STUDENTS' PERCEPTION ON THE USE OF GUIDED WRITING IN DESCRIPTIVE TEXT AT SENIOR HIGH SCHOOL

SKRIPSI

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PROGRAM STUDI PENDIDIKAN BAHASA INGGRIS
FAKULTAS KEGURUAN DAN ILMU PENDIDIKAN
UNIVERSITAS MEGAREZKY
MAKASSAR
2025

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Oleh

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MOTTO

" God has perfect timing,never early,never lae. It takes a little patience and it take a lot of faith,but it's a worth to wait."

"يُوقِنُونَ لَا ٱلَّذِينَ يَسۡتَخِفَّنَّكَ وَلَا حَقّٞۖ ٱللَّهِ وَعۡدَ إِنَّ فَٱصۡبِرۡۚ"

"So be patient, for the promise of Allah is true. And let not those who have no certainty of faith discourage you."

(Qs.Ar-Rum:60)

DEDICATION

" There is no more beautiful page in this thesis report than the dedication page. All praise be to Allah SWT, who has given me the opportunity and ease to complete this thesis. I dedicate this thesis as a token of my love to my parents, family, friends, the lecturers of the English Literature Department at Megarezky University, and my beloved friends who have always supported me in completing this thesis."

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I am aware that this scientific work still has many shortcomings. Therefore, constructive criticism and suggestions are highly appreciated for the future improvement of this work.

Finally, I hope this scientific work will be beneficial to readers and make a significant contribution to the development of scientific knowledge.

Makassar, 24 July 2025

Researcher

ABSTRACT

Reyneldha (2025) *Students' PerceptionOn The Use Of Guided Writing In Descriptive Text At Senior High School. (Supervised by Muliaty Ibrahim and Hasnani)*

Guided writing is a strategy that provides structure and clarity in learning descriptive text, potentially enhancing student motivation and confidence in writing. This study aims to describe students' perceptions of Guided writing and analyze its influence on writing motivation and confidence.

A qualitative descriptive approach was used with 10 students of class 12 at SMA Negeri 21 Makassar as subjects. Data were collected through Likert-scale questionnares and semi-structured interviews.

The results revealed highly positive student perceeptions. Students reported that Guided Writing helped generate ideas, improved vocabulary and accuracy, and provided the structure needed for descriptive writing. It also significantly increased motivation and cconfidence in writing. Guided Writing is an effective pedagogical tool in EFL classrooms, enhancing both technical writing skills and affective aspects such as motivation and confidence.

Keywords: *Guided Writing, Student Perception, Descriptive Text, Writing Motivation, EFL*

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CHAPTER I

INTRODUCTION

A. Background of the Study

Writing constitutes a fundamental and intricate language skill. It extends beyond mere information exchange, serving as a potent means of articulating ideas and fostering critical thinking (Hyland, 2016). For students learning English as a Foreign Language (EFL) in Indonesian high schools such as SMA 21 Makassar, proficiency in writing represents a primary objective of the curriculum. This proficiency demonstrates students' ability to organize their thoughts coherently, apply grammatical rules accurately, and convey their messages effectively to readers (Fareed et al., 2016). Among the various text types mandated by the national curriculum, descriptive texts hold particular significance. Their principal purpose is to create vivid and precise portrayals of people, places, or objects, thereby enabling readers to form clear mental images and, ideally, to "experience" the subject matter. Mastery in writing descriptive texts requires students to engage in careful observation, select rich vocabulary judiciously, and construct sentences that cohesively contribute to a comprehensive and engaging description (Siregar, 2020).

Nevertheless, despite its importance, the reality within many EFL classrooms, including those observed at SMA 21 Makassar, reveals that students frequently encounter numerous challenges when attempting to compose descriptive texts. Teachers often report, and student work

frequently reflects, common difficulties such as generating and developing ideas, producing coherent sentences and logically connected paragraphs, employing a varied and appropriate vocabulary, and maintaining grammatical accuracy alongside proper writing mechanics (Hidayat et al., 2018; Jannah & Syafryadin, 2022). These challenges often result in student frustration, diminished motivation, and regrettably, decreased confidence in their overall writing capabilities (Chitrakar & Nisanth, 2023). Such prevalent issues underscore the urgent necessity for innovative, supportive, and scaffolded instructional strategies designed to assist students in overcoming these significant obstacles to successful writing.

In response to these pedagogical demands, Guided Writing has emerged as a widely acknowledged and potentially highly effective instructional approach. It facilitates students throughout the multifaceted writing process (Macalister & Nation, 2011; Richards & Renandya, 2002). This methodology provides staged support and explicit guidance, which may include pre-writing frameworks, targeted prompts, organized vocabulary lists, model texts, or graphic organizers (Dauletova, 2023). Guided Writing aims to alleviate common anxieties associated with autonomous writing by offering a clear structural framework, thereby enabling students to concentrate more fully on idea development and expressive language use, rather than becoming impeded by mechanical or structural uncertainties (Amalia et al., 2021). Empirical studies across

diverse educational contexts consistently demonstrate that Guided Writing holds considerable promise, not only enhancing the quality of students' written output but also contributing substantively to their overall learning progress (e.g., Anjarsari & Sari, 2022; Yulianti & Ambarini, 2020).

However, despite robust evidence supporting the efficacy of Guided Writing primarily from the perspectives of learning outcomes and teacher experiences a distinct gap exists concerning students' own perceptions of this strategy, particularly in the context of learning descriptive texts. Students' perceptions, encompassing their personal experiences, understandings, and valuations of the Guided Writing approach, constitute a critical determinant that profoundly influences their engagement, intrinsic motivation, and ultimately, academic achievement (Kim, 2020 ; Al-Maamari & Al-Hattami, 2017). A thorough comprehension of these perceptions is imperative to ensure that instructional strategies are genuinely pertinent, culturally responsive, and meaningfully embraced by students themselves. Positive student perceptions are strongly correlated with increased motivation, deeper engagement with learning materials, and optimal utilization of the strategy, whereas negative or indifferent perceptions can substantially impede the learning process, thereby diminishing the effectiveness of otherwise sound methodologies (Mulyani et al., 2025).

Consequently, this study assumes considerable significance as it endeavors to address this research gap by systematically examining the

perceptions of twelfth-grade students at SMA 21 Makassar regarding the use of Guided Writing in their acquisition of descriptive text writing skills. The findings derived from this qualitative investigation are anticipated to provide valuable insights for English educators and curriculum developers at SMA 21 Makassar and potentially in broader contexts. Such insights will facilitate the design and refinement of writing instruction strategies that are not only empirically effective but also authentically aligned with the articulated needs, challenges, and viewpoints of the students. This nuanced understanding promises to foster a more student-centered and ultimately more successful language learning environment.

B. Research Questions

Based on the identified problems, the main research question guiding this study is:

1. How does the use of *Guided Writing* influence students' motivation and confidence when writing descriptive texts?
2. "What are the twelve-grade students' perceptions of the use of Guided Writing in learning descriptive texts at SMA 21 Makassar?"

C. Research Objectives

1. To describe the overall perceptions of twelve grade students concerning the use of Guided Writing in learning descriptive texts.
2. To analyze how *Guided Writing* influences students' motivation and confidence in writing descriptive texts.

D. Scope of the Study

This research will specifically focus on:

1. Research Subjects: Twelve-grade students at SMA 21 Makassar. This choice is based on their current stage in learning descriptive texts within the Indonesian high school curriculum and their likely exposure to various writing techniques. The study will specifically involve students who have genuinely experienced *Guided Writing* in their English descriptive text lessons.
2. Research Object: The main focus is on students' perceptions regarding the use of *Guided Writing*. This means the study will primarily collect and analyze their subjective experiences, beliefs, and attitudes, rather than measuring improvements in writing proficiency. The emphasis is on *how* students interpret and react to the strategy.
3. Learning Context: This investigation is specifically set within the framework of descriptive text writing skills instruction. While *Guided Writing* might be used for other text types, this study's scope is limited to its application and perceived effectiveness in descriptive writing to ensure a focused and in-depth inquiry.
4. Methodology: The study will use a descriptive qualitative approach. This method is chosen to ensure that students' perceptions are explored in depth, capturing the subtle details and complexities of their subjective experiences, and providing rich, contextualized data rather than just numerical measurements.

E. Significance of the Research

This research is expected to offer important benefits as follows:

- For Students: The findings of this study can subtly increase students' self-awareness about their own writing processes and the hidden potential of *Guided Writing* as a helpful learning tool. By knowing that their perceptions are valued and being studied, students might become more reflective about their learning journey. This increased awareness could potentially encourage students to actively engage more with the provided support, ultimately empowering them to take greater ownership of their writing development and boost their self-confidence in academic tasks.
- For Future Researchers: The detailed methods and specific findings of this study will serve as a valuable reference and a solid starting point for future researchers. It provides a clear example for conducting similar perception-based studies, especially those focusing on writing strategies or specific text types within EFL contexts. Researchers interested in *Guided Writing*, student motivation, or the impact of scaffolding in various educational environments will find a strong empirical base upon which to build their own investigations, potentially leading to comparative studies or explorations of different variables and populations.

CHAPTER II

LITERATURE REVIEW

A. Previous Research

Writing, as one of the four principal language skills (listening, speaking, reading, and writing), is widely recognized as a highly intricate cognitive process that necessitates the acquisition and integration of numerous subordinate skills (Harmer, 2008; Raimes, 1983). Beyond its fundamental function as a mode of communication, writing also operates as an advanced instrument for critical thinking, idea exploration, and personal expression (Hyland, 2017). According to Brown (2007), proficient writing entails more than mere transcription of words onto paper; it requires the sophisticated capacity to generate and organize ideas, judiciously select suitable vocabulary, accurately apply grammatical conventions, and compose coherent and cohesive texts that effectively transmit intended messages to a targeted audience. Within educational contexts, writing is frequently regarded as the most demanding language skill to master. This challenge primarily arises from its reliance on higher-order cognitive processes such as analysis, synthesis, and evaluation, as well as the advanced capability to formulate and articulate thoughts in a structured, logical, and persuasive manner (Brown, 2007; Richards & Renandya, 2002). This inherent complexity underscores the necessity for deliberate and supportive instructional methodologies in writing education. Contemporary research continues to highlight the cognitive challenges

associated with writing, particularly in second language contexts, emphasizing the importance of strategies designed to alleviate cognitive load and provide systematic support (Graham, 2018; Kim, 2022).

B. Theoritical Review

1. Writing

a. Definition of Writing

Writing is widely considered a fundamental and complex language skill, one of the four main components alongside listening, speaking, and reading. In addition to serving as a means of conveying information, writing is a sophisticated cognitive and communicative process that allows for the expression of ideas, the development of critical thinking, and personal reflection (Hyland, 2017).

As an academic skill, effective writing involves a multi-layered process. According to Brown (2007) and Richards & Renandya (2002), this requires students to master several interrelated skills, namely :

- Generating and Organizing Ideas: The ability to brainstorm, select, and arrange ideas logically and coherently.
- Vocabulary Selection: Choosing appropriate and expressive words to convey meaning effectively and create the desired tone.
- Grammatical Correctness and Mechanics: Correct application of grammar, spelling, punctuation, and sentence structure rules to ensure clarity and avoid confusion.

- Constructing Coherent Text: Combining sentences and paragraphs into a coherent whole, flowing smoothly, and able to convey a message effectively to a specific audience.

For students learning English as a Foreign Language (EFL) in contexts such as secondary schools in Indonesia, writing is often the most challenging skill to master. This is due to the demands of higher-order thinking, such as analysis, synthesis, and evaluation, as well as the ability to formulate and articulate complex thoughts in a structured and persuasive manner (Brown, 2007). Therefore, success in writing reflects a comprehensive mastery of language that goes beyond basic conversational skills.

2. Descriptive Text

b. Definition of Descriptive Text

A descriptive text constitutes a distinct form of writing with the primary objective of vividly and meticulously portraying a subject, whether it be a person, place, object, or event, in such intricate detail that the reader can construct a clear mental image and, ideally, experience the described entity vicariously (Gerot & Wignell, 1994; Derewianka, 2012). The fundamental purpose of a descriptive text is to provide a comprehensive and evocative depiction of the unique characteristics, features, and qualities of a particular subject. From a linguistic perspective, descriptive texts frequently employ numerous adjectives (e.g., serene, majestic, bustling), predominantly utilize the simple present tense to convey timeless truths or enduring traits, and incorporate action verbs that enliven the

description (e.g., shines, stands, whispers) (Feez & Joyce, 1998.). Typically, the structure of a descriptive text comprises two principal components :

- Identification: This initial segment introduces and specifies the subject to be described, addressing the "what" or "who" of the description.
- Description: Following identification, this section elaborates on the detailed attributes of the subject, elucidating its parts, qualities, physical characteristics, sensory details (including visual, auditory, olfactory, gustatory, and tactile elements), and any additional pertinent features that contribute to a comprehensive portrayal. The aim of this section is to create a vivid verbal representation for the reader.

Proficiency in descriptive writing is essential not only for effective communication but also for enhancing students' observational skills, their capacity to articulate precise details, and their mastery of rich and accurate language. Contemporary English language instruction frequently emphasizes genre-based methodologies, wherein targeted lessons on the structure and linguistic features of text types such as descriptive texts are integral (Hyland, 2012; Renandya & Widodo, 2016).

C. Guided Writing

Guided Writing constitutes a pedagogical approach to writing instruction wherein educators systematically offer assistance, mentorship, and structural frameworks to students throughout the entirety of the writing process (Tompkins, 2008 ; Pica, 2000). The primary objectives of Guided Writing are multifaceted: to progressively enhance students' confidence in their writing capabilities, to

alleviate the often-intimidating nature of writing, and to facilitate the gradual development of writing skills, from initial idea generation to the production of a refined final draft. The support mechanisms employed within Guided Writing are diverse and adaptable, encompassing but not limited to the following :

- Utilization of graphic organizers: These visual instruments (e.g., mind maps, Venn diagrams, flowcharts) assist students during pre-writing activities by aiding in brainstorming, organizing, and logically structuring their ideas prior to drafting (Marzano & Pickering, 2005; (López, 2022).
- Provision of sentence starters or sentence frames: These offer students pre-formulated phrases or fundamental sentence structures (e.g., "The object is...", "It has a...", "This place smells like...") to initiate or continue their writing, thereby reducing cognitive load and enabling greater focus on content development (Amalia et al., 2021).
- Presentation of model texts: Supplying students with exemplary writing samples (e.g., well-crafted descriptive paragraphs) facilitates analysis of structure, vocabulary, and stylistic elements, serving as benchmarks or templates for their own compositions (Derewianka & Jones, 2012; Anjarsari, 2024).
- Compilation of vocabulary banks or word lists: Curated collections of pertinent and rich vocabulary specific to the topic or genre empower students to employ more precise and varied language in their descriptions (Alfianto, Sophia, & Ambarini, 2023).

- Explicit instruction on text structure: Direct teaching and guided practice concerning the general structure and linguistic features characteristic of particular text types (e.g., identification and description in descriptive texts) ensure that students comprehend the foundational framework of their writing (D. N. Hidayat & Eviyuliwati., 2019).
- Provision of gradual and constructive feedback: Delivering timely and specific feedback on drafts at various stages of the writing process focuses on areas for enhancement in content, organization, language use, and mechanics, rather than solely on the final product (Hedgcock & Ferris, 2018).

The efficacy of writing instruction strategies incorporating guided instruction and systematic feedback, such as Guided Writing, is robustly corroborated by meta-analytical research (Graham & Perin, 2007). This approach is particularly efficacious in assisting students to surmount initial challenges in commencing writing, developing comprehensive ideas, and constructing coherent sentences, thereby rendering the writing process less formidable and more accessible (Flower & Hayes, 1981). Furthermore, the structured nature of this method can mitigate writing-related anxiety and enhance self-efficacy, both of which are critical factors for successful second language writing (Bandura, 1997; Zang & Cheng, 2017; Rahayu & Ningsih, 2023).

D. Student Perception

Within the domain of cognitive psychology, perception is characterized as a multifaceted process whereby individuals actively select, organize, and interpret

sensory input to construct a coherent and meaningful comprehension of their environment (Goldstein, 2017; Robbins & Judge, 2013). In the educational context, student perception pertains to the individualized perspective through which learners interpret, assess, and emotionally respond to their educational experiences, instructional methodologies employed by educators, and the instructional content delivered. This perceptual process is inherently subjective and is profoundly influenced by various factors, including but not limited to prior academic experiences, ingrained personal beliefs and attitudes, intrinsic and extrinsic motivations, distinct learning styles, as well as the broader social and physical learning context (McDevitt & Ormrod, 2008; Pajares, 1996). Contemporary research consistently underscores the pivotal role of student perceptions in shaping diverse educational outcomes (Al-Maamari & Al-Hattami, 2017; Kim & Kim, 2020; Lee, Wong, & Neo, 2024).

Comprehending student perception is of paramount importance, as their individual viewpoints and interpretations can substantially affect their attitudes toward learning, degree of active engagement in classroom activities, and ultimately, their academic performance. For instance, favorable perceptions of specific instructional strategies, such as Guided Writing, are closely associated with heightened student participation, increased motivation, and a greater likelihood of academic achievement (Dörnyei, 2001; Gardner, 1985). Conversely, negative or indifferent perceptions among students may considerably diminish the efficacy of even theoretically robust and empirically validated teaching methods, thereby potentially impeding the learning process and resulting in suboptimal

outcomes. Consequently, the evaluation and understanding of student perceptions furnish critical feedback for educators, enabling them to adjust and enhance their pedagogical approaches to more effectively address learners' needs and cultivate a more conducive and efficacious learning environment.

E. Relevant Previous Research

Numerous studies have investigated the efficacy of Guided Writing and its broader implications for writing instruction. A review of the extant literature reveals consistent evidence of its positive effects on students' writing abilities, albeit primarily emphasizing completed written products or educators' perspectives.

- Lestari & Wahyudin (2017), in their study entitled "The Effectiveness of Guided Writing Strategy in Improving Students' Writing Ability on Descriptive Text," published in the Journal of English Language Teaching and Learning, conducted research at the junior high school level. Their results demonstrated that Guided Writing effectively enhanced students' capacity to produce descriptive texts, as evidenced by improved writing scores. Although this study provided valuable insights into the quantifiable benefits of Guided Writing, its primary focus was on final written outcomes and student performance metrics, rather than an in-depth examination of students' personal perceptions regarding the writing process.
- Khoiriyah & Suparman (2015) in their research "Improving Students' Writing Skill of Descriptive Text Through Guided Writing Technique,"

published in the English Education Journal, reported significant improvements in students' writing skills following the implementation of Guided Writing. This study concentrated predominantly on gains in student scores and classroom observations, without extensively exploring students' internal perspectives, emotions, or cognitive processes experienced during the application of the technique.

- Astuti & Hidayah (2018), through their article "The Application of Guided Writing to Improve Students' Writing Skill in Descriptive Text" published in Jurnal Bahasa Lingua Scientia, corroborated the effectiveness of Guided Writing in enhancing descriptive writing abilities. Conducted with secondary school students, their study underscored the positive influence on students' capacity to organize ideas and employ vocabulary, primarily evaluated through their written outputs. Nevertheless, the nuanced perceptions of students themselves remained an area warranting further investigation.
- Wulandari & Ansori (2019), in "The Effect of Guided Writing Strategy on Students' Writing Ability in Descriptive Text," published in the Journal of English Language Teaching, identified a statistically significant impact of Guided Writing on students' writing proficiency. Their quantitative methodology furnished robust evidence of the strategy's effectiveness; however, by design, it did not address the qualitative dimensions of student experiences and perceptions.

- Suganda (2018), in the unpublished thesis "Exploring Students' Difficulties in Writing Descriptive Text and Teacher's Strategies to Cope with Them," meticulously identified various persistent challenges encountered by students in writing descriptive texts. Although this investigation did not focus explicitly on Guided Writing, its findings strongly underscored the imperative need for efficacious instructional strategies to mitigate these common difficulties, thereby providing a foundational rationale for the relevance of Guided Writing.
- (Aulia, 2019), in the study "Students' Perception Towards the Implementation of Cooperative Learning in English Class," demonstrated that students' perceptions of specific teaching methods, in this instance cooperative learning, significantly influence their active participation and subsequent learning outcomes. While the instructional strategy examined differs from Guided Writing, Aulia's research compellingly emphasizes the critical importance of perception-based studies to apprehend learners' perspectives, which is directly pertinent to the current research context.
- Zang & Cheng (2017), in their article "The Effect of Self-Regulated Strategy Development on English as a Foreign Language (EFL) Learners' Writing Performance," although not explicitly addressing Guided Writing, highlight the efficacy of scaffolding and strategy instruction components integral to Guided Writing. Importantly, they discuss how such strategies affect students' self-efficacy and metacognitive awareness, implying that students' perceptions of the strategy's utility are pivotal.

- Pajares & Johnson (1996), in his comprehensive work on self-efficacy beliefs, emphasizes that learners' convictions regarding their capabilities profoundly influence their motivation and performance. Within the writing context, if students perceive a strategy such as Guided Writing as empowering or beneficial, their self-efficacy is likely to be enhanced, thereby fostering greater engagement and improved outcomes. This underscores the necessity of directly investigating these perceptions.

Collectively, the findings from these studies unequivocally demonstrate that Guided Writing constitutes a promising and empirically substantiated strategy for augmenting writing skills, particularly in descriptive texts. Nonetheless, a recurring theme in much of the literature is the predominant focus on learning outcomes (e.g., improved scores, enhanced writing quality) or on teachers' application of the strategy. The distinctive contribution and novelty of the present research reside precisely in its concentrated emphasis on thoroughly exploring students' perceptions of employing Guided Writing within the specific context of descriptive text instruction at SMA 21 Makassar. By directly accessing and analyzing the subjective viewpoints, experiences, and emotions of the students who benefit from this pedagogical approach, this study aims to provide a more comprehensive, nuanced, and ultimately more holistic understanding of how this strategy is genuinely received, comprehended, and internalized by learners. This learner-centered perspective will yield invaluable insights for refining instructional practices and ensuring a more effective alignment between teaching methodologies and student needs.

F. Conceptual Framework

The Guided Writing strategy is deliberately incorporated into the instruction of descriptive texts to offer structured assistance, thereby aiding students in overcoming common challenges associated with writing. This instructional approach, characterized by its scaffolded, stepwise support, inherently facilitates specific learning experiences and responses among students. These immediate and ongoing experiences, influenced by individual differences and classroom dynamics, collectively shape students' perceptions of the Guided Writing strategy. Such perceptions may range from highly favorable to distinctly unfavorable or neutral. The particular nature and intensity of these perceptions are contingent upon various factors, including but not limited to the perceived accessibility of the guiding materials, the perceived efficacy of the strategy in genuinely enhancing their writing skills, the relevance of the provided guidance to their learning objectives, and the overall comfort and autonomy students experience when employing the strategy. Ultimately, these perceptions are anticipated to exert a significant influence on students' engagement, motivation, and overall learning outcomes in descriptive writing.

Explanation of the Conceptual Framework

- Guided Writing Strategy: Designed to assist students in addressing writing difficulties through structured, incremental support.
- Student Learning Experiences: Utilization of Guided Writing engenders specific experiences shaped by students’ interactions with the materials and received support.

- Student Perceptions of Guided Writing: These experiences culminate in students' individual perceptions of the Guided Writing strategy, which constitute the primary focus of this research. Such perceptions may be positive, negative, or neutral.
- Factors Influencing Perceptions: Multiple factors contribute to shaping these perceptions, including the perceived ease of the materials, the perceived effectiveness of the strategy in aiding writing development, the alignment of guidance with learning objectives, and students' overall sense of comfort and independence during its application.
- Student Engagement, Motivation, and Confidence: Students' perceptions of Guided Writing directly impact their levels of engagement, motivation, and confidence in writing.
- Descriptive Writing Learning Outcomes: Ultimately, these factors engagement, motivation, and confidence are expected to significantly affect students' proficiency in learning to write descriptive texts.

In summary, the framework illustrates that the implementation of the Guided Writing strategy elicits particular student experiences, which subsequently inform their perceptions. These perceptions, in turn, influence their engagement, motivation, and confidence, all of which are interconnected with their overall success in acquiring descriptive writing skills.

This diagram illustrated :

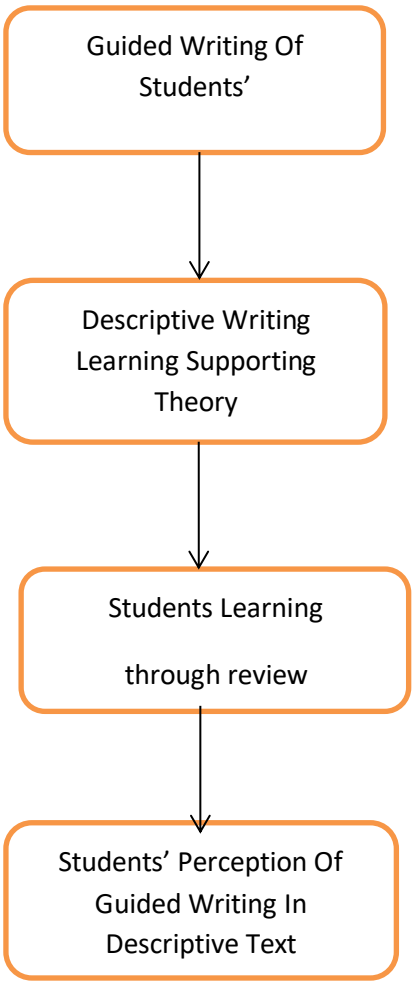


Figure 1. Conceptual Framework through flowcharts

CHAPTER III

RESEARCH METHODOLOGY

A. Research Design

This study will employ a descriptive qualitative research design. The qualitative approach was chosen intentionally, given the research objective of prioritizing in-depth understanding and detailed descriptions of student perceptions. Perception, a naturally subjective phenomenon, requires an interpretive approach capable of capturing the richness and complexity of individual experiences and meanings (Creswell, 2014; Denzin & Lincoln, 2011). A descriptive design is highly appropriate for this study because it aims to provide a comprehensive and detailed picture of how students perceive and experience the use of Guided Writing. This design allows for in-depth exploration of perspectives without imposing preconceived notions, and it does not aim to establish causal relationships or test specific hypotheses. Instead, this study seeks to describe the phenomenon of student perception as it occurs naturally within the learning environment at SMA 21 Makassar.

B. Research Subjects

The research subjects in this study are twelfth-grade students at SMA 21 Makassar. The general population of twelfth-grade students at the school is 432 individuals, divided into 12 classes with each class consisting of 36 students. The homogeneous population structure and size ensure consistent representation, thus allowing for a comprehensive understanding of the research context. The selection of twelfth-grade students is crucial because they are at a specific developmental

stage relevant to the objectives of this study and are likely to have acquired various writing techniques.

For this study, the sample will be selected using purposive sampling, a non-probability sampling method suitable for qualitative research. This approach allows researchers to select participants based on specific criteria relevant to the research questions, thus ensuring that the selected individuals can provide rich and relevant information (Patton, 2007). The sample selection criteria include:

- Students who have received instruction in writing descriptive texts using the Guided Writing strategy.
- Students who are willing and able to clearly express their experiences and perceptions during interviews.
- Students who represent a range of academic abilities (e.g., high, medium, low, based on teacher recommendations or academic records, if available and ethically appropriate) to ensure a wide range of perceptions are captured.

The number of interviewees will be determined based on data saturation, a common practice in qualitative research. Data saturation is reached when no new themes, categories, or insights emerge from additional interviews, indicating that sufficient information has been collected to fully address the research questions (Morse, 1995; Guest, Bunce, & Johnson, 2006). The initial estimate for in-depth interviews is a minimum of 10-15 students. In addition, a questionnaire will be administered to a larger group, potentially including all students in the relevant class who have experienced Guided Writing instruction, to gather broader initial

perceptions. This methodological approach (primarily qualitative with questionnaire support) will allow for the use of multiple data sources and a more comprehensive understanding.

C. Research Instruments

The tools for collecting data for this study will be :

1. Questionnaire (Likert Scale)

A questionnaire will be designed to collect broader, preliminary quantitative data on students' perceptions of various aspects of Guided Writing. The instrument will use a Likert scale (e.g., 1=Strongly Disagree, 5=Strongly Agree) to measure students' level of agreement with a series of statements related to the benefits, challenges, and overall feelings about Guided Writing. This tool will provide an overview and help identify common themes or opinions that can be explored more deeply through interviews, thus supporting the qualitative data.

2. Interview Guide (Semi-Structured)

Semi-structured interviews will be the primary tool for gathering rich, in-depth qualitative data on student perceptions. This format includes a pre-planned core set of questions, but also provides flexibility to ask more in-depth follow-up questions and explore new themes based on interviewee statements (Ennis & Chen, 2012). This dynamic approach is crucial for deeply understanding the nuances of student perceptions, allowing researchers to gather detailed stories and personal insights.

D. Data Collection Techniques

The process of collecting data will be carried out systematically through the following stages:

1. **Obtaining Research Permission:** The initial stage involves obtaining formal approval. A letter requesting permission to conduct the research will be submitted to the academic board of Megarezky University. Subsequently, a formal request will be sent to the principal of SMA 21 Makassar and the twelfth-grade English teacher. This procedure ensures that all ethical requirements are met, including obtaining permission from the school and practical access to the research site and participants. Ethical considerations, such as informed consent and confidentiality, will be thoroughly addressed before data collection begins.
2. **Questionnaire Administration (Likert Scale):** After all necessary permissions are obtained, a Likert-scale questionnaire will be distributed to all twelfth-grade students at SMA 21 Makassar who have recently experienced or are currently using Guided Writing in their descriptive text learning. The researcher will directly explain the purpose of the questionnaire, ensure that students' participation is voluntary, and guarantee the confidentiality and anonymity of their responses. Adequate time will be given for students to complete the questionnaire honestly and carefully in class, usually during regular English class hours, with the cooperation of the relevant teachers.

3. **Interview Sample Selection:** Based on initial analysis of questionnaire responses (e.g., to identify students with diverse perceptions) and, where possible, recommendations from English teachers regarding students' speaking abilities and experiences with Guided Writing, a sample of approximately 10–15 students will be selected for in-depth interviews. This selection will use the purposive sampling technique described in Section B (Research Subjcets).
4. **Semi-Structured Interviews:** Students selected for interviews, along with their parents/guardians (if required by school policy for minors), will be approached individually. Clear written consent for the interviews and filming will be obtained prior to the interview process. Participants will be fully informed about the purpose of the study, their right to withdraw at any time without consequence, and the steps taken to ensure the anonymity and confidentiality of their data. Interviews will be conducted in a quiet and comfortable environment at SMA 21 Makassar (e.g., a quiet classroom or the school library) to minimize distractions and encourage open communication. Each interview session is expected to last between 20 and 40 minutes, depending on the depth of the responses. All interviews will be digitally filmed to ensure the accuracy and completeness of data collection. Detailed field notes will also be taken immediately after each interview to capture non-verbal cues, initial reflections, and contextual details that can support the analysis.

The process of collecting data will be carried out systematically through the following stages:

1. **Research Permission Request:** A formal letter requesting permission to conduct the research will be submitted to the Megarezky academic council, followed by a formal request to the principal of SMA 21 Makassar and the twelfth-grade English teacher. This is to ensure ethical feasibility and practical access to the research site and participants. Ethical considerations, including informed consent and data confidentiality, will be thoroughly addressed before data collection begins..
2. **Questionnaire Administration:** After obtaining all necessary permissions, a questionnaire (Likert scale) will be administered to all twelfth-grade students at SMA 21 Makassar who have recently experienced or are currently using the Guided Writing method in their descriptive text lessons. The researcher will directly explain the purpose of the questionnaire, guarantee that students' participation is voluntary, and ensure that their answers will be kept confidential and anonymous. Sufficient time will be given for students to fill out the questionnaire honestly and carefully in class, generally during regular English class hours, with the cooperation of the teacher.
3. **Interview Selection and Execution:**
    - Based on the responses to the questionnaire (e.g., to identify students with diverse perceptions) and, where possible, recommendations from English teachers regarding students'

articulation abilities and experiences with Guided Writing, a sample of approximately 10-15 students will be selected for in-depth interviews using the purposive sampling technique described in Section 3.2.

- Selected students and their parents/guardians (if required by school policy for underage students) will be contacted individually, and their informed written consent for the interview and audio recording will be obtained before the process begins. They will be fully informed about the purpose of the study, their right to withdraw at any time, and the steps taken to ensure anonymity and confidentiality of the data.
- Interviews will be conducted in a quiet and comfortable environment at SMA 21 Makassar (e.g., a quiet classroom or the school library) to minimize distractions and encourage open communication. Each interview is expected to last between 20 and 40 minutes, depending on the depth of the responses.
- All interviews will be audio-recorded using a digital voice recorder to ensure data accuracy and completeness. This allows researchers to focus on active listening and asking in-depth questions without having to take extensive notes during the conversation. Detailed field notes will also be taken immediately after each interview to capture nonverbal cues, initial reflections, and contextual details that can support the analysis.

E. Data Analysis Techniques

Qualitative data obtained from interviews as well as descriptive data from questionnaires will be analyzed systematically through a step-by-step process, with reference to the principles of thematic analysis (Braun & Clarke, 2006) for qualitative data and descriptive statistics..

1. Data Transcription: All interviews conducted will be accurately transcribed word for word into text format. This careful process ensures that all nuances of student responses, including pauses, intonation (where relevant to meaning), as well as direct quotations, are retained for in-depth analysis.
2. Data Introduction and Data Reduction: This initial stage involves a thorough understanding of all collected data (transcripts and questionnaire responses). The researcher will read the data repeatedly to gain a comprehensive understanding. During this process, initial notes and observations will be made. Irrelevant information, repetition, and superficial details will be filtered out, while important statements, frequently occurring phrases, and key insights related to students' perceptions of Guided Writing will be identified and extracted. This process aims to summarize the raw data into more manageable units.
3. Initial Coding: The reduced data from the interview transcripts will be broken down into smaller, more meaningful units. Initial codes will be created to label specific ideas, concepts, or experiences expressed by students regarding Guided Writing. These codes will be developed

inductively based on the data itself, meaning they emerge from what the data indicates, rather than being predetermined (open coding). For example, codes such as "help with topic selection," "confusing instructions," or "feeling more confident" might emerge.

4. Theme Search (Categorization): Similar initial codes will be grouped to form broader categories or potential themes. The researcher will actively identify patterns, relationships, and interconnections among these categories. Themes will emerge as significant patterns in the data relevant to the research question, reflecting core ideas or recurring experiences present across participant narratives (e.g., "Enhanced Idea Generation," "Challenges in Creative Autonomy," "Enhanced Motivation and Self-Efficacy").
5. Review and Refine Themes: Identified themes are reviewed against the entire dataset to ensure they accurately represent the content and are unique from each other. This process involves verifying whether pieces of data truly support the themes and whether they adequately capture the finer details of perceptions. Themes may be combined, separated, or refined as understanding deepens and patterns become clearer. Discussions with peer researchers (if available) may also occur at this stage to achieve inter-coder consensus and enhance the reliability of the study.
6. Establishing and Naming Themes: Once the themes have been established, each theme will be given a clear, concise, and descriptive name that reflects the essence and narrative contained within the data. Each theme

will also be accompanied by a detailed definition and a description of its boundaries and scope.

7. Data Presentation: The analyzed data will be presented in a clear, coherent, and descriptive manner.
    - Qualitative Data: The themes derived from the interviews will be presented through rich narrative descriptions, supported in depth by representative and compelling direct quotations from students. These quotations will serve as empirical evidence for the interpretations and provide authentic voice to the participants' experiences. The data presentation will be organized around the identified themes, systematically addressing each of the research sub-questions. Descriptive statistics such as frequencies, percentages, means, and standard deviations will be used to summarize responses to Likert-scale items. This provides an overview of collective perceptions, complementing the in-depth qualitative findings and offering relevant context.
8. Drawing Conclusions: Based on the synthesis and interpretation of the two qualitative themes, the researcher will formulate comprehensive conclusions that directly answer each research question. These conclusions will explain students' perceptions, the reasons behind those perceptions (based on their experiences and the identified themes), and how those perceptions relate to the use of Guided Writing in descriptive text learning.

CHAPTER IV

FINDINGS AND DISCUSSION

This chapter presents the results of research conducted at SMA 21 Makassar, focusing on twelfth-grade students' perceptions of the use of Guided Writing in descriptive text learning, as well as the influence of Guided Writing on their motivation and confidence in writing descriptive text. Data were collected through questionnaires and semi-structured interviews. This chapter is divided into two main sections: research findings and discussion.

A. Research Findings

The findings of this study were obtained from data collected from ten twelfth-grade students at SMA 21 Makassar who had experienced Guided Writing learning in English descriptive text lessons. The findings are presented based on the following two research questions: (1) What are the perceptions of twelfth-grade students towards the use of Guided Writing in descriptive text learning at SMA 21 Makassar? and (2) How does the use of Guided Writing influence students' motivation and self-confidence when writing descriptive texts?

1. Students' Perceptions of the Use of Guided Writing in Learning Descriptive Texts

The general perception of the ten students regarding Guided Writing was predominantly favorable, emphasizing its usefulness across various facets of descriptive writing. These perceptions can be classified into several principal themes: clarity and structure, idea generation, vocabulary acquisition, grammatical accuracy, and the overall learning experience.

- Clarity and Structure: Nearly all students (9 out of 10) regarded Guided Writing as highly effective in enhancing clarity and providing a structured approach to their writing process. They specifically noted that the use of frameworks, outlines, and model texts facilitated their understanding of how to logically organize their ideas.
    - *Student 1:* " Before, I was confused about where to start or what to write first. With the outline from Guided Writing, I knew where to put my memories and descriptions."
    - *Student 6:* " The sample texts were very helpful. They showed a good descriptive format, which I tried to emulate."
- Including Ideas: Most students (8 out of 10) found Guided Writing useful for generating ideas. Tools such as graphic organizers, specific questions, and brainstorming exercises were often cited as effective in stimulating thinking and overcoming writer's block.
    - *Student 3:* " Mind maps are really helpful. Before I start writing, I can organize all my ideas there, including small details about the objects I'm describing."
    - *Student 9:* " Sometimes I just have a blank page. But the questions and prompts in Guided Writing get the ideas flowing."
- Vocabulary Gain: Students had mixed but generally positive opinions about the concept. Six out of ten students appreciated the comprehension lists because they helped them use a wider and more precise vocabulary.

However, four students felt they sometimes limited their creativity in choosing words.

  - *Student 4:* " The place description lists were great. I learned new adjectives like 'quiet' and 'busy'."
  - *Student 7:* " The vocabulary was helpful, but sometimes I felt I had to use the words provided even though I had other words I wanted to use."

- Grammar Accuracy: Most students (7 out of 10) felt that Guided Writing helped improve their grammar. They said this was because of clear explanations about the simple present tense, sentence starters that showed the right way to write, and chances to get feedback step by step on their drafts.
  - *Student 2:* " The teacher always reminds us to use the simple present tense in descriptive texts, and the outline makes it easier for me to use correct grammar."
  - *Student 10:* " When I make mistakes in the draft, the feedback helps me correct them before the final version."
- Overall Learning Experience: Overall, 9 out of 10 students reported a positive learning experience with the Guided Writing method. They felt the strategy made writing more manageable, manageable, and even enjoyable. However, one student found the method to be too restrictive at times.

- *Student 5:* " Writing descriptive text used to feel scary, but with the Writing Guide, the steps are made into small pieces, so it feels easier."
- *Student 8:* " I like it because it feels like the teacher is always there to guide me, not just tell me to write."

2. Influence of Guided Writing on Students' Motivation and Confidence

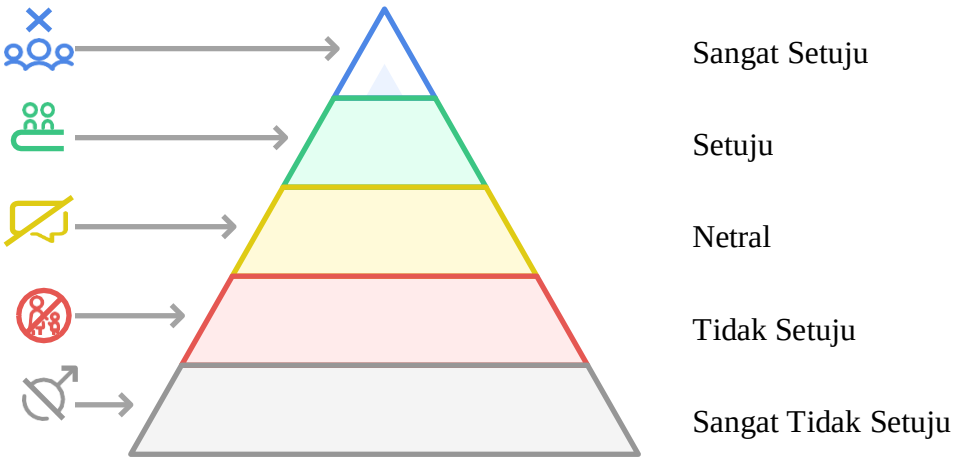
This study found a strong positive effect of Guided Writing on students' motivation and confidence in writing descriptive texts. This influence was evident in their willingness to engage in the task, their confidence in their own writing abilities, and their reduced anxiety.

- Motivation: Eight out of ten students reported increased motivation to write descriptive texts after participating in the Guided Writing activity. They felt more encouraged to start and complete writing assignments because the process felt less overwhelming and they could see tangible progress.
  - *Student 1:* "I used to delay writing assignments, but with Guided Writing, I felt more motivated to do them because it was easier than before."
  - *Student 6:* "When I realized I could write a good paragraph with help, I wanted to write even more."
- Confidence: An impressive 9 out of 10 students reported a substantial enhancement in their confidence when composing descriptive texts. They

perceived themselves as more proficient in generating coherent and detailed descriptions, resulting in an increased sense of self-efficacy.

- *Student 3:* "My confidence has increased a lot. I used to think I was bad at writing, but Guided Writing made me see that I could do it with the right guidance."
- *Student 9:* " Now I'm less nervous when I have to write. I know there's a way to follow, and that makes me more confident."

- Anxiety Reduction: Closely related to self-confidence, 7 out of 10 students explicitly reported a decrease in writing anxiety. The structured support and step-by-step approach of Guided Writing successfully reduced their fear of errors or uncertainty in determining the content of their writing..
  - *Student 2:* " I was less scared of getting a bad grade because of my writing. Guided Writing helped me feel more relaxed."
  - *Student 5:* " It's like someone is guiding you through a dark tunnel. It made me less nervous about writing."



Gambar 4. 1

Piramida Skala Likert untuk Kategori Tingkat Persetujuan Responden

Based on the data above, it can be concluded **that the majority of students have a positive perception of the "Overall Learning Experience**." A total of 5 students stated "Agree" and 4 students stated "Strongly Agree." This shows that the majority of students feel satisfied with the learning experience they have had.

However, it's worth noting that one student stated "Disagree." While this is a small number compared to those who agreed, it's still worth noting. The lack of students selecting "Strongly Disagree" indicates that no students had a very negative view of their learning experience. Furthermore, no students selected the "Neutral" option, indicating that students had clear opinions, either positive or negative, about their learning experience.

Implications and Recommendations

The findings of this survey present several:

1. **Strength:** The majority of students hold a favorable view of their learning experience, indicating that certain elements of the educational process are effectively operating and aligning with student expectations.
2. **Areas for Improvement:** The existence of a student who expresses disagreement highlights the necessity to assess and enhance particular aspects. It is essential to determine the factors contributing to this student's dissatisfaction.

Based on these implications, here are some recommendations:

- **Further Evaluation:** Conduct a follow-up evaluation to understand the reasons behind student disagreements. This can be done through

interviews, focus groups, or follow-up surveys with more in-depth questions.

- **Identify Key Factors:** Determine the key factors contributing to positive student perceptions. These factors can be used as best practices and implemented more broadly.
- **Continuous Improvement:** Use the evaluation results to implement continuous improvements in the learning process. These improvements may include changes to teaching methods, learning materials, or the learning environment.
- **Open Communication:** Establish open communication with students to understand their needs and expectations. This can help create a more relevant and satisfying learning experience.

B. Discussion

The results of this study provide empirical evidence supporting the beneficial effects of Guided Writing on the perceptions, motivation, and confidence of twelfth-grade students in learning descriptive texts at SMA 21 Makassar. These outcomes are consistent with, and further elaborate upon, prior research highlighting the efficacy of scaffolding and structured support in writing pedagogy.

The generally positive perceptions of **clarity and structure** align with the core principles of Guided Writing, which aims to provide systematic support throughout the writing process (Tompkins, 2008); Pica, 2000). Students' appreciation of text frameworks and models underscores the importance of

explicit explanations of text structure, as emphasized by (Derewianka & Jones, 2012) and Hidayat et al. (2018). This structured approach reduces perceived cognitive load, allowing students to focus more on developing content rather than disrupting structure.

The positive impact on idea development through the use of graphic organizers and cues aligns with the literature supporting pre-writing strategies to assist students in developing ideas and organizing thoughts (Marzano & Pickering, 2005; Brady, 2018). This suggests that providing structured support at the pre-writing stage is crucial in helping students overcome initial obstacles in generating ideas, which is a common difficulty reported in the context of English as a Foreign Language (EFL) writing (Hidayat & Susanto, 2018).

While generally positive, mixed perceptions about **vocabulary acquisition**, particularly the perceived limitations experienced by some students, highlight the need for balance. While vocabulary banks are valuable Alfianto et al., (2023), teachers should also encourage students to explore and integrate their own vocabulary, for example by completing provided lists through independent word-selection opportunities or by introducing strategies to expand vocabulary beyond the provided resources.

The observed enhancements in grammatical accuracy underscore the efficacy of explicit instruction and constructive feedback, which are fundamental elements of Guided Writing (Hedgcock & Ferris, 2018). Sentence starters, as highlighted by (Amalia et al., 2021), function as an effective tool in directing

students toward grammatically correct constructions, particularly in the use of the simple present tense typical of descriptive texts (Feez & Joyce, 1998).

The significant increases in motivation and self-confidence observed in students substantially support the theoretical foundation of Guided Writing. As emphasized by Bandura (1997) and Pajares (1996), self-efficacy, a learner's belief in their ability to succeed, is a strong predictor of engagement and performance. When students perceive a strategy as empowering and rewarding, as is the case with Guided Writing, their self-efficacy tends to increase, leading to a greater willingness to take on challenging tasks and a decrease in writing anxiety (Zang & Cheng, 2017; Teng, 2024). These findings directly address previously identified research gaps by providing a student-focused perspective that has previously been under-recognized in the existing literature (Aulia, 2019).

In summary, the findings indicate that Guided Writing effectively addresses common writing difficulties by providing structured support, thereby improving students' writing clarity, aiding in idea development, improving grammatical accuracy, and most importantly, significantly increasing their motivation and confidence. This strategy transforms the often-fearful activity of writing into a more manageable and positive learning experience for EFL students.

CHAPTER V

CONCLUSION AND SUGGESTIONS

This chapter presents the conclusions drawn from the research findings and discussion, followed by suggestions for English teachers, students, and future researchers.

A. Conclusion

Based on the findings and discussion, the following conclusions are drawn:

1. **Students' perceptions of the use of Guided Writing in descriptive text learning at SMA 21 Makassar were very positive.** Students considered Guided Writing a highly effective strategy because it provided much needed clarity and structure to their writing process, particularly through the use of outlines and model texts. This method was particularly helpful in generating ideas, thus overcoming initial difficulties in starting to write. While generally beneficial for vocabulary mastery and grammatical accuracy, some students reported slight limitations in vocabulary choice, indicating the need for balanced implementation. Overall, Guided Writing transformed the writing experience into a more manageable, less intimidating, and even enjoyable activity.
2. **The implementation of Guided Writing considerably enhances students' motivation and confidence in composing descriptive texts.** The systematic support and incremental guidance offered through Guided Writing result in a notable improvement in students' enthusiasm to

participate in writing activities. More significantly, it substantially elevates their confidence in their capacity to generate well-organized and coherent descriptive texts, thereby diminishing writing-related anxiety and promoting a heightened sense of self-efficacy throughout their educational experience.

In essence, Guided Writing has proven to be a valuable pedagogical tool in English as a Foreign Language (EFL) classrooms, not only for improving the technical aspects of writing but also, perhaps more importantly, for fostering a positive affective domain among students, which is crucial for sustained language learning.

B. Suggestions

Based on the conclusions of this study, the following suggestions are offered:

1. For Students

- **Actively use Guided Writing Tools:** Students are encouraged to actively utilize all the Guided Writing tools and frameworks provided. By viewing these tools as supportive supports, rather than restrictive rules, the learning benefits can be maximized.
- **Reflecting on Their Learning Process:** Students should take time to reflect on how Guided Writing helped them overcome writing difficulties. Understanding their own learning process can empower them to apply similar strategies to other academic assignments.
- **Don't Be Afraid to Experiment:** While Guided Writing provides a framework, students should also feel comfortable experimenting with their

ideas and language after understanding the basics, encouraging greater creativity.

2. **For Future Researchers**

- **Examine Long-Term Impacts:** Subsequent studies may investigate the prolonged effects of Guided Writing on students' autonomous writing skills, motivation, and self-assurance across various text genres and proficiency levels.
- **Comparative Research:** Conduct comparative research to illuminate the effectiveness and student perceptions of Guided Writing compared to other writing strategies, as well as variations of Guided Writing itself.
- **Quantitative Measures of Proficiency:** Although this study focused on perceptions, future research could combine qualitative perception data with quantitative measures of writing proficiency to provide a comprehensive understanding of the impact of Guided Writing.

This study enhances the comprehension of Guided Writing by incorporating the valuable insights of the learners themselves, thereby facilitating the development of more student-centered and effective writing instruction within EFL contexts.

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APPENDICES

APPENDIX A SCHEDULE

APPENDIX A 1 THE SCHEDULE OF THE RESEARCH

No	Date	Activity	Time Allocation
1	Juli 22th 2025	Ask Permission	09.00 a.m
2	Juli 25th 2025	Pre-Test at Experimental Class	10.30-11.30
3	Juli 28th 2025	Treatment 1	11.45 13.15.00
4	Juli 29nd 2025	Treatment 2	10.30-13.00 & 13.05-15.00

APPENDIX B INTERVIEW QUESTIONS OF THE RESEARCH

Part 1: General Writing Experience

1. "Before using the **Guided Writing** strategy, how did you feel when the teacher asked you to write a descriptive text in English? Did you have any specific difficulties you faced?"
2. "What was the biggest challenge you often faced when you had to start a piece of writing or develop ideas?"

Part 2: Perception of Guided Writing

3. "What is your opinion on the use of writing frameworks (like mind maps or graphic organizers) provided by the teacher before writing? How beneficial was it for you?"
4. "Did the provision of descriptive text examples (**model texts**) or vocabulary lists help you? Can you explain how it helped you when writing?"
5. "In your opinion, did this **Guided Writing** strategy make the writing process easier or more difficult? Why?"

Part 3: Influence on Motivation and Confidence

6. "After using **Guided Writing**, did you feel more motivated to learn to write? Why do you think so?"
7. "Did you feel your confidence in writing descriptive texts increased after being taught with this method? Can you share an experience that made you feel more confident?"

8. "In your experience, was there a difference in the feedback the teacher gave you when you used **Guided Writing** compared to before? Did that affect how you felt about your writing?"

Part 4: Suggestions and Reflection

9. "What aspects of **Guided Writing** did you find most effective? And were there any aspects that you think need improvement?"
10. "Overall, if you had to explain **Guided Writing** to a friend, what would you say about this method?"

APPENDIX C RESEARCH DATA AND ANALYSIS

Data kualitatif dari transkrip wawancara dianalisis menggunakan metode tematik untuk mengidentifikasi pola dan wawasan utama. Tiga tema besar berhasil diidentifikasi, yang masing-masing didukung oleh kutipan langsung dari siswa.

Tema 1: Kemudahan dan Dukungan dalam Memulai Menulis

Tema ini mencakup pengalaman siswa yang sebelumnya kesulitan memulai tulisan dan bagaimana **Guided Writing** mengatasi masalah tersebut.

- **Pernyataan Kunci dari Siswa:**
    - "Saya bingung banget mau mulai dari mana, kayak mau nulis apa, kalimat pertamanya harus gimana." (Siswa 1, Sangat Setuju)
    - "Kerangka itu kayak peta harta karun. Saya jadi tahu langkah-langkahnya. Enggak bingung lagi mau mulai dari mana..." (Siswa 1, Sangat Setuju)
    - "Dulu saya benci nulis, sekarang malah lumayan suka. Karena ada panduan, jadi enggak takut salah." (Siswa 2, Sangat Setuju)
    - "Kerangkanya bikin tugas nulis itu jadi kecil-kecil, enggak terasa berat." (Siswa 4, Sangat Setuju)

Analisis: Siswa-siswa yang sebelumnya mengalami kecemasan dan kesulitan dalam memulai (dikenal sebagai "sindrom halaman kosong") menemukan solusi dalam **Guided Writing**. Dukungan terstruktur seperti **mind map** dan kerangka tulisan dianggap sangat efektif dalam memecah tugas menulis yang kompleks menjadi langkah-langkah yang lebih mudah dikelola, sehingga mengurangi beban kognitif mereka.

Tema 2: Peningkatan Kualitas Tulisan dan Kosa Kata

Tema ini menyoroti bagaimana **Guided Writing** membantu siswa meningkatkan aspek teknis dan linguistik dari tulisan mereka.

- **Pernyataan Kunci dari Siswa:**
    - "Kosa kata yang saya pakai itu-itu saja... Sekarang bisa pakai 'magnificent' atau 'spectacular'. Tulisan saya jadi lebih keren." (Siswa 3 & 8, Setuju & Sangat Setuju)
    - "The teacher also gave us a model text, so I could see 'oh, this is how you structure sentences.'" (Siswa 3, Setuju)
    - "Tantangan saya itu di struktur... Sekarang jadi lebih rapi." (Siswa 10, Setuju)

Analisis: Melalui pemberian **model texts** dan daftar kosa kata spesifik, siswa secara langsung belajar bagaimana menyusun kalimat yang koheren dan menggunakan bahasa yang lebih bervariasi. Hal ini tidak hanya meningkatkan kualitas tulisan mereka tetapi juga memberikan mereka alat praktis untuk menulis lebih baik di masa mendatang.

Tema 3: Pengaruh Signifikan terhadap Motivasi dan Kepercayaan Diri

Tema ini menunjukkan bagaimana perubahan persepsi dan kualitas tulisan secara langsung memengaruhi kondