experience as the main source of developing the ideas based on the given questions. So, they had freer activity than in cycle one in using their creativity in writing. If in the cycle 1 they did not need to use their creativity to improvise their writing because the main activity was on practicing the accuracy of using grammar.

2. Cycle 2

This second cycle described in detail the process of the application of Question and Answer technique to improve the students' language competence in writing through the stages of; (1) planning; (2) action; (3) observation; and (4) reflection.

a. Planning

The planning of the second cycle was related to the result of the observation and the reflection of the first cycle. In general, the activities of the second cycle were different from the ones of the first cycle; focusing on the accuracy of the language used in writing; analyzing and discussing the students' writing in small group discussion.

Firstly, to solve the problems faced by the students in the first cycle, the students were given some example of sentences containing the use of correct tenses and correct pronoun by using the students' real experience or the teacher's own experience in second cycle. Secondly, they were given some exercises in form of rewriting short paragraph by changing some of the verb forms and some of the pronouns. Thirdly, the students were given a model of the text to comprehend by answering the questions. This model of the text was also used as the impression

of the ideas that they had to construct the similar one and were asked to answer questions to make a paragraph based on the model of the given text. The researcher still focused on the accuracy of writing as the way to help the students' writing competence

To encourage the students' doing reflection, the researcher planned the preliminary activities in every meeting to discuss the students' mistakes and difficulties in small group discussion. In this cycle they encouraged to do self correction and self reflection. Besides, the discussion also could motivate them to be brave to ask and give opinion or solution to others.

b. Action

Before the real action implemented, the researcher prepared what activities should have been done by the students and the teacher in the second cycle. He planned five meetings which consisted of four meetings to write the drafts and one meeting to do the progress test in the second cycle.

1) First Meeting

The first meeting was done at the third and the fourth period on Monday, November 21st, 2009. The main activity in this meeting was to review and discuss the students' problem. The students were given some example of sentences containing the use of correct tenses and correct pronoun by using the students' real experience or the teacher's own experience. Then they were given some exercises in form of rewriting short paragraph by changing some of the verb forms and some of the pronouns.

When they had finished doing the task successfully, the activities were proceeded to give model of the text through answering questions using complete sentences. The students were trained how to construct correct sentences through Questions and Answers. It took 90 minutes for the researcher to do the activities in this meeting and the class was attended by all of the students. During the meeting, the collaborator helped him to record all the activities and the situations happened in the classroom.

a) Pre Activity

The researcher began the lesson by greeting the students and enrolling them based on the attendance list. He continued to review the students' work of the previous cycle especially on the use of verb-2 to express past event.. Here, he emphasized on changing the use of Verb-2 and pronoun for rewriting short paragraph. Then he continued reviewing the compositional organization and also the spelling and punctuation. The last he did was telling the students the objective of the learning process at that time.

b) Main Activity

To help the students follow the main activity in this meeting, the researcher started telling his own experience or activity on the holiday. He said he went to Batu on Sunday by public transportation and stayed in the hotel, "Surya Indah" for two nights. Then, he mentioned some of his activities there. Finally, he showed all he said on the screen to give the opportunity to the students to observe the sentences which he had said. He wanted the students to realize that all of their experience could be used as the resource of the ideas in writing skill.

The researcher continued asking a certain student some questions about his or her experience during the holiday. All of the questions the researcher used and the answers from the student were written on the board. Then, he showed the way how to construct all the answers in complete sentences that eventually made the text. Here, he emphasized that almost all the main activities in this cycle were writing the text based on the questions.

Before the researcher gave the students the task to write the text, he gave the passage with the title "Please Send Me a Card" as a model of the text to help them get the ideas of writing and enriched their vocabulary due to the fact that one of their main problem in writing was the lack of vocabulary. They were encouraged to understand the meaning and the use of new vocabulary in context. He sometimes motivated them to be accustomed to knowing what part of speech the

new words were, because they would be very important to support their ability in constructing correct sentences.

He, then, displayed the questions of the text and asked them to work in groups to answer in complete sentences. During the discussion, he rephrased almost all the answers which were not written in the right sentences. By doing this, they would realize that every language had different convention of how to construct the sentences. He expected the students to be able to write easily the correct sentences based on answering the questions.

To reinforce the students' understanding about the Recount text, the researcher opened the website of "Writing Fun" and displayed it on the screen. From this website he could show and explain clearly the generic structure and the characteristic of Recount text. The students are able to see many examples of Recount text from the easiest one to the most complicated one. By clicking each of the lists of the characteristic Recount text, they could identify and memorize all its language features and parts of its generic structure. This made it easy for the students to comprehend the language features and the generic structure of Recount text.

c) Post Activity

Before the researcher gave reflection of this meeting and got some information of their response to this research, he instructed the students to open his LKS book on page 16 as homework and to identify the generic structure and language feature of the text telling the story of Roro Anteng and Joko Seger.

2) Second meeting

The second meeting was done at the first and the second period on Saturday, November 26th, 2009. The main activity in this meeting was to write text based on the answer of the questions of the text, after they had been given an input of modeling of the text and practicing

answering the questions in complete sentences. It took 90 minutes for the researcher to do the activities in this meeting and the class was attended by 30 students. During the meeting, the collaborator helped him to record all the activities and the situations happened in the classroom.

a) Pre Activity

As usual the researcher started the lesson on the first and second period by greeting the students and enrolling them based on the attendance list. He continued asking the students some questions: "Where were you last night? What did you do there? How did you feel at that night?" After the students had to write the answer based on their own condition, the researcher asked one of them to write their answers on the board to be corrected together. Unfortunately, the answers were not grammatically right: *"I am at home last night. I study English in my bedroom. I did feel tired"*. It was good chance for the teacher to review their understanding about the use of "Past Tense". When he had finished doing correction together with the students, he asked the other students to check their own answers and to correct the mistakes.

b) Main Activity

That activity could remind the students about what they had to do to continue doing the task that had not finished being done at the previous meeting. It was the time for the students to write the text in groups based on the given questions, but the researcher had to ask them to make groups of four and tell them to work together to create the text based on the answer of the questions.

The text the students had to create was displayed on the screen for a moment and asked them to understand quickly to help them get good impression of the content of the text. This activity was also very important for the students to enrich their new vocabulary through understanding the text. So, the researcher always gave opportunity to the students to use their dictionary or to ask their friends as well as the teacher to find out the meaning the new vocabulary.

Then, he displayed the list of questions of the text. When the students answered the questions they did not see the text but they had to recall their impression of the text they just observed or understood. So, the result of the answer or the way they wrote the text could be a little bit different among the students. It depended on how well they could memorize and recall all their memory.

The researcher noticed two groups could not work together smoothly at once. When he asked them why they had not started doing the task yet, it seemed that they still did not understand what they had to do in this activity. He, then, interviewed them and guided them how to do the task well. During the discussion, there were two other students who asked the researcher about some verbs-2 because they thought they were new words for them. The researcher also moved around to see each group doing the task, and when two of the students raised their hands and asked the questions. So he helped them answer the questions.

The researcher displayed the text with the title "Please send me a card" on the screen for about 5 minutes and told the students to understand the content of the text. There were three students who asked the difficult words: *passed*, *decision*, *waiter*. Instead of answering their questions promptly, the researcher gave opportunity to other students who could help them show the meaning of the difficult word. Fortunately, there was a bright student, Nova, who raised her hand and answered all the difficult words.

After the researcher thought that the time was enough for them to comprehend the text for about 5 minutes, he told the students to pay attention to the questions on the board which had been written by the researcher while the students were trying to understand the text on the screen. In this stage, each student had to write the text individually based on the questions on the board for about 15 minutes. While they were writing the text the researcher was going around the class to monitor them in case they had some problems.

c) Post Activity

While the students submitted their writing to the teacher, he asked the students to give comment on the whole activity as a kind of reflection from the students. Most students said that those activities could make them understand more how to construct the right sentence in writing, although some of them were often confused to use the verb-2. They also said that they could understand and use the tenses on the right context and on the right time. 30 students could finish the work on time, while the rest or two of them were still busy to write when the researcher told them to stop writing. So, he gave a little more time for the two students to finish the work.

3) Third Meeting

The fourth meeting was done at the third and the fourth period on Monday, November 28th, 2009. The main activities in this meeting were reviewing the form and the use of past tense and past continuous tense and constructing the sentences through answering the questions of the text, after they had been given input of modeling of the text and answering the questions in complete sentences. It took 90 minutes for the researcher to do the activities in this meeting and the class was attended by 31 students. During the meeting, the collaborator helped him to record all the activities and the situations happened in the classroom.

a) Pre-activity

As usual, the researcher began the lesson by greeting the students and enrolling them based on the attendance list. This time there was one student, *CD*, who was absent because she sent a letter and told that she was going to Makasar with her parents for five days. Before the researcher proceeded his research to the next topic, he distributed the students' writing draft which had been given codes of mistakes from the previous meeting to be checked together. The students had 10 minutes to correct all the mistakes they had made.

b) Main Activity

The researcher started the next topic with some sentences that described his activity the day before. He said to the students: *"Yesterday I was cleaning the yard when the guest, one of my student's parents came to me. He was telling about his daughter's problem concerning with her study in SMPN 5 when my wife served some drink to him.* Then, the researcher underlined *verb-2* or the past form and *be verb+ing* or past continues form.

The researcher: "Look at those sentences and pay attention to the underline words. What tenses could you guess?"

The students: *(some of them gave response different answers, but some others just stayed silent).* It's Present tense / Past Tense / Continues Tense/ etc".

The researcher: *(Before giving explanation, he showed two different kinds of Tense by giving codes, number 1 for Past Tense and number 2 for Past Continues Tense.)* "Which ones are Past Tense, and Which ones are Past Continues Tense?"

A D P: (He raised his hand and gave the answer) "Number 1 and 3 are called Past Continues Tense, and number 2 and 4 are called Past Tense".

The researcher: "Yes, you are absolutely right"

After the students made some important notes about the explanation from the teacher, the researcher continued asking the students about their activity last Sunday.

The researcher: "What were you doing at nine o'clock last Sunday?" And what happened when you were doing that?"

The students: (They tried to write down the answers individually based on their own experience. So everybody would have different content of the answers, but the form of language were the same)

The researcher: "O.K. the time is up. Let's check together whether your sentences were right or not."

They had 5 minutes to check together and correct their mistakes. Then he told the students to pay attention to those tenses in this stage and asked them what kind of the tenses were and how to use them. He guided them to get the conclusion of the form and the use of *Past Tense* and *Past Continuous Tense*.

The next step, the researcher wrote down 8 questions on the board asking about the students' activity last Sunday. Then, he appointed one student, Nines, to tell her experience on that day his questions by answering all the questions on the board.

The researcher: Where were you Last Sunday morning?

NNS : I was in *Kademangan* yard

The researcher : What were you doing there?

NNS : What happened at that time?

The researcher : Mrs. Linda called me.

Etc. (Look at the attached sheet in Lesson Plan)

The researcher wrote all his answers on the board and then, he constructed the answers to form a text based on all the answers on the board and asked for them to pay attention to them. He asked all of the students to observe how to construct the text based on the answers of the questions, *Ninez were in Kademangan Yard last Sunday morning. She was preparing the ceremony of scout exploring when Mrs. Linda called her. Etc.*

To reinforce their understanding about those tenses, the researcher showed the text on the screen with title "One good turn deserves another". Then, the students were asked to understand the content of the text and to underline and gave number 1 for Past Tense and number 2 for Past Continues Tense. When they had finished doing that activity, the students had to answer the questions in form of complete sentences for about 5 minutes. It seemed that all of the students did not get any difficulty to answer the questions correctly, because when the researcher moved around the class he could see that almost all of the students could write the answer correctly, except two students, *KTW and IGRT*, that made just one mistake.

c) Post Activity

The researcher ended the lesson by asking them to give reflection to the lesson that day. This time, most students gave good appreciation to this meeting. They said that they knew and understood more about the tenses. They felt that they could enjoy writing lesson more than before.

4) Fourth meeting

Previously, English class on the schedule was on Saturday and Monday, but Monday was changed into Thursday at the first and the second period. So the fourth meeting was done on Thursday, December 3rd, 2009. The main activities in this meeting were constructing the sentences into the text by answering the questions based on the text which had been displayed at glance before. It took 90 minutes for the researcher to do the activities in this meeting and the class was attended by all of the students. During the meeting, the collaborator helped him to record all the activities and the situations happened in the classroom.

a) Pre-activity

The researcher started the lesson by greeting the students and enrolling them based on the attendance list. He continued asking the students some questions: "Where did you do at 7 o'clock last night? What happened when you were doing that? After the students wrote the answers based on their own condition, the researcher asked one of them to write their answers on the board to be corrected together.

b) Main Activity

Through questions about the students' activities at home, the researcher thought that it was good chance for him to review their understanding about the use of "Past Tense and Past

Continues Tense". When he had finished doing correction together with the students, he asked the other students to check their own answers and to correct the mistakes.

That activity could remind the students about what they had to do to continue doing the task that had not finished being done at the previous meeting. Then, he asked the students to work in pairs to interview each other based on the questions that had been written on the board. He told them to write all the answers on the sheet. After that, they had to write a text based on the result of the interview. He told the students that it was possible for them to add some more questions if they thought that it was necessary to clarify the answers they had got.

While they were doing this activity, some students asking some questions:

NVT : What is "*kenalan*" in English.

The researcher: (he tried to ask the other students to show the answer, but no one of them helped it. It seemed they were too busy with their activity of interviewing their partners. So he gave the answer) make acquaintance

M.HDY : "*Apa pertanyaannya sesuai dengan yang di papan tulis atau buat sendiri*"

The researcher: Yes, you can use all the questions on the board or if you think you need to add or modify some of them, that is all right.

CNT : What is the second form of the verb "*feel*"

The researcher: felt.

It took 10 minutes to complete the activity of interviewing their partners. But the researcher gave 5 more minutes to give the time to some students who had not finish within limited time. Then, the researcher asked the students to look at the model of the text that had been created from the result of the interview. So, he told them to start writing a text based on the answers of their partners for about 30 minutes. While they were writing the text the researcher was going around the class to monitor them in case they had some problems. There was only one student, Nazar, who asked the difficult words: What does *ikan bakar* in English. The researcher answered promptly: *grilled fish*

c) Post Activity

Before the students submitted their writing to the teacher, he asked the students to give comment on the whole activity as a kind of reflection from the students. Most students said that those activities could make them understand more how to construct the right sentence in writing, although some of them were often confused to use the verb-2. They also said that they could understand and use the tenses on the right context and on the right time. 30 students could finish the work on time, while the rest or two of them were still busy to write when the researcher told them to stop writing. So, he gave a little more time for the two students to finish the work. The drafts were planned to be discussed and corrected in the next meeting.

5) Fifth Meeting:

The fifth meeting was done at the first and the second period on Saturday, November 5th, 2009. The main activity in this meeting was to see the students progress of their writing competence by giving them a writing test. It took 90 minutes for the researcher to do the activities in this meeting and the class was attended by all of the students. During the meeting, the collaborator helped him to record all the activities and the situations happened in the classroom.

a) Pre Activity

The researcher started the lesson by greeting them, *good morning! And how are you this morning?* The students replied that they were all right because none of them was absent that day. Then, the researcher distributed their drafts which had been identified their mistakes by giving the code as usual and let them correct their own drafts. While they were discussing in checking and correcting their drafts, the researcher went around help them correct the mistakes.

b) Main Activity

Considering the good result of their writing through questions and answer, the researcher decided to end the second cycle by giving the test. He gave 12 questions which they had to

answer based on their own real experience or just imaginary experience, and wrote them on the board. They did the test for about 40 minutes. The researcher noticed that all of the students were active and wrote the text seriously. Even though there were 5 of them who could not finish within the limited time, he gave extra 5 to 10 minutes to complete their work.

c) Post Activity

Finally, before the students submitted their work, they were reminded to give comment on how they felt about good things and bad things to this kind of activity. All of the students gave positive response to the way of writing activity they had got so far. Some students, even, urged the researcher not to stop teaching English in their class, *"Sir, dilanjutkan aja mengajar Bahasa Inggris di kelas kami. Tolong jangan hanya berhenti sampai riset bapak sudah selesai kemudian juga berhenti mengajar kami."* This is one of their response to the writing activity from Cyntia Dewi and it was agreed by the other students by giving the response similar expression. *"Yes, sir. Tolong dilanjutkan terus sampai kita mahir berbahasa Inggris."*

Observing the students' response the English writing activity during the research, the researcher had got similar information from his colleague, Civics teacher, who interviewed the students about their response to the English lesson a week before. In fact, the researcher had intentionally told this teacher to collect information secretly about English lesson to the class 8c. The classic problem that the students often expressed was that they had lack of vocabulary. So they could not write the text smoothly when they did not know some of the words in English.

c. Observation

Having the observation that was done towards the implementation of the action of cycle 2. The objective was to collect the data about what happened during the teaching and learning process by which the researcher used to reflect the action.

In the first and second meeting, during the discussion of correcting draft 1, almost all of the students or six groups of four were active to give the response in discussing of correcting the mistakes of their previous writing. The two other groups who seemed shy to take part in discussion were not accustomed to doing in groups. The researcher helped them by giving some guided questions in form of "yes/no questions" or "some choice questions using or" to make them realize that correcting the mistakes was not difficult. Sometimes, the researcher showed other kind similar sentences to give them clues how to correct the mistakes. There were some male students who were sitting at the back row got confused what to do. So, the researcher approached them and gave some more explanation privately and gave an example of how to make long answer of the questions of the text

To see their ability in writing the sentences correctly based on the answers of the questions from the text, the researcher found out that there were around 14 students who could not construct the answer in complete sentences. They had got some problems of sentence construction, especially when the questions use "did". They often included the word "did" or missed to use appropriate verb-2, when they wrote the sentence: *I did walked to Menara Eiffle*, or *I did to fishing*. They should have written: *I walked to Menara Eiffle* or *I went fishing*. Another problem that was noticed by the researcher was the use of preposition at the wrong place in the sentence: *I went to home on 10 o'clock*. It should have written *I went home at 10 o'clock*.

In the third and fourth meeting, all of the groups had been able to identify the indicators of how to correct the mistakes. Even 4 female and 3 males of active students who got difficulty or felt not sure about the right answers at the previous meeting did not hesitate to consult to the researcher by raising their hands or calling him. They also were very active in writing the text by

answering the questions correctly. But concerning with their difficulty in understanding the grammar especially about tenses of writing, some of them were still shy to ask it to the teacher because they neither paid attention well nor made an important note to the explanation and examples of the Past Tense and Present Perfect Tense.

1) The Improvement of Writing Competence

The writing ability of the students' was detected through their work done at the production stage within each meeting. Their works were then measured by comparing with the writing rubric which had been designed before. However, since the focus of each meeting was different, the rubric was also different depending on what was going to be measured in that meeting.. Below was a table of writing rubric proposed by Cytill J. Weir which was used by the researcher. (see table 4.2.5)

The action in cycle 2 was aimed at improving the writing competence in which in cycle 1, besides, there were some problems that had to be solved in the next cycle, it was still not reaching the '*KKM*' yet. Table 4.2.5 showed the result of writing test on cycle 2. From the table it was found that there was an improvement compared to cycle 1. The means improved to 81.2. The means of each trait was respectively as follows: the content 79.5, the organization 76, the vocabulary 82.1, the grammar 75.5, and the mechanic 92.9.

2) The Improvement of Researcher's Performance

The data about the researcher's activities during the teaching and learning process were taken and measured through observation sheet prepared before the research, and field note. The observation sheet was in the form of checklist which had to be filled up by the collaborator during the process of teaching writing. This observation was based on what was happening during the learning process as proposed by Gagne in Ratna Willis Dahar. (See the table 4.2.6 in

the appendix) From the data that were taken by the researcher's collaborator during the learning process showed that the researcher had implemented good strategy of teaching during the learning process.

In the preliminary meeting the researcher always not only gave motivation to the students by giving positive response to their good work, the way they made an effort to do the task but also told the learning objects before they started doing the main activity in every meeting. Teacher explained the students' task on writing

To sustain the students' attention to every kind of task, the researcher made good action in directing attention, stimulating their recall, giving guidance to every activity, enhancing retention as well as smoothing the learner transfer. Teacher gave models of every different text and focused on how to make long answers of every questions. So, it would make a text. Then teacher helped the students discuss of correcting their writing in every preliminary meeting. Then he gave the review of explanation of the problems that most students had. Teacher gave some new texts and helped them identify the certain form of verbs and gave explanation of how to use them in correct situation.

3) The Improvement of the Students' Participation

Students' activities during the learning process were recorded through observation sheet which contained checklists with the description to be filled up by the collaborator. He also used field note to support the findings.

From the data obtained during the action of the research, it could be known that most of the students were actively writing and only a few of them were still dependent on their friends. (See the table 4.2.7 in the appendix) below was the result of the observation during the learning process.

From the table 4.2.7, it was found out that 10 students (32%) out of 32 who joined the English class were actively writing independently with no help. Just once in a while as the researcher observed they opened their dictionary. There were 17 students (53%) were active to write but they need more help. Most of these students depended on their dictionary. Those who did not bring dictionaries, they came to their friends or their teacher for help. And the rest around 5 students (15%) often got stuck due to their limited knowledge and skill of English especially on writing.

The researcher tried to keep the class atmosphere serious but relax and free from pressure so that the students felt safe to ask their friends. The class was of course a bit crowded but still under control.

4) The Improvement of the Students' Motivation

To observe the students' motivation and interest in joining the learning process, the researcher used questionnaire with close questions and open questions. The students had to cross the options according to their experience during the process. Since they did not need to write their names, the researcher was convinced that most of their answers were ample to represent their condition and feeling.

From the questionnaire, it was found out that 35 (92.10.%) students stated they like the class during cycle 2, and the rest, 3 (7.89%) students said that there was nothing special about the class. Another fact about them was that all of the students said that Questions and Answers helped them construct the sentences write a text. The table 4.2.8 showed these facts

Given open questions, most of the students also said they enjoyed the class although they still got difficulties especially in translating into English. Here were some of their statements:

- 1) *"saya sangat terbantuan dengan adanya bantuan pertanyaan".*

- 2) *“Dengan cara diberi pertanyaan tersebut sangat membantu karena dapat memudahkan kita untuk meruntutkan cerita tersebut.*
- 3) *“Dengan cara menjawab pertanyaan seperti ini, saya merasa lebih tahu pola kalimat yang benar.”*
- 4) *saya merasa senang selama pembelajaran hari ini karena penjelasan guru cukup jelas dan pertanyaan yang diberikan sangat membantu untuk membuat karangan.*

d. Reflecting

Based on the observation, the researcher got some fact dealing with the actions of the second cycle. Firstly, the researcher found that the students were very enthusiastic in learning writing using Guided Questions. Most of the students said that Guided Questions helped them in writing especially in generating ideas. Through Guided Questions, they could express not only what they had to answers based on the questions, but also things which were not asked to give more detail information. With Guided Questions they could write story more systematically and and more correct sentences. They did not need to think hard to what supporting sentences had to be created. They simply wrote the supported sentences by answering the questions and sometimes gave some more detail information creatively.

Secondly, the researcher also found out that through Guided Questions, the students were actively asking and discussing to improvise the answers that they found based on their own experience. Their participation in learning increased a lot .This fact means that Guided Questions could effectively increase the students’ curiosity in expressing their ideas. Within cycle 2, the number of the students who wrote independently without depending too much on their friends’ helps increased.

Thirdly, the students’ writing competence was improved when the researcher used Guided Questions in teaching writing. The students score means improved too. All aspects of writing means also showed progress. Among the five writing traits used for evaluating the

students' work, the mechanic made the most progress while the organization and the grammar made the least. Grammatically most of the sentences they made were correct and better compared to those in cycle 1, because they could trace the correct grammar through the form of questions by inserting the form of questions into the statements and adding some detail information if it was necessary.

Even though there was an improvement on all aspects of writing, there were, however, some points which needed further treatment in order to reach maximum result.

- 1) Some students still could not write a lot. Given Questions and Answers to the main topic, they wrote only two or even just one supporting detail. They got problem with their imagination or topic development
- 2) Students often get difficulty in constructing the answer when the form of the questions is too broad
- 3) The students had a problem in using adverb of manner with "ly" ending form and in memorizing irregular verbs.

Due to these findings, the result of the writing test given after cycle 2 was satisfying. The researcher decided to proceed this research to cycle three to give opportunity to the students to be able to write more freely. The means score was just a little above the *KKM*.

To overcome the students' problem that they could not write a lot in cycle 2, the researcher planned to help them practice how to make key points of generating the ideas in writing narrative text while they were having task to write it based on the clues of the first and the last sentence of the story. To overcome the students' problem in constructing the answers when the open questions were too broad for them, the researcher helped them practice how to construct the answers through the questions of a model of the text he was presenting. To overcome the problem that the students had difficulty in using adverb of manner with "ly" ending, the researcher gave them some exercises in form of rewriting short paragraph by

changing the verb forms and adverb of manner with “-ly” ending, before they were given a model of the text for Guided Composition activities

3. Cycle III

a. Planning

The planning of the third cycle was related to the result of the observation and the reflection of the second cycle. To solve the problems of cycle 2, the teacher made some activities before giving a model of the text for Guided Composition activities. The activities were that; (1) the students were given some exercises in form of rewriting short paragraph by changing the verb forms and adverb of manner with “-ly” ending, before they were given a model of the text for Guided Composition activities.; (2) While the researcher was presenting a model of narrative text, he helped them practice how to construct the answers of the questions based on the text which was being presented; (3) before the students wrote a narrative text based through Guided Composition, they were given out line in form of mind mapping through discussion with the students.

To improve the students’ writing competence better than the one in cycle 2, the students were given the model of the text as the impression of the ideas that they had to construct the similar one and were asked to develop the ideas from the first sentence and the last sentence that had been decided before to make a Narrative text. In this cycle, the researcher focused not only on the accuracy of writing but also the unity and the coherence of the text as the way to develop the students’ writing competence more freely.

To encourage the students doing writing, the researcher planned the preliminary activities in discussing general mind mapping of Narrative text and list of vocabulary that might appear in their writing process. In this cycle they encouraged to develop their own imagination based on

the clues that had been provided to give self reflection. Besides, the discussion also could motivate them to be brave to ask and give opinion or solution to others.

Before the real action was implemented, the researcher prepared what activities should have been done by the students and the researcher in the third cycle. He planned five meetings which consisted of five meetings to write the drafts and one meeting to do the final test in the third cycle.

b. Acting

Before the real action implemented, the researcher prepared what activities should have been done by the students and the teacher in the second cycle. He planned five meetings which consisted of two meetings to give input of the model writing, two meetings to write drafts, and one meeting to do the progress test. The way in the process of teaching and learning in this cycle 3, the researcher implicitly used Genre Approach and every meeting consisted of three stages pre, main, and post activity.

1) First Meeting

The first meeting of cycle 3 was done at the first and the second period on Saturday morning, November 12th, 2009. The main activity in this meeting was giving the activity to overcome the problem in cycle 2 and helping the students understand the language feature and generic structure of Narrative text and to give input as a model of narrative text.

In this pre-activity, firstly, the students were given some exercises in form of rewriting short paragraph by changing the verb forms and adverb of manner with “-ly” ending for about 15 minutes, before they were given a model of the text for Guided Composition activities. Secondly, While the researcher was presenting a model of narrative text, he helped them practice how to construct the answers of the questions based on the text which was being presented for about 50 minutes. Thirdly before the students wrote a narrative text based through Guided

Composition, they were given out line in form of mind mapping through discussion with the students for about 30 minutes. Lastly, they were asked to give reflection to this meeting.

It took 90 minutes for the researcher to do the activities in this meeting and the class was attended by 32 students. During the meeting, the collaborator helped him to record all the activities and the situations happened in the classroom.

a) Pre-activity

When the researcher came to class VIII C, they greeted him cheerfully. It seemed they enjoyed having English lesson that day. So as usual, the researcher began the lesson by greeting the students and enrolling them based on the attendance list. He continued to review the students' activities of the previous cycle especially on their competence of writing Recount text. The students were given some exercises in form of rewriting short paragraph by changing the verb forms and adverb of manner with "-ly" ending, before they were given a model of the text for Guided Composition activities. Then, he talked briefly the characteristic of the language features and generic structure of Recount text and the objectives of whole activities in cycle three.

b) Main Activity

To help the students follow the main activity in this meeting, the researcher started showing the website of "Fun Writing" again from the internet on the screen and asked them to pay attention to the characteristic of language features and generic structure of the Narrative text. He, then, showed some examples of Narrative text from the internet and asked the students to identify the generic structure and the language features of Narrative text.

Having understood well about the general characteristics of Narrative text, the researcher started asking the students whether they were familiar or not the story of mount

“Bromo” legend. All of the students of VIII C said that they knew well about the story which was very popular among the people around mount “Bromo” because they had ever read it in Indonesian language or heard from their parents who sometimes told them.

Then, he asked the students to open their “LKS” on page 8 and to understand the story of “Tengger Tribe”. He told the students to work in groups of four to answer the questions of the text and asked them to write down them in complete sentences on their notebook. During this activity, there were some questions from the students asking about the meaning of some difficult words; *derived, unfortunate, settled, crater, fell*. The researcher always gave other students to find their meaning. There were two students, *ADK and ALY*, who could show the meaning of them. The result of the answers were fantastic because almost all of the students wrote the correct and complete sentences, except 3 students, *KTW, LLYi, and NSH*, who made one mistake from 10 questions. They forgot to use *be, was*. They wrote, *Tengger derived from*, It should have been written: *Tengger was derived from*

Finally, the researcher asked the students to underline parts of the text which showed the generic structure of the text and the ones which showed the language features of it. They competed each other among the groups to be number one to finish the task. *ALY and ANDK’s* group were the groups that could finish the task the fastest. The group who was the last one to finish the task was *KTW’s* group.

c). Post Activity

Before the researcher ended the class, he gave conclusion of the characteristic of Narrative text. He told the students to find a narrative text from other English books or internet and asked them to underline the generic structure of the narrative text and give circles to the language feature of the text. Then he gave questionnaire to be answered to know how well they gave the response to the writing class and how well they participated in the activity.

2) Second meeting

The second meeting was done at the first and the second period on Thursday, December 17th, 2009. The main activity in this meeting was to help the students write the Narrative text by developing two main topics which were put at the beginning and at the end of the text. It took 90 minutes for the researcher to do the activities in this meeting and the class was attended by 32 students. During the meeting, the collaborator helped him to record all the activities and the situations happened in the classroom.

a) Pre-activity

The researcher had prepared everything for the research. When he came to the class and greeted the students warmly, they replied in the same way. They looked eager to study English, so as usual, the researcher began the lesson by greeting the students and enrolling them based on the attendance list. At this time, no one of them was absent. He asked the students to submit their home works to be checked by the researcher.

b) Main Activity

He continued to review the students' activities of the previous cycle especially on the characteristic of language features and generic structure of Narrative text by displaying a narrative text from the internet. He asked the students to identify the generic structure of the narrative text. Most students could show the answers very well. Then, he randomly call the students individually to identify the language feature of the text. When one or two students failed to mention the correct the answer, the researcher asked the other students to give correct answer.

He, then, told the students that before they created a Narrative text, they would be given some information about how to do the task of writing the text. The researcher wrote down

the first sentence, *"I have a new friend from Australia"*, and also the last sentence of the certain story, *"We always exchange information by email now."* as clues for the students to develop their imagination to write a story. Then, he told the students to work in group to design the main point of the story. To help them work in group effectively, he not only explained the general main point of mind mapping of each paragraph but also mentioned some vocabulary that possibly appear in their story.

The researcher : *"What should be included in the paragraph of orientation?"*

The students : (No one could give the response. It seemed they did not know what the researcher wanted)

The researcher : (He did not finish his words because he wanted the students guessed and finished his words) *"They must be completed by information of when, where,hmme.e... Yes, Cynthia"*

The students : *who or what and what happened.*

The researcher : *"That's right. And the next paragraphs should be the chronological events concerning with everything before the event happens and why. And next paragraphs should tell us about the chronological process of happening. And the last was the climax or the situation as the resolution of the story"*

To help them more easily and more amused in writing, the researcher told them to include the reason that each of them could have a new friend because the friend had found a letter in a bottle from the sea. He said to the students, *"When you were on holiday you wrote a letter and put it in the bottle and threw it into the sea"*. The students worked in groups to discuss together the general chronological events of story consisting of why and how they could have a new friend from Australia and what happened after that.

The researcher told the students that while they were writing the text, it would be easier if they had got lots of vocabulary. So he gave an opportunity to the groups to brainstorm possible vocabulary that might appear in the story. Then they were discussing together in groups to make list of vocabulary that might appear in their writing with the help of the researcher.

Some important words were written on the board to make other students know too. Then, they helped each other design a global frame of imaginary story that would be completed by each student individually.

After the groups thought that they had got general ideas to be developed in writing, the students started constructing the story individually. They were given 30 minutes to finish it. The researcher, as usual, always went around the class to monitor them doing the task and telling them not to be afraid to ask questions to the teacher in case they had problem. During the activity of writing the text, some students got difficulty in vocabulary.

c) Post Activity

Before the researcher ended the activity of writing class, he distributed the questionnaire to be answered by the students. He helped the students who did not understand how to do the questionnaire by giving some clarification or more explanation to the certain item of the question that were not clear for them. They were given 5 minutes to finish answering it.

3) Third Meeting

The third meeting was done at the first and the second period on Saturday, December 19th, 2009. The main activity in this meeting was to give an input as a model of another Narrative text and to help the students understand the content of the text, the language feature, and the generic structure of Narrative text. It took 90 minutes for the researcher to do the activities in this meeting and the class was attended by 32 students. During the meeting, the collaborator helped him to record all the activities and the situations happened in the classroom.

a) Pre-activity

The researcher came to class VIII C and was greeted by the students warmly. They were so eager to have English class. As usual, the researcher began the lesson by greeting the students

and enrolling them based on the attendance list. He continued to review the students' activities of the previous cycle especially on checking the students' writing task. He had given code to the mistakes on their writing sheet, so it would be easy for the students to correct by themselves. Then the researcher wrote some examples of students' writing mistakes on the board as samples of sentences to be discussed and corrected together.

b) Main Activity

The students were asked to identify the generic structure on their writing of Narrative text. To make sure that the students understand, the researcher let them check whether they had included the information of *who or what, when, where, and what to do* at the first paragraph of their writing as the orientation part, the next paragraphs for chronological events as the complication, and the last one for resolution part. There were 3 students, *HST, KTW, and NSR*, who wrote the text in a single big paragraph but did not write each part of the text in form of several paragraphs. They forgot to classify them into which one was for orientation part, which ones were for complication part and which one was for resolution part.

Before the researcher instructed the students to make story or write Narrative text, he asked them to open his English book on page 8 again. This time he wanted the students to comprehend the text with the title "Goldilock". It consisted of four paragraphs. The first one was for orientation part, the second and the third were for complication part, and the last one was for resolution part. To prove how far the students understood the content of the text, they had to complete the sentences based on the information in the text, "Goldilock". While they were doing the exercise in five minutes, two of the students interrupted the teacher and asked for him to explain two difficult words; *delicious, size*. The result was 94% of students who did the exercise correctly while 6% or 2 students made two mistakes, for questions number 4 and 9. Both of them did not know the right answer to complete the sentences.

After they had understood the content of the text, they were instructed to find the generic structure of the text by identifying each part of paragraph. In this time, all of the students could answer them correctly in short time not more than five minutes. Then, they were asked to work in groups of four to underline the language feature of Narrative text. This time, the researcher showed once more the website of "Writing Fun" and reminded them to pay attention of the language features of Narrative text. After that, the students were instructed to refer the text of "Goldilock" on page 8 and asked them to identify the language feature by underlining them.

c). Post Activity

To end the activity the researcher gave the reinforcement to the students to find more Narrative texts and to understand them either from the book or from internet when they were outside the class. He told the students that the researcher would asked tell about what title of the text, where they got the text which ones the parts of generic structure of the narrative text and which words would show the language feature of the text.

4) Fourth meeting

The fourth meeting was done at the first and the second period on Thursday, December 24th, 2009. The main activity in this meeting was to help the students write the Narrative text by developing two main topics which were put at the beginning and at the end of the text. They were supported by a list of new vocabularies concerning with the topic of the text they wanted to write. It took 90 minutes for the researcher to do the activities in this meeting and the class was attended by 32 students. During the meeting, the collaborator helped him to record all the activities and the situations happened in the classroom.

a) Pre-activity

The researcher had prepared everything for the research. When the researcher came to the class and greeted the students warmly, they replied in the same way. They looked eager to study English, so as usual, the researcher began the lesson by greeting the students and enrolling them based on the attendance list. He, then, asked some students to show the narrative they got. To make sure that the students had learned from it or not, the researcher gave some questions about what the content of the text was, and asked them to show which parts the generic structure were.

b) Main Activity

He, then, told the students that before they created a Narrative text, they would be given some information about how to do the task of writing the text. The researcher wrote down the first sentence, *"I invited my friends to go to the restaurant"*, and also the last sentence of the certain story, *"Unfortunately, I forgot to bring my wallet with me, so finally, my friends came to the cashier of the restaurant and paid all bill of the food we had eaten."* Both sentences were used as clues for the students to develop their imagination to write a story. Then, he told the students to work in groups to design the main point of the story. To help them work in group effectively, he not only explained the general main points of mind mapping of each paragraph, but also made a list of new vocabulary

The researcher: "Look at the first sentence of the story. Do you think it has represented all the information needed in orientation part?" "No, it was just *Who, What to do, and Where*. You should add more for *When, and What for*." Who can give an example of it

The student (JSC) : "I invited my friends to go to the restaurant Last Sunday to celebrate my birthday".

The researcher : "Yes, that's right". Ok. Don't forget to work in groups to discuss developing your imagination based on the first and the last sentence."

The students : "How long should we write the text?"

The researcher: "Around 150 words".

To help the students develop their imagination more interesting and amusing, the researcher gave some more clues by giving some questions as clues of the main point of the story. He told them; *"You may include the next paragraph with the chronological events why you do that, then for the next paragraph with chronological events during you are in the restaurants, and the last paragraph with the chronological events how the situation when you realize that you forget to bring the wallet."* The students worked in groups to discuss together to design the main points of general chronological events of story for 15 minutes and helped each other design a global frame of imaginary story that would be developed by each student.

The researcher told the students that while they were writing the text, it would be easier if they have got lots of vocabulary. So he gave an opportunity to the class to brainstorm possible vocabulary that might appear in the story. To make it easy for them to classify the words and to reinforce them to identify kinds of words, he drew the table to be filled in by the students. Then, they were discussing together with the researcher to make list of vocabulary that might appear in their writing. For example

Verb	Noun	Adjective	Adverb	Preposition
Realize	Waiter	Embarrassed	Politely	Next to
Celebrate	Cashier	Happy	Noisily	In
Buy	Bill	Etc.	Etc.	Etc.
Etc	Etc.			

Those words were not only very useful for them to support their ability in writing, but also could inspire others to improvise their imaginary of the story. Knowing the list of new vocabulary in the table, they might have some more ideas to develop their imaginary of the story. To do this, they were given 30 minutes to finish it. The researcher, as usual, always went around

the class to monitor them doing the task and to tell them not to be afraid to ask questions to the teacher in case they had problem.

c) Post Activity

Before the researcher ended the class, he asked them whether they enjoyed this activity or not and what problem they still got. Finally, he gave some questionnaire to be answered to know their response to the activity that day.

5) Fifth Meeting

The fifth meeting was done at the first and the second period, on Saturday, December 26th, 09. The main activity in this meeting was to know the students' progress of their writing competence by doing the writing task. They were helped write the text by developing two main topics which were put at the beginning and at the end of the text. The time allocated was 60 minutes. All of the students were present and it was attended by the collaborator who helped the researcher to note down every minutes of the researcher and the students' activity

a) Pre-activity

The researcher started the lesson by greeting them, *good morning! And how are you this morning?* The students replied that they were all right because none of them was absent that day. Then, the researcher distributed their drafts which had been identified their mistakes by giving the code as usual and let them correct their own drafts. While they were discussing in checking and correcting their drafts, the researcher went around to help them correct the mistakes.

After they had finished correcting their drafts, they returned the work sheets to the researcher to be checked once more. The researcher found that most of the students' corrections were excellent. There was only one student who made mistakes in correcting the

mistakes. Then, the researcher helped him revise his work by writing the wrong sentence on the board to be corrected again together with the class.

b) Main Activity

To see the improvement of their competence in writing the researcher gave the test and focused the evaluation of the test not only on *Vocabulary, Syntax, agreement, tenses, pronoun*, but also on *content, cohesion and organization, syntax, vocabulary, and mechanics*, because the main objective in this research at cycle three was both on the accuracy of writing or on grammatical competence and the fluency of writing or on communicative competence in writing.

The researcher told the students to prepare a sheet of blank paper for writing test. He reminded them to make a draft by using double space, so the researcher would be easy to correct their draft. Having double space in writing, the researcher could easily give codes or signs to the parts or writing which had been identified as the wrong ones. The task of writing for the students would be supported the first and the last sentence of the story. That is why he wrote down a sentence, *"Last week I got up very late"*, as the first sentence of the story, and another sentence, *"When I got to the school, I just realized that it was Sunday"*, as the last sentence of the story that had to be created by the students. When the students were asking about some difficult words, the researcher did not give much help because it was the time for them to try their own best in writing the story in English.

The researcher helped the students with some clues by reminding them that after the first paragraph for orientation part, they needed to think the chronological events about why they got up late, the process of what they did after they got up, and finally ended with the process of what they did until they realized that it was not the time for the school day. He said to the students that they could use their own real experience or just imaginary one. They did the test for about 40 minutes.

The researcher noticed that all of the students were active and wrote the text seriously. Even though there were 2 of them, *NRN*, and *AND* who could not finish within the limited time, he did not give extra 5 to 10 minutes to complete their work. They had to submit their work as much as they could do. Before the researcher ended the class he asked the students to give their responds toward the whole activity in cycle 3.

c) Post Activity

Finally, before the students submitted their work, they were reminded to give comment on how they felt about good things and bad things to this kind of activity. They were given questionnaire about their opinion and feeling to the writing activity. All of the students gave positive response to the way of writing activity they had got in this cycle.

c. Observation

From the data that had been collected, observed and analysed, the researcher found that most students had got some common mistakes in using appropriate sentence pattern, such as: *I confused, I ashame, I shocked, ect.* They should have written the right sentence; *I was confused, I was ashamed, I was shocked, etc.* The researcher assumed that the students still got confused to identify those words as *adjectives* instead of *verb-2*.

In general, the researcher always found out that all of the students still made mistakes in using past form of the verbs, but the quantity of the mistakes were getting less and less. As the researcher had stated in the beginning of the research that the genre used in this research was *recount text* and *narrative text*. So almost the verbs the students had to use in writing the story were in past form. This condition proved that to be able to use the language correctly and appropriately did not solely depend on how the students could understand and remember the formula of the certain pattern of the language, but they needed to have much opportunity to practice using the language correctly and appropriately. It was suitable with what "*Savignon*"

had stated that none of the people learned to use the language by first learning the rules but particular structures which existed were based on the frequency of occurrence in the speech and in the writing (Savignon 1983:36)

To handle this problem the researcher encouraged the students not to worry about the mistakes that they had made. Making mistakes was part of the process for every one who wanted to be able to improve their competence in writing. Thus, the students had to realize that the process of writing normally needed to have some steps. After the first draft had been completed the writer needed to reread once or twice to see whether or not, in case, there were some mistakes needed to be corrected, or there were some new ideas needed to be added, or even there were some sentences needed to be omitted or combined to make the writing more effective.

1) The Improvement of Writing Competence

To see the improvement of the students' writing competence, the researcher used a rubric proposed by Cytill J. Weir. Their writing ability was detected through their work done at the production stage within each meeting. Their works were then measured by comparing with the writing rubric which had been designed before. After comparing the students' writing during cycle 3 with that rubric. (see table 4.2.9 in the appendix).

The action in cycle 3 was aimed at improving the writing competence which in cycle 2 they did writing task with much help through guided questions. Table 4.12 showed the result of writing test on cycle 3. Surprisingly the result of the means score in this cycle was lower than the one in cycle 2.. The means decreased to 70.7. The means of each trait was respectively as follows: the content 79.3, the organization 74.2, the vocabulary 72.6, the grammar 50.8, and the mechanic 70.7.

2) The Improvement of Researcher's Performance

The data about the researcher's activities during the teaching and learning process were taken and measured through observation sheet prepared before the research, and field note. The observation sheet was in the form of checklist which had to be filled up by the collaborator during the process of teaching writing. This researcher's focus observation was based on what was happening during the learning process as proposed by Gagne in Ratna Willis Dahar. (see Table 4.2.10 in the appendix)

In the preliminary meeting the researcher always not only gave motivation to the students by giving positive response to their good work, the way they made an effort to do the task but also told the learning objects before they started doing the main activity in every meeting.

To sustain the students' attention to every kind of task in the main activity, the researcher made good action in directing attention, stimulating their recall, giving guidance to every activity, enhancing retention as well as smoothing the learner transfer. So the situation of the class was always in the condition of students centered.

These data were taken by the researcher's collaborator during the learning process. From the table above, it was found out that the researcher had implemented good strategy of teaching during the learning process.

3) The Improvement of the Students' Participation

Students' activities during the learning process were recorded through observation sheet which contained checklists with the description to be filled up by the collaborator. He also used field note to support the findings. From the data obtained during the action of the research, it could be known that most of the students were actively writing and only a few of them were still dependent on their friends. The word list from the researcher seemed to workable to help the students in writing. (See the table 4.2.11 in the appendix)

From table 4.9, it was found out that 12 students (37.5%) out of 32 who joined the English class were actively writing independently with no help. Just once in a while as the researcher observed they opened their dictionary. There were 16 students (50%) were active to write but they need more help. Most of these students depended on their dictionary. Those who did not bring dictionaries, they came to their friends or their teacher for help. And the rest around 4 students (12.5%) often got stuck due to their limited knowledge and skill of English especially on writing. But the researcher tried to keep the class atmosphere serious but relax and free from pressure so that the students felt safe to ask their friends. The class was of course a bit crowded but still under control.

4) The Improvement of the Students' Motivation

To observe the students' motivation and interest in joining the learning process, the researcher used questionnaire with close questions and open questions (see Table 4.2.12 in the appendix). The students had to cross the options according to their experience during the process. Since they did not need to write their names, the researcher was convinced that most of their answers were ample to represent their condition and feeling.

From the questionnaire, it was found out that 35 (92.10.%) students stated they like the class during cycle 2, and the rest, 3 (7.89%) students said that there was nothing special about the class. Another fact about them was that all of the students said that pictures helped them generate ideas and write a text.

Given open questions, most of the students also said they enjoyed the class although they still got difficulties especially in translating into English. Here were some of their statements:

- a) *"Cara ini dapat menambah kreatifitas saya untuk membuat kalimat, karena kalimat pertama dan terakhir sebagai kalimat bantuan dapat memberi petunjuk saat kita hendak membuat sebuah cerita. Jadi lebih mudah"*

b) *“Cara ini sangat bermanfaat dalam mengarang selanjutnya, sehingga karangan yang dibuat kesalahannya dapat berkurang”.*

“Cara ini sangat bermanfaat karena bisa mengetahui cara menulis yang benar, dan saya bisa mengetahui pola kalimat yang benar.

In general, some of them said, Some others said, Some others, even, said,

d. Reflecting

Based on the observation, the researcher got some fact dealing with the actions of the third cycle. Firstly, the researcher found that the students were very enthusiastic in learning writing using Guided Composition. Most of the students said that Guided Composition helped them in writing especially in generating ideas more freely. Through Guided Compositions, they could express not only what they had to follow the given clues, in form of the first and the last sentences, but also things which they could expand freely to give more detail information. With Guided Composition they could write story more systematically and more freely.

Secondly, the researcher also found out that through Guided Composition, the students were actively asking and discussing to improvise their story and to enlarge their vocabulary that they found based on their own experience. Their participation in learning was increased a lot. This fact means that Guided Composition could effectively increase the students' curiosity and creativity in expressing their ideas. Within cycle 3, the number of the students who wrote independently without depending too much on their friends' helps increased, too.

Thirdly, the students' competence in writing improved especially in developing the content and organizing the ideas of the text as well as the grammar when the researcher used Guided Composition in teaching writing. But The students score means decreased because the aspect vocabulary and mechanical convention in writing decreased.. Among the five writing traits used for evaluating the students' work, the mechanic made the most decreasing, then, followed

by vocabulary while the content, the organization of ideas, and the grammar made the little progress.. Grammatically most of the sentences they made were correct and better compared to those in cycle 1 and cycle 2, because they could trace the correct grammar through self correction which had been done since in the first cycle..

Even though there was improvement in content, organization of the ideas, and the grammar, there were, however, some points which needed further treatment in order to reach maximum result.

- a) Some students still could not write the sentences effectively. There were some simple sentences which had similar ideas but they did not know how to identify some simple sentences which had similar ideas and how to combine them into one effective sentence.
- b) Some students made more mistakes on punctuation and capitalization.
- c) The students had problem in using new vocabulary.

Due to these findings, the result of the writing test given after cycle 3 was satisfying although there were some problems that had to be solved. The researcher decided to proceed this research to cycle 4 to give opportunity to the students to be able to overcome the problems in cycle three and to help them write more freely and effectively.

4. Cycle IV

a) Planning

The planning of the fourth cycle related to the result of the observation and the reflection of the third cycle. To solve the problems appeared in cycle 3, the researcher planned to give activities: 1) The researcher gave them a task to read more simple narrative text from many resources focusing in finding and memorizing new vocabulary as homework to overcome the problem that the students had problem in using new vocabulary; 2) To overcome the problem

that some students still could not write the sentences effectively and made some mistakes in punctuation and capitalization, the researcher gave them the task to reread and to revise their first own draft written in cycle 3 as a way to help them understand that, naturally, to get final result of good writing draft needed several steps. This activity would help them identify correct the mistakes they might had made in the first draft. Then, they had to rewrite the text based on their correction.

If the activities of the third cycle were more freely for the students to express and develop their ideas or imagination by being guided with the first sentence and the last one of the story that they had to write, the activities of the fourth cycle was just combining two or more simple sentences. The students were not fully intended to construct the new text except in the final test, but they were simply expected to develop the existing draft to be more detail and rewrite the draft more effectively.

The idea of combining sentence was given to the students in the fourth cycle came from the assumption of the researcher that; (1) The first draft usually did not yet contain good organization of ideas and might have some repetition ideas to be expressed in some similar sentences. (2) to be able to produce a good text coherently and effectively needs more than one step; (3) to be able to get effective sentences needs to be reread and revised. The researcher, however, focused only on how to combine two or more sentences and how to use "*and, both and, either or, neither nor, not only but also*", considering that they were just at the level of beginner in writing.

To improve the students' writing competence more than the one in cycle 3, the students were given the model of some sentences which could be combined. The researcher used the real situation of the students' daily activity by asking them some questions as a model of sentences that could be combined. When they had known when and how to combine the sentences, they would use their own previous writing draft to be identified which sentences that could be

revised. They would also might use one of *“both, either or, neither nor, not only but also”* to develop some of the ideas in the sentences more completely.

b) Acting

Before the real action was implemented, the researcher prepared what activities to be done by the students and the teacher in the fourth cycle. He planned five meetings which consisted of two meetings for practicing how to combine two simple sentences or more into one sentence using *“and, both and, either or, neither nor, not only but also”*, and *“both, either or, neither nor, not only but also”*.

While two other meetings were for practicing how to rewrite the first drafts that the student had done in cycle 3 by focusing not only on revising all the mistakes of the grammar as well as the punctuation and capitalization which they might have been made in the first draft, but also combining two possible simple sentences or more which might have similar ideas into one sentence. The last meeting was to give the task to the students to do a post test for the whole cycles. They were given a title of the story concerning with their experience to be developed as a narrative text without being given any clues o main topics like in the third cycle.

1) First Meeting

The first meeting of cycle 4 was done at the first and the second period on Saturday morning, January 9th, 2010. The main activity in this meeting was to help the students understand how to combine two sentences or more using *“and, both and, either or, neither nor, not only but also”* into one sentence and understand the model of the text which used those coordinator word .

Ten minutes before the writing class ended, the researcher gave them the task as their homework to read some new narratives text from any resources and asked them to identify and memorize the meaning and the use of some new vocabulary in context. He gave an example how

to do it through a certain narrative text in the “LKS”. It took 90 minutes for the researcher to do the activities in this meeting and the class was attended by 32 students. During the meeting, the collaborator helped him to record all the activities and the situations happened in the classroom.

a) Pre-Activity

When the researcher came to class VIIIIC the students greeted him cheerfully. It seemed they enjoyed having English lesson that day. So as usual, the researcher began the lesson by greeting the students and enrolling them based on the attendance list. He continued to review the students’ activities of the previous cycle especially on their competence of writing Narrative text. He talked briefly the characteristic of the language features and generic structure of Recount and Narrative text.

b) Main Activity

To help the students follow the main activity in this meeting, the researcher started asking a student some questions:

The researcher: “Where were you last night at seven o’clock, Reza?”

RZ : “at home”

The researcher: “What were you doing at that time?”

RZ : “Watching TV”

The researcher: “What about your father?”

RZ : “Watching TV, too.”

From the answer the students said, the researcher wrote them on the board in complete sentences; *RZ was at home at seven o’clock last night. He was watching TV. His father was at home, too. His father was also watching TV.* Then, the researcher said to the students to pay attention to the four sentences above which had similar ideas that could be combined into one

sentence. When they were combined into one sentence, it would say *“RZ and his father were watching TV at home at seven o’clock last night.”*

The researcher moved to another student, NVS, with similar questions; *Where were you last Sunday at eleven o’clock? What were you doing? What about your mother?* Then, the researcher continued doing the same thing as he did in the previous activity. This time he wanted the students to help him to combine the sentences from NVS’s answers and he wrote it on the board; *NVS and her mother were doing shopping at the supermarket at eleven o’clock last Sunday.*

To make the activities more interesting for the students, the researcher asked the student to work in pairs and to interview each other using the same *face! Pay attention to the questions on the board.* He said, *“Now, work in pairs and have a sit face to* 1 *of you must take turn to interview your partner using the same questions on the board and you have to write the answer. After interviewing each other, each of you must write the answers into some complete sentences. Finally, combine the sentences into one simple sentence.”* They were given the time to do that exercise in 15 minutes. The researcher always did not forget to go around to monitor their result of writing. Most of the students did not get difficulty at all in doing the exercise. Some minor mistakes that the researcher found was that when they combined some sentences into one sentence, some of them missed to use the right *“to be”* or some others forgot to use *“to be”*. The researcher helped them correct the mistakes by pointing the mistakes and let them correct the mistakes by themselves.

To help them get more practice how to combine some similar simple sentences, the researcher gave some examples of sentences to be combined. He said; *“Now, look at the three sentences below. They could be combined into one sentence because they talked about the same person. a) Prof. Ober works here. b) He works industriously. c) He works everyday.* When they were combined, it would become; *Prof. Obers works here industriously everyday.”* After

that, the researcher displayed nine more groups of sentences that had to be combined. While they were doing the task, they were reminded by the researcher to pay attention the rule of the right arrangement of words in one good sentence.

All of the students could finish the task within the time limited. Then, the researcher asked the students to swap their sheet of the exercise they had done and ordered them to check the mistakes. While they were observing the sheet, the researcher was reading the right answer of the task and asked the students to check the mistakes. The students looked eagerly and seriously to correct each other. Surprisingly, almost all of the students got the right answers, except one of them, *Nasrul*, that he wrote one sentence in the wrong order; *The rain came down all night softly and steadily*. He should have written in the right sentence; *The rain came down softly and steadily all night*. He forgot to put the right order between *adverb of manner* and *adverb of time*.

c) Post Activity

Finally, before the researcher ended the class that meeting, he did not forget to ask the students to reflect the class. He also asked the students to give comment about the activity that day, whether there were some advantages and disadvantages.

2) Second Meeting

The second meeting of cycle 4 was done at the first and the second period on Thursday morning, January 14th, 2010. The main activity in this meeting was to help the students edit correct their first drafts in cycle 3 and rewrite the text more effectively by analyzing some simple sentences which had similar ideas and combining them into one sentence. It took 90 minutes for the researcher to do the activities in this meeting and the class was attended by 31 students. During the meeting, the collaborator helped him to record all the activities and the situations happened in the classroom.

a) Pre- Activity

When the researcher came to the class and greeted the students warmly, they replied in the same way. They looked eager to study English. As usual, the researcher began the lesson by greeting the students and enrolling them based on the attendance list. One student, NA, was absent that day because she was sick and according to the doctor, she had to stay at home for three days.

b) Main Activity

The researcher started the activity by telling the students that the process of writing needed several steps. It was not just once he wrote and the draft was the final one. From the first draft, the writer could reread the draft to revise it, in case, that there might be some mistakes or misprints that had to be corrected, or there might be some simple sentences that had similar ideas and could be combined into one sentence to make more effective writing. Or in another case, the writer could think that some of the sentences needed to be developed more detail because some more ideas had just come across to the writer's mind that a certain sentence needed to be added with some more information and made it longer than before.

He chose one of the students' draft from the cycle 2 and displayed on the screen. He had underlined some of the sentences there to show the identification that those sentences had similar ideas and could be combined into one sentences. It was *RSK's draft*:

I and my friend went to the restaurant on Panglima street. The name of the restaurant is KFC. I wanted to treat her because in this day was my birthday. I came there by motorcycle.

Observing a part of the draft the researcher could show the students that; first, it was found that the use of "in this day" needed to be corrected. It should have written "this day"; second there were three sentences, first, second, and fourth sentence, that could be combined

together into one sentence. It should have written "*I and my friend went to the restaurant, KFC, on Panglima Sudirman street by motorcycle.*"

After all students understood about the way how to combine the sentences, the researcher asked them to work together in groups of four and discussed to identify which of the sentences of their draft that had similar ideas and could be combined into one sentence. The situation of the class was alive because they were very eager to help each other to identify the sentences by underlying them. While the researcher went around monitoring them, there were some questions from the students who needed help because they were still a little bit confused and were not sure whether or not they had found the right identification of sentences. In the average, at least there were two sentences of each student's draft that could be identified and could be combined.

The main activity in this step was revising the whole draft after they could find some sentences that could be combined because they had similar ideas. Then, the researcher told the students to work individually to revise their own draft. The researcher encouraged the students to identify the draft, in case, there were some sentences needed to be developed because they just found new ideas to be added to the draft, so they had to revise them too.

Most students or almost 90%, could revise their own draft correctly without getting much difficulty because, during the time they were rewriting, they did not ask any questions at all. During the researcher observation to class, he did not find any students who could develop their draft. They simply rewrote their previous draft and combining some of the sentences to make it more effective. What he could find that there were only three students, *GLH*, *ILM*, and *NSR*, who got confused to combine the sentences. So, the researcher had to help them to revise them. One sample of the problem that they had was from *ILM*'s draft. It was written "*I had lost my wallet. Fortunately, My friend knew it. He paid the bill for our meal*". He did not know how to combine those sentences correctly, so he did not finish at the limited time. Then researcher

helped him that the right sentence that could be made was *“My friend knew that I lost my wallet, so he paid the bill for our meal.*

c) Post Activity

Before the students submitted the result of their revision, they had to write down some comment about this meeting. Most of comments on their reflection were very positive. One of them, *ILM*, said that the advantages of being given the time for discussing new vocabulary, outline of the story, and sample of how to combine sentences could make her easier in writing the story and she could have more confident in writing English. The general problem that they often stated was that they were confused to find new difficult vocabulary. Then, the researcher always enforced them to read a lot of topics of reading from much recourse and to consult with dictionary or to ask someone when they got difficulty in understanding new vocabulary.

3) Third Meeting

The third meeting of cycle 4 was done at the first and the second period on Saturday morning, January 16th, 2010. The main activity in this meeting was to help the students understand how to combine two sentences or more using *and* and *“both, either or, neither nor, not only but also”* into one sentence and understand the model of the text which used those coordinator word. It took 90 minutes for the researcher to do the activities in this meeting and the class was attended by 32 students. During the meeting, the collaborator helped him to record all the activities and the situations happened in the classroom.

a) Pre-activity

The researcher began the lesson by enrolling them based on the attendance list and, fortunately, no one of them was absent. He asked the students whether or not they had a

problem with the activity of writing English. Most of the students said they often got difficulty in handling with the new vocabulary. They wondered how to enlarge their understanding of vocabulary, especially the words that were often used in everyday life. The researcher, once again, encouraged them to read a lot of easy and interesting reading text that they could access from the internet, because there were a lot of sites that provided supplementary of English material from the easiest to the most difficult ones. Then, he displayed on the screen one example of the sites from the internet that could be accessed suitable with their level difficulty in reading text.

b) Main Activity

He continued to review the students' activities of the previous meeting at glance, especially on how to combine the sentences. He, then, tried to ask several students some questions and wrote down their answers on the board. First, he asked *SLH*; "*Do you like reading novel?*" then, to *KML* with the same question, "*Do you like reading novel, too?*" They both answered "Yes". Next, he moved to another student, *NNZ*, and, *NVS*, and asked similar questions, "*Do you like football?*". In the contrary, they both did not like football.

The researcher wrote their answer on the board and combine the sentences to become; "*Either SLH or KML likes reading novel*" or "*Both SLH and KML like reading novel.*" And "*Neither NNZ nor NVS likes reading.*" The researcher said to the students to pay attention to the use of the two "*verbs*" on both sentences. When the word *either* or *neither* was used in a sentence, the form of the verb would be depended on the subject noun near it. To make it easier for the students to understand, he gave another example of similar sentence by asking some other students, "*Do you like reading novel?*" Fortunately, they said "Yes". So the researcher wrote "*Either SLH or some other students like reading novel.*" From this example the students could conclude that when the noun subject near the verb was plural, the form of the verb would be without "S"

The way the researcher did to make the students understand the use of *not only but also* easily was also by giving questions to a certain student. This time he chose VND who he had known that her hobby was reading and writing to be asked by two questions; “Do you like reading an English text?” She answered “Yes, I do.” He continued asking her. “What about Writing English story?” She also answered “Yes. From her answers, the researcher wrote a sentence on the board by combining both of her answers; VND *not only likes reading an English text but also an English story*. He explained to the students that both sentences could be combined by using *not only but also* because both of them had the same stem of subject, talking about VND, but they had different actions, reading and writing.

The researcher displayed the reading text from “Practice and Progress” book, which contained the use of those joining words. The title the text was “Do They Speak English?” on page 60. He asked the students to work in groups to understand the text for about 5 minutes. Then, they tried to answer the questions to check their understanding of the text for about 10 minutes. During their activity the researcher went around to monitor them and got two groups got difficulty in understanding the text due to the lack of vocabulary. He encouraged the students to pay attention

When they were asked to check their answer by swapping their work among the groups, the researcher noticed minor mistakes on their answers. They could answer the questions correctly but made some mistakes in the grammar. First, KTW’s group made mistakes in writing “He did understand me at last, but I could not understand his answer”. Second, CNT’s group wrote “They understood each other, but I did not understood them. Both of them made mistakes in writing “did understand” and “did not understood”. They should have written “He understood me at last, but I could not understand his answer” and “They understood each other, but I did not understand them. Then, the students were instructed to identify “joining words” by underlining those words.

c) Post Activity

Having understood the use of joining words from the text, the students were given reinforcement the way of writing the text. To produce a good writing needed long process of writing. The first draft that had been completed needed to be reread and revised in some ways. Some simple sentences might have to be combined into one sentence, or even some sentences possibly needed to be developed longer and more detail because new ideas had just appeared after reread the draft. Even, some words could be misspelled or some of the grammars were noticed to be corrected.

4) fourth meeting

The fourth meeting of cycle 4 was done at the first and the second period on Thursday morning, January 21st, 2010. The main activity in this meeting was to help the students edit correct their first drafts in cycle 3 and rewrite the text more effectively by analyzing some simple sentences which had similar ideas and combining them into one sentence. It took 90 minutes for the researcher to do the activities in this meeting and the class was attended by 31 students. During the meeting, the collaborator helped him to record all the activities and the situations happened in the classroom.

a) Pre-activity

The researcher planned to give exercise to the students to combine some sentences using the given joining words, and to tell them to revise their draft of cycle 3, the title was "*New friend*". When the researcher came to the class and greeted the students warmly, they replied in the same way. They looked eager to study English, and asked whether the teacher would give another reading text lesson. It seemed they were so interested in learning the reading text at the previous meeting, so they expected that the teacher would give another text. Unfortunately, the researcher told them they would be given two kinds the tasks they had to do in groups and

individually. First, they had to combine the sentences into one sentences using certain joining words and the second, they had to revise their own draft.

b) Main Activity

The researcher started the activity by telling the students that the process of writing needed several steps. It was not just once he wrote and the draft was the final one. From the first draft, the writer could reread the draft to revise it, in case, that there might be some mistakes or misprints that had to be corrected, or there might be some simple sentences that had similar ideas and could be combined into one sentence to make more effective writing. Or in another case, the writer could think that some of the sentences needed to be developed more detail because some more ideas had just come across to the writer's mind that a certain sentence needed to be added with some more information and made it longer than before.

To train the students' understanding of how to combine the sentences, the researcher gave two kinds of exercises, combining two sentences into one sentence using certain conjunction and combining more than two sentences into one sentence. The first one was the exercise using "*and, or, neither nor, both and, either or*", For example: "*They are not listening. They are not writing*". They were combined into one sentence using "*neither nor*". So, it would become "*They are neither listening nor writing*". The second one was the exercise of combining more than two sentences. For example: "*He teaches enthusiastically. He teaches all year. He teaches here.*" They were combined into one sentence, "*He teaches enthusiastically here all year*".

They were *doing* the tasks individually and quietly during 10 minutes. The researcher did not notice any problem at all from the students because they all were active doing the exercise. After they all had finished in time, the students and the researcher discussed to correct their works. The result of their works was very satisfied because the average of overall score was 90. The researcher assumed that the difficulty of applying *the agreement*, in a narrow sense of

grammar, or *grammatical competence*, in a broader sense of grammar was caused by having lack of practice from the students in using it, but not by having lack of understanding the rule. It has been said by *Sauvignon* that none of the people learned to use the language by first learning the rules. Particular structures which existed were based on the frequency of occurrence in the speech and in the writing (Sauvignon 1983:36) Sauvignon, Sandra J, 1983, *Communicative Competence Theory and Classroom Practice*, Santiago, Addison-Wesley Publishing Company. Inc.

The researcher distributed the draft they had written on the cycle 3 to the students. He, then, asked them to reread their own draft to identify which part of the text needed to be revised. He chose one of the students' draft from the cycle 3 with the title "*My New Friend*" and displayed it on the screen. He had underlined some of the sentences there to show the identification that those sentences had similar ideas and could be combined into one sentence. It was LL's draft:

a) *I have an experience. An experience is happy and astonished.*

b) *Then, he called me. He asked me "I had to read your diary. I asked forgiveness"*

Observing a part of the draft the researcher could show the students that; first, both of the sentences, part (a), had similar ideas, because they were talking about the writer's experience. So, they could be rewritten more effectively by combining both of them into one sentence, "*I have a happy and astonished experience*". Second, the four sentences in the second example, or part (b), had also similar ideas and they could be combined into two sentences using conjunction, "*and*". After they were rewritten their sentences would become "*Then, he both called and asked me.*" And "*I had to read your diary and asked forgiveness*"

The researcher tried to give one example of a sentence that could be developed when he found some more ideas to make the information on that sentence become more detail. He quoted the sentence in the draft, "*I knew him because I threw the bottle which contained a*

letter". According to the researcher, that sentence could be added with some more detail information. For example: "I knew him from the email that he sent to me, because he found the bottle which contained my letter ". The students were expected to get inspiration from the example he had presented for revising their own draft.

Then, the students were instructed to identify which sentences in the text that had similar ideas or which ones that could be developed and added with some more detail information. The researcher happened to find that some students got confused to do the task. So, he tried to help them by showing some sentences which could be combined and some others which could be developed to be more detail. Some of the students had been trying to identify the sentences but they were not sure whether they were right or not. When the researcher knew this, he approached them and helped them give some more explanation.

Observing the result of the students' revision draft, the researcher could draw conclusion that all of the students had done very well. They did not make many mistakes in rewriting the text and could revise their draft more effectively. All the sentences that had similar ideas had been combined correctly, mostly using conjunction "and". Only some of them used "both and" to combine the sentences. He could not find the sentences that needed to be combined by using "either or", "neither nor" in appropriate sentences.

This is one example of the student's draft, RNS:

I have a new friend from Australia. His name is Michael Johnson. He is 20 years old. He is handsome. He has a white skin. He is diligent. He never choose a friend. He go to school at International University. I am glad I have a friend like him.

Last week, I went to Bali. I went there to visit my grandmother. I had a holiday too. I went there for some months. This was my first experience. First day, I went to Kuta beach. I am sad I did not have a friend for playing together in Kuta beach. I wanted to travel in Kuta beach by boat. In the boat, I wrote a letter to find my close friend. I put in the bottle. I threw in the center sea. I hoped there was someone who read my letter.

One month later, there was a postman. He gave me a letter.....

It seemed that she could not finish her draft within the limited time. So, she ended her draft by putting long dots at the end of her writing and submitted to her teacher. In this cycle, she tried to revise and develop her first draft of the text. Here is her revision:

I have a new friend, Michel Johnson, from Autrlia. He is 20 years. He is handsome, diligent, and has white skin. He never chooses a friend. He goes to school at International University. I am glad I have a friend like him

Last week I went to Bali with my parents by ship to visit my first grandmother. I had a holiday too. I went there for some months. This was my experience. First day, I went to Kuta beach. I was sad because I did not have a friend for playing together in Kuta beach. I wanted to travel in Kuta beach by boat. In the boat I wrote a letter to find my close friend. I put in the bottle. I threw that in the center of the sea. I prayed "Oh, my God, may my letter arrive to my close friend.

One month letter, there was a postman. He gave me a letter. I opened and read it. After that I was shocked the letter was from Australia and the name of the sender was Michael Johnson.

I was sad and happy. I was sad because my letter did not arrive to my close friend. I was happy because I had a new friend from Australis since that time. I and he became a friend. We ever met but it was just some day. I met him in Bali. We always exchange information by e-mail now.

The sentences which were underlined in the first draft showed us that they could be combined using conjunction "and" because they had similar ideas. While some underlined words showed that they were wrong in grammar and needed to be revised. Furthermore, the words and the sentences in the second draft or the revision draft showed that they were new ideas that the writer, RSK, had just found and were added to his revision draft to make her draft become more complete and interesting.

The situation of the class was very alive because the students were doing the revision very actively. The researcher often had to come around the class from one student to another one to help them revise their writing. Of course, the researcher did not show directly the answer but he often helped them by giving clues in form of questions or giving other similar examples. It was expected that they could understand them more actively. The researcher got more confidence to see that they had been able to enjoy learning or practicing writing.

c) Post Activity

The researcher ended cycle 4 by giving them some questionnaire asking them to give comment whether or not they enjoyed learning activity through Sentence Combining technique. They also were asked what advantages and disadvantages of this activity were and they felt. After they completed writing the questionnaire, they submitted it to the teacher. The class ended at 8.15.

In their reflection, the students mostly gave comment that they thought this method of writing activity could make them more creative in designing the story and their ability in writing correct sentences became better. Some others say that they were getting easier to write the story and they said that this technique had a lot of advantages. But they did not mention more what kinds of advantages they meant. When the researcher asked them about what problem they felt, they said almost nothing. Only one student gave the comment that he sometimes was not sure how to construct the sentence correctly. This comment was also agreed by two other students.

5) Fifth Meeting

The fifth meeting of cycle 4 was done at the first and the second period on Saturday morning, January 23rd, 2010. The main activity in this meeting was to give post test to find out the students' achievement in writing competence during 4 cycles in this research. It took 90 minutes for the researcher to do the activities in this meeting and the class was attended by 32 students. During the meeting, the collaborator helped him to record all the activities and the situations happened in the classroom.

a) Pre-activity

When the researcher came to the class and greeted the students warmly, they replied in the same way. They looked eager to study English, and asked whether the teacher would give

another reading text lesson. It seemed they were so interested in learning the reading text at the previous meeting, so they expected that the teacher would give another text. Unfortunately, the researcher told them they would be given post test to end the research

b) Main Activity

Considering the good result of their writing in cycle 4, the researcher decided to end the fourth cycle by giving post test. To see the improvement of their competence in writing the researcher gave the test that focused not only on *Vocabulary, Syntax, agreement, tenses, pronoun*, but also on *content, cohesion and organization, syntax, vocabulary, and mechanics* because the main objective in this research was both on the accuracy of writing or on grammatical competence and the fluency of writing or on communicative competence in writing.

Before he gave the title of the text they had to write, the researcher reminded them about the generic structure and language feature of *Recount text* and *Narrative text* by giving leading questions to refresh their understanding both of the texts. Then, he asked the students to write a recount text by using title "Unforgettable experience". They were asked to write the story containing at least three paragraphs with the length of story around 150 words.

The researcher noticed that all of the students were active and wrote the text seriously. They were instructed to do the test for 50 minutes and reminded them not to do it harshly because they would be given extra time 15 minutes to revise their work.

c) Post Activity

Finally, before the students submitted their work, they were reminded to give comment on how they felt about good things and bad things to this kind of activity. Again all of the

students gave similar positive response to the way of writing activity they had got in this cycle 4. In general, some of them said, "*Cara ini sangat bermanfaat dalam mengarang selanjutnya, sehingga karangan yang dibuat kesalahannya dapat berkurang*". Some others, even, said, "*Cara ini sangat bermanfaat karena bisa mengetahui cara menulis yang benar, dan saya bisa mengetahui pola kalimat yang benar*".

c. Observation

From the data that had been collected, observed and analysed, the researcher found that most students had got relatively the same mistakes as they did in cycle three (3) some common mistakes in using appropriate sentence pattern, such as: *After visited Prambanan..., Arrived in harbour..., I very like, ect.* They should had written the right sentence; *After I visited Prambanan, I arrived in the harbour..., I like it very much,* etc. When the researcher tried to interview the students who made those mistakes secretly, they said that they genuinely did not know much about the right English sentence pattern. What they knew that they had their ideas in their mind and tried to express in the same way with what they were thinking in Indonesian language.

Some students also often failed to apply some vocabulary at the appropriate context and meaning, such as 1) *...we were photo together,*(PPT's draft) 2) *there was a whole in the tire*(GLH's draft), 3) *for stepping forward the "patriot" band ...*(REZ's draft.) Observing the student's mistake in writing a word, the researcher assumed that the students often heard a certain word and knew the meaning well but he never checked it in the dictionary or asked the teacher its spelling. It happened to *GLH's draft.* Instead of writing "*There was a whole in the tire...*", the students should have written "*There was a hole in the tire...*"

The same thing with the problem in *REZ's draft,* It seemed that he wanted to say "*performed*" or "*maju menampilkan*" in Indonesian language, but he did not know it. He tried to

use English word by translating Indonesian word into English word through bilingual dictionary without being checked how those words were used in the right English context. During the reflection with the students, the researcher tried to clarify their above problem as general problem for foreign learners. He reinforced them that it was natural to have such problems in the early time of learning foreign language. So what they needed to do was to practice reading, listening, speaking and writing English as frequently as possible.

In general, the researcher also found out that all of the students still made mistakes in using past form of the verbs, although the quantity of the mistakes for some students were getting less and less. To handle this problem the researcher encouraged the students not to worry about the mistakes that they had made. Making mistakes was part of the process for every one who wanted to be able to improve their competence in writing.

1) The Improvement of Writing Competence

To see the improvement of the students' writing competence, the researcher used a rubric proposed by Cytill J. Weir. After comparing the students' writing during cycle 4 with that rubric, the researcher got the score. (see the table 4.2.13)

The action in cycle 4 was aimed at improving the writing competence which in cycle 3 they did writing task with much help through Guided Composition. Table 4.2.13 showed us that the result of writing test on cycle 4. Surprisingly the result of the means score in this cycle was higher than the one in cycle 3.. The means increased to 79.9. The means of each trait was respectively as follows: the content 83.6, the organization 76.6, the vocabulary 73.6, the grammar 77.3, and the mechanic 88.7.

Seeing the base-line on post test, the researcher could say that the students' writing competent was better than on pre-test. Their achievement was increasing and they wrote longer

and better paragraphs. The comparison between the result of pre-test and post test for the writing competence could be seen in the Table 4.2.14 in appendix

a) Relevance and Adequacy of Content

Relevance of content here covered things like how well the students answered the tasks. From the table, it was known that before the research, the means of this was 58.6. Almost half of the class did not answer the task as they were asked to, because they had not got any experience or knowledge how to write correct genre text as what most of them gave the response in the questionnaire before this research started. After given treatment in cycle 1, their means score was 72.3 or there was an improvement around 13.7%. Even though, at this cycle, the main focus of activity had not yet been on generating the ideas but on practicing the correct language competence of the text.

It kept improving steadily to 79.4 or there was an improvement around 7.1% after having treatment by using Question and Answer technique in cycle 2. The result of means score in cycle 3 was as high as the one in cycle 2. It showed that Guided Composition had not yet given any better effect to the improvement of the students' writing competence, because they had zero improvement. At the last cycle, however, the students' competence in generating the ideas or content of the text had shown better improvement compared to the result of the means score in cycle 3. From the score 79.4 in cycle 3 to the score 83.3 in cycle 4, they had proved that their ability of writing had improved to 3.9%. Furthermore, comparing the means score of the content in Pre test, 73.7 and of the one in Post Test, 83.3, the researcher had proved that "CQGS" techniques was able to improve the students' ability in generating the ideas or content of the text

b) Compositional Organization

Compositional Organization here dealt with how well the students organize the ideas. From the table, it was known that before the research, the means of this was 55.1. Most students in class VIII-C did not organize their ideas well. After given treatment in cycle 1, however, there was an improvement around 4.7% because their score in cycle 1 was 59.8. The score in cycle 2 showed that there was improvement around 16.4%. On the other hand, the students' writing competence on Compositional Organization in cycle 3 decreased to 2% due to the fact that the type of the texts used in this research were different between the one in cycle 2 and cycle 3. Cycle 1 and 2 focused on Recount text, while, cycle 3 and 4 focused on Narrative text.

Finally, the means in cycle 4 showed that there had been improvement to 2.4%, because the means score was 76.6. And it kept improving in cycle 2 around 31.33%. Comparing the means score in Pre-test and Post test in cycle 4, the students had got improvement significantly around 42.1%.

c) Aduquacy of Vocabulary for Purpose

Aduquacy of Vocabulary for Purpose here included things like how the students chose words properly representing their ideas. It also dealt with selecting words in a dictionary. From the table, it was known that before the research, the means of this was 53.1. More than half of the class use wrong words. After given treatment in cycle 1, however, there was an improvement around 15%. And it kept improving in cycle 2 around 14.1%.

Surprisingly, there had been decreasing means score in cycle 3 around 9.4% due to the fact that writing activity in cycle 1 and 2 was strictly controlled one. They did not need to think hard how to use their ability in writing freely. While, cycle 3 and 4 forced the students to be able to use their creativity and imagination more freely. Consequently, they had to dig up all their capability in using vocabulary freely. Their means score in cycle 4 improved to only 1%, but, comparing between the score in pre-test and post test, they had got improvement to 20.5%

d) Grammar

Grammar here had something to do with how the students used the right tenses, agreement, syntax, and pronoun. From the table, it was known that before the research, the means of this was 60.2. More than half of the class made mistakes on this. After given treatment in cycle 1, however, there was not any improvement but it decreased around 6.8%. Due to the fact that what the students wrote in pre-test was very simple topic and familiar for them. It improved in cycle 2 around 22.4% after having got treatment in cycle 2. And it kept improving in cycle 3 and 4 around 1.2% and 0.7%. The students, however, made a little improvement around 17.1% comparing between the means score in Pre-test, 60.2 and Post Test, 77.3.

e) Mechanical Accuracy

Mechanical accuracy here had something to do with spelling and capitalization. Surprisingly, there were some students who made mistakes on capitalization though the rule is the same as their first language. From the table, it was known that before the research, the means of this was 86.3. About half of the class made mistakes on this. After given treatment in cycle 1, however, there was not any improvement but it was decreasing around 10.5%. In cycle 2 it improved around 17.2%. Surprisingly, it decreased much to 32.2%. Due to the fact that the type of the text used in this cycle was Narrative in which they sometimes also included direct sentences. Besides the students had no time to reread, to edit, and to rewrite the draft.

The table 4.2.16 in appendix was the recapitulation of the means score before and after the research in the following table. This was the result of calculation between the researcher's and the collaborator's scores. (see Table 4.2.16 in appendix). From that table the researcher concluded that the implementation of "CQGS" techniques could improve the writing skill of the students in the researcher's class. But there were weaknesses when the students initially came to freer activity in writing from the control ones. The students' attention on the accuracy of writing or on the language competence especially on grammar and mechanical convention of writing was

a little bit neglected. The students were too busy digging up their creativity in generating the ideas and organizing them into a good text. They needed to have time to edit and to revise their draft.

2) The Improvement of the Teacher's Performance

The data about the researcher's activities during the teaching and learning process were taken and measured through observation sheet prepared before the research, and field note. The observation sheet was in the form of checklist which had to be filled up by the collaborator during the process of teaching writing. This researcher's focus observation was based on what was happening during the learning process as proposed by Gagne in Ratna Willis Dahar. (see Table 4.2.16 in the appendix)

In the every preliminary meeting the researcher always not only gave motivation to the students by giving positive response to their good work, the way they made an effort to do the task but also told the learning objects before they started doing the main activity in every meeting.

To sustain the students' attention to every kind of task in the main activity, the researcher made good actions in directing attention. When the students started getting crowded, he made many ways of actions to make the students pay attention to their activity more seriously. The researcher never forgot to stimulate their recall when the students got difficulty in finding right meaning of vocabulary by giving some context of simple sentences or miming.

The researcher had become a good facilitator, organizer, or even their partner in learning the language by giving guidance to every activity, enhancing retention as well as smoothing the learner transfer. So the situation of the class was always in the condition of students centered. In short, based on the data taken by the researcher's collaborator, it could be concluded that the researcher had implemented good strategy of teaching during the learning process.

3) The Improvement of the Students' Participation

Students' activities during the learning process were recorded through observation sheet which contained checklists with the description to be filled up by the collaborator. He also used field note to support the findings. (see table 4.2.17 in appendix)

From the data obtained during the action of the research, it could be known that most of the students were actively writing and only a few of them were still dependent on their friends. The word list from the researcher seemed to workable to help the students in writing. Table 4.2.17 in appendix was the result of the observation during the learning process. It was found out that 12 students (37.5%) out of 32 who joined the English class were actively writing independently with no help. Just once in a while as the researcher observed they opened their dictionary. There were 17 students (53%) were active to write but they need more help. Most of these students depended on their dictionary. Those who did not bring dictionaries, they came to their friends or their teacher for help. And the rest around 3 students (12.5%) often got stuck due to their limited knowledge and skill of English especially on writing. But the researcher tried to keep the class atmosphere serious but relax and free from pressure so that the students felt safe to ask their friends. The class was of course a bit crowded but still under control.

The recapitulation table of students' participation during the research showed that:

- a) Working without help here was meant that having been explained about the theory of writing recount and narrative; the students did the task with no much asking about it. In cycle 1, there were only 8 out of 32 students who could do the task without much help and in cycle 2 and 3, the number increased into 10 and 12 out of students. But, in cycle 4 it remained the same as cycle 3. So, the number of the students who could work independently increased about 37.5% from cycle 1 to cycle 4; (2)
- b) Writing with little help was meant that the students asked help to their friends, teacher and opened dictionary. In cycle 1, there were 13 students (40%) who wrote with little help while

in cycle 2, there were 17 (53%). The number decreased in cycle 2 because two students had moved to the group of writing without help after being given treatment toward the problem during the cycle 1. In cycle 3, the number remained the same as cycle 2, and It increased in cycle 4. In fact, it increased around 12.5% from cycle 1 to cycle 4. In cycle 3, there was also improvement in writing with little help.

- c) Writing with much help referred to the students who kept asking during the process. They asked their friends or their teacher. This was because they had very limited knowledge of English. Help could also be meant help from their dictionary. In cycle 1, there were 11 students. These students could not work or very a little if they did. In cycle 2, there were only 5. The number decreased 54%. In cycle 3, there were only 4 and 3 students in cycle 3 and 4, who could write with much help.

4) The Improvement of the Students' Motivation

To observe the students' motivation and interest in joining the learning process, the researcher used questionnaire with close questions and open questions. The students had to cross the options according to their experience during the process. Since they did not need to write their names, the researcher was convinced that most of their answers were ample to represent their condition and feeling.

From the questionnaire, it was found out that 29 (90.6%) students stated they like the class during cycle 4, and the rest, 3 (9.4%) students said that the there was nothing special about the class. Concerning with the teacher explaining the lesson, there were 31 (96.6%) Who said that they could understand it easily and enjoyed to join the writing class. Another fact about the model of the text and the other examples of explanations, 15 students (46%) stated that they were interesting and easy to understand. But the rest thought that they were all right or not too interesting for them. 84% of students agreed that Sentence Combining was both easy and could help them write more effectively. While 5 of them or 16% were all right. No one of them disliked writing class. (see Table 4.2.19 in appendix)

Given open questions, most of the students also said they enjoyed the class although they still got difficulties especially in translating into English. Here were some of their statements:

- a) *“Cara ini dapat menambah kreatifitas saya untuk membuat kalimat, karena kalimat pertama dan terakhir sebagai kalimat bantuan dapat memberi petunjuk saat kita hendak membuat sebuah cerita. Jadi lebih mudah”*
- b) *“Cara ini sangat bermanfaat dalam mengarang selanjutnya, sehingga karangan yang dibuat kesalahannya dapat berkurang”.*
- c) *“Cara ini sangat bermanfaat karena bisa mengetahui cara menulis yang benar, dan saya bisa mengetahui pola kalimat yang benar.*

d. Reflecting

This is the final stage in cycle 4 which was also the final cycle of the study. In cycle 4, the researcher recorded four improvements the same as he did in the whole previous cycles. As a whole, the four improvements in cycle four were relatively the same as the ones happened in cycle 3.

Based on the observation, the researcher got some fact dealing with the actions of the fourth cycle. The researcher found that the students were very enthusiastic in learning writing using Sentence Combining. Most of the students said that Sentence Combining helped them in writing more effectively. Using previous draft as the media to be revised and developed made the activities useful for the students, they could practice checking the first draft, editing, revising, and rewriting final draft. All aspects of writing meanly also showed progress.

In the contrary, the researcher found minor problems that appeared in cycle four. Some students got difficulty in developing their own draft due to the lack of vocabulary. Not all of the students' previous drafts could be automatically identified that there were some sentences which had similar ideas could be combined.

The researcher decided to end the cycle four as the final stage of the research, even though there were some minor problems appeared in the last cycle due to the fact that it was the last meeting for the odd semester of Class VIIC and the schedule of implementing the research had to be completed to this month.

B. Discussion Research Findings

This section provides some findings during the implementation of action research in this study. The organization of report in this reflection of the whole cycles consisted of: (1) the result of applying “CQGS” techniques in writing; (2) the strengths of “CQGS”; (3) the weaknesses of “CQGS”; and (4) the effectiveness of applying “CQGS” for teaching writing.

1. The Result of “CQGS”

a. “CQGS” can improve students’ writing competence

The result of the test at the end of cycle four showed that the students’ achievement of writing competence had been increasing. Finally to see the improvement of the students’ writing skill could be analyzed from the result of pre-test (before the research) and post test (after the research implementation). (See Table 4.2.20)

Based on the data, it can be concluded that in general the students’ writing competence improved well. Even though, at the cycle three, the students’ score of grammatical competence on writing had decreased or lower than theirs in the pre-test. In the contrary, after being treated using sentence combining and enforcing them to reread the first draft to be revised in cycle 4, their score of grammatical competence on writing was getting higher. Finally, the result in the post test showed that their writing competence improved because the overall average score of the post test was higher than the one of the pre-test.

Considering that the students of “SMP” class VIIC included as the beginning level in studying English, the researcher had proved that “CQGS” could be as alternative suitable

techniques to help the students improve their writing competence. The findings of the research showed that “COGS” can improve students’ writing correct words order, tenses, pronouns, vocabulary, and sentence patterns. Henderson (*Exploring Functional Texts* 2003: 5-6) stated that “Good writing should be grammatically acceptable. It means that writing must use correct grammar and punctuation”.

The enhancement of writing competence improvement, especially in grammar forms through “Controlled Composition Technique” provides teacher to give students more opportunities to practice applying the grammar in writing. In accordingly, they also have got a lot of experience in discussing how to correct the mistakes, so that they get better solution of their writing difficulties. It was supported by (Brown, 2001: 66): “Thinking directly in the target language usually helps to minimize interference errors, because the majority of students’ errors in producing the target language, especially in the beginning levels, stem from the students’ assumption that the target language operates like the native language”. By analyzing the students’ draft of pre-test the researcher could prove that the interference of the native language happened clearly.

Controlled Composition and Question and Answer techniques used on the cycle one and two were supposed to exposure the students’ understanding about the use of language feature of the text. In addition, the students were drilled to focus on different piece of structure to be practiced in writing at each meeting. The response of the students in the reflection section showed that they were getting easier to understand and to use the correct grammar. The score of the test focusing on grammatical language at the end of cycle two showed the improvement comparing with the one in pre-test. It was in accordance with what Richard stated (Richards. Jack C, *Error Analysis*, 1974:20) that drilling was as a way of making students become perfect in understanding and using the language for communication, so the process of teaching and learning must be able to avoid students of making mistake in using language.

Those techniques also helped the students to practice the use of right vocabulary on the right context. The words choice used in writing would influence the success of transforming message to the reader. For that, choosing the words appropriately is important. Bramer and Sadley (1981: 181) stated that if the words are not chosen with precision and care, part of the meaning will be lost. Then, writing does not function fully in communicating meaning. The use of inappropriate words in writing will make the reader fail to understand. Therefore, the use of words must be precise to convey the meaning accurately.

Using Guided Composition and Sentence Combining technique in cycle 3 and 4 had proved that there was improvement on the students' writing competence in developing the ideas and writing simple effective sentences. The clues of the first and the last sentence for writing task could make students eager to develop the ideas freely based on their own ideas and imagination but they did this still within the certain topic. Heirston (1986: 5-6) said in his proposal that one of the characteristics of good writing was that "Good writing should be adequately developed. It means that writing should have limited topic. The topic should be developed by having suitable supporting details".

Even though the test for accuracy of writing at the end of cycle 3 showed that students' scores were a little bit lower than the score in pre-test but they had increased considerably in cycle 4. From the interview informally and the observation of the students' activity in the classroom during cycle three, the researcher concluded the reason of that problem was because all of them neither knew nor had time to review or reread their draft to be revised to be better ones. Thus, in cycle four there were two main activities, such as helping students practice combining sentences and revise their previous draft. It was suitable with what Heirston (1986: 5-6) stated that "Good writing is economical. It means that each point exposed in writing should be written in simple way. Rewriting some sentences or some words or sentences that do not support the main idea should be avoided".

b. "CQGS" can improve the teacher's performance

The findings of teaching and learning process showed that the teacher was innovative. The researcher applied various activities to improve the students' writing competence. The innovative activities that could make the students understand about the use of certain grammar, or make them become more interesting in writing. For example in cycle two, when the students had to write the text using questions, the researcher gave a list of questions to be used to interviewed their partner. When they had got the answers from the partners they had to write them in form of paragraph. So, they had to compete each other to make a better paragraph.

Other innovative activities in cycle 3 that could make the students eager to write was giving initial sentence of the story to be developed by the students, and ending sentence of the story that showed the funny story. Hammond (1992:17) said the fact that students were performing the same operation on a common text makes controlled tasks highly suitable for small-group or whole-class discussion. Students could work together on deciding on one "right answer" or on a possible range of options for the answer for each of the tasks within the controlled writing. So even though the students were not communicating real information to each other or to any reader in their writing, they were in their discussion communicating with each other about how best to complete the task that the teacher was active to analyze and evaluate the students' writing by underlying or giving a circle to the students' mistakes so that they were easier to correct the mistakes through discussion among their groups. Those activities helped them improve their writing competence. That condition could be seen from their comment of the reflection section.

The improvement of the teacher's innovative performance in applying "CQGS" proved that the teacher had implemented his role of good teacher in writing like what was

said by Byrne in teaching writing (*Teaching Writing Skills*, 1998:32-34). He stated that the roles of the teacher were:

- 1) Deciding how to present the activity to the class. In early stage, begin to demonstrate the writing activities on board or overhead projector. It will help students to do a certain amount of writing.
- 2) Preparing the students orally. By giving a number of examples orally, help the students to know exactly what they have to do.
- 3) Deciding how the writing task should be carried out. An activity can be done individually, in pairs or in a small groups but concluded or ended on individual writing task.
- 4) Deciding on correction procedures. The students can be asked to exchange their completed work to evaluate one another's effort. This helps to train them to look at written work critically as readers. Then writing work can also discussed on a class room to get necessary correction or some time students make their own correction.

c. "CQGS" can improve students' participation

The findings of class situation on teaching and learning process after two meetings of cycle one and having very easy exercises of writing task in form of control writing task, they had gradually become more interested and felt more confident that they could write English text if they were given control composition activity. This condition was also supported by their positive comment about their opinion of writing activity in this research that they had to write for reflection of every meeting. The situation of discussion of correcting mistakes in groups showed that they become more and more active because the researcher just gave clues which part of their writing got mistakes. The students looked eager to discuss the correction of their own writing drafts. In accordingly, this situation was supported by (Raimes,

Ann; *techniques in teaching writing*; 1983: 95). According to *Raimes* those activities are not just general “writing practice”, but their greatest value comes from the fact that they provide practice in a specific feature of the written language of the process of writing with their focus and purpose in mind: not “I think I will assign a controlled composition today,” but “My students need practice with (subject-verb agreement, adjective phrases, synonyms, etc.) so I will assign a controlled composition for them to discuss in class”.

There were four cycles in the action and they were interested to write two or more drafts of each cycle. To sustain their curiosity in learning writing, the researcher always used the students’ daily experience as initial sample model of the certain grammar or text before they were given printed model of the text. Besides, they were active to discuss their mistakes, they were also active in discussing how to improve the main points of their writing mind mapping topic based on the clues that had been given by the researcher, especially in cycle 2 and 3. It was supported by Hyland (2004: 17). He stated that the tasks and activities are designed to enable learners to: 1) explore cultural similarities and differences related to the topic including processes involved in achieving goals; 2) practice grammatical patterns relevant to the topic or text type.

d. “CQGS” can improve students’ motivation

The other finding showed that “CQGS” could improve students’ motivation to write English and they wanted this research to be continued in teaching and learning activities, especially in writing class. The students realized that there were many advantages they got, so they became more interested and enjoyed to write English text. This finding was supported by Mc Gillick explained that the emphasis of learning to write fairly extended pieces of English. We were more interested in helping the students to express ideas, thought processes and feeling on papers; to organize those ideas, thoughts and feelings in writing (*Ways of Writing*: 1987:2). It means that in teaching writing, teacher helps students to express ideas,

thought and feeling on papers. Then teacher also helps students to organize those ideas, thoughts and feelings in sentences to compose meaningful paragraphs or texts on learning to write.

The improvement of students' motivation also could be found at the beginning and at the end of every meeting when the teacher asked them about their readiness and impression of having writing activity. The data observation collected by the teacher using questionnaire and interview showed that their motivation was getting better from cycle 1 to cycle 4. Most of them always gave positive response and enjoyed to have writing activity because they could explore their daily interesting experience as the main topic of their writing activity when they had to write the topic using recount text in cycle 1 and 2. Similarly, when they were asked to write narrative text using their imagination as it happened in cycle 3 and 4, they gave good response in their questionnaire and the interview at the reflection section. It proved that genre based approach used by the researcher could rise the students' motivation. According to Byram in http://web.1.hpu.edu/images/graduat/studies/TESL_WPs/07_genre_a17238.Pdf, Genre Based Approach referred to teaching and learning model which places genres or types of text as a reference to developing four language skill activities such as listening, speaking, reading and writing as well as understanding language components such as grammar, vocabulary, pronunciation and spelling. It was also supported by Hammond (1992:17) that genre based approach which officially recommended by the Indonesian English curriculum for Junior High School has four stages in teaching and learning cycle. They are Building Knowledge of the Field (BKoF), Modeling of the Text (MoT), Joint Construction of the Text (JCoT), and Independent Construction of the Text (JCo T).

2. The Strengths of "CQGS"

The strengths of "CQGS" in cycle 1, 2, 3, and 4 could be summarized into three categories, namely: (1) The application of "CQGS"; (2) The students' performance; (3) The

teacher's performance. The Application of "CQGS" especially Control Composition, Question and Answer, and Sentence Combining were good to improve students' writing competence focusing on accuracy. It made students became aware of understanding and the form and the use of grammar in writing. At the same time, they were not only encouraged to do self correction to their own draft, but also to rewrite the previous draft more effectively. For Guided Composition, it was good to improve students' writing competence focusing on generating ideas. By having clues through Guided Composition, students were encouraged to generate their ideas into a good text.

Concerning with students' performance, students became more active and were motivated to improve their writing competence. When they got difficulty in finding the meaning of new vocabulary, they were active to discuss it in groups or to ask the teacher. In correcting the mistakes of the drafts, they were not shy anymore to discuss it in groups. "CQGS" helped the teacher guide the students systematically in improving their writing competence. It also helped the teacher improvise their way of teaching.

3. The Weaknesses of "CQGS"

Initially, students did not appreciate much the activities, because they thought they liked writing but they could not be free to express their ideas or imagination. Before the students had good language competence in writing "CQGS" did not let the students express their ideas freely in writing to avoid the interference of the grammar of students' first language. Consequently, it was not suitable to be used to teach students who had good language competence. To apply "CQGS" effectively, the teacher had to be careful in preparing models of the text as input or an exposure for the students to experience good models of writing.

4. The Effectiveness of Applying "CQGS" for Teaching Writing

“CQGS” which stands to Controlled Composition, Question and Answer, Guided Composition, and Sentence Combining are the techniques used in teaching writing starting from very controlled activities to the freer ones. As a whole, they were not supposed to be applied strictly from Controlled Compositions to Sentence Combining respectively. But the teacher might select which one was suitable with his or her need in teaching writing. The following technique was based on the activity done in cycle 1, cycle 2, cycle 3, and cycle 4.

- a) In general, the four techniques were applied integrally with another language skill, reading. Since “CQGS” as techniques in teaching writing was suitable for production stage, the teacher had to select the material as an input for students to exposure the new language items which were very useful to practice their writing.
- b) Following the presentation stage, the teacher focused on the certain language items to be internalized by the students before applying “CQGS”.
- c) Then, the teacher chose one of the techniques in “CQGS” to be applied to the students.
- d) Before proceeding the next topic of teaching writing at every meeting, the teacher encouraged the students to correct themselves their previous drafts which have been checked, identified the mistakes, and given code under the teacher’s supervision
- e) The content of material or the text for presentation stage contained language items that will be the main focus of teaching writing.
- f) The teacher selected the topic that close to the students’ background daily experience
- g) Before the students applied the new language items for writing activity, the teacher gave students ample practice to use the new language items. The aim of this activity was to avoid the interference of the students’ first language to the English sentence pattern
- h) Every technique in “CQGS” could be modified in many ways to be suitable with the students’ need.

CHAPTER V

CONCLUSION, IMPLICATION AND SUGGESTION

A. Conclusion

Based on the findings of improving students' English writing skill through "CQGS" in this research, the researcher drew some conclusions. The major conclusion of this research was that the implementation of "CQGS" had many advantages to help students improve their writing competence and encourage them to be more active in writing class. Based on the result of the research above, the conclusion could be drawn into three points as follows: (1) "CQGS" could improve students' writing competence, (2) "CQGS" could make the students more active to involve in the process of learning writing and the teacher could be more creative and innovative in teaching writing, and (3) There were some strengths and weakness of using "CQGS" in writing class. The conclusion could be described in the following descriptions.

1. "CQGS" could improve students' writing competence; students' writing were improved grammatically, both from cycle to cycle, they wrote less mistakes in vocabulary, tenses, syntax, agreement, and pronoun. They also wrote some more and longer paragraph with more sentences and better in content. Then, students' writing achievement was also improved from pre-test to post test.
2. "CQGS" could make students more active to involve in the process of learning writing.
 - Students were more active in asking to the teacher about their problem of writing. When they got stuck to find the new vocabulary or to apply the correct grammar, they were more confident to ask for help to the teacher individually or through discussing in groups.
 - The number of the students who involved in discussing and doing self correction to their own 179 gradually from cycle one to cycle four.

To help them correct their mistakes the teacher had to use one of the students' drafts to be corrected together.

- The way the students doing self reflection to their writing activity and to the response of the process of the research improved from cycle one to cycle four. They became aware that the process of writing needed several steps to produce the final draft.
- The teacher was more innovative not only in planning teaching writing to make students to be more motivated in writing, but also in conducting discussion, evaluating and doing teaching reflection,

3. There were some strengths and weakness of using "CQGS" in writing class.

- The strengths were that "CQGS"; could improve students' writing competence in using vocabulary, tenses, syntax, agreement, and pronoun. The ability of students to write text improved too. They could make more and longer text with clear division part of generic structure of recount and narrative texts.
- On the contrary, as the weakness of using "CQGS" in writing class, it needed more times for students to write and revise drafts, to discuss their difficulties and mistakes to get better correction and solution. It also needed more time for teacher to analyze students' writing drafts and to carry out discussion in writing class. For creative and smart students who had got excellent background knowledge of English language, "CQGS" could not make them free in developing their ideas and imagination. Besides, they would easily get bored to participate in writing class, especially for cycle one and two. It could be seen in their response of the questionnaire that some of them had written.

B. Implication

Base-line data of the research result, the teaching and learning writing using “CQGS” can improve the students’ writing competence, especially for the eighth grade C (VIII-C) students of SMPN5 Probolinggo in academic year 2009/2010. According to the result, teaching writing through “CQGS” was suitable technique to improve students’ writing competence. This study could be used as reference for the teacher in improving the teaching writing quality by applying “CQGS” techniques toward improving the students’ writing competence

C. Suggestion

Having conducted the research using “CQGS” to improve students’ writing competence to the eighth grade C (VIII-C) students of SMPN5 Probolinggo, in the academic year of 2009/2010, the researcher would like to give some suggestions as follow:

1. For teachers:

- a. Before writing lesson plan, the teacher should be able to recognize the students’ potential and problem to choose the right technique to apply the lesson plan in writing class.
- b. Teacher should be creative to use various techniques in teaching writing text. The researcher suggests to use Controlled Composition and Questions and Answer techniques for the students of the seventh grade of the junior high school because the background knowledge of English competence for students at grade seventh relatively low at the very basic level. They need to be given a lot of exposure to read a lot of simple reading text as models to be imitated and to use the right grammatical competence of English for writing. So the interference of students’ native language can be avoided. Guided Composition and Sentence Combining would be suitable to be given to the students at grade eighth because they are supposed to have enough background knowledge English competence to be able to express their ideas and imagination freer than they can do in the seventh grade. But the length of writing text to be written

should not be too long or around 100 to 150 words. Finally Free Writing technique can be applied to the students at grade ninth, considering that the capability of their English competence has been sufficient to be able to do free writing. So, they can improve their creativity freely in developing their ideas and imagination.

- c. Teacher should be creative and innovative to use the students' daily experience and current situation happening in their environment as the main topic of writing activity because it can increase their motivation and participation in writing class.

2. For students:

- a. Students should realize that writing is one of language skill that they must master because it has been stated in Indonesian English Syllabus for junior high school as one of competence standards that must be achieved.
- b. Students should practice more simple sentences they have just learnt in the classroom to express their daily experience or activity as a form of dairy writing when they are at home or outside the classroom.
- c. Students should be accustomed to self correcting and self reflecting to get improvement in writing.
- d. Students should not feel shy to discuss their mistakes and difficulties in writing to get better correction and solution.
- e. Students should be encouraged to display their product of writing, so other students as well as teacher will give appreciation to their creativity in writing and to get feedback from them.

3. For school:

- a. The school can encourage to all teachers to improve the teaching and learning quality through action research so the vision and mission of the school to improve the students' achievement in any subjects will be successful.

- b. The school should be able to provide the fund to publish school magazine periodically, so the students' creativity in writing can be expressed and published widely. At the same time, it will rise the students' pride and they will be proud of their own school.

4. For other researchers

Other researchers who are interested in implementing similar topic of research, can use the findings of this research as useful resource of their inspiration to conduct further research in the same field.

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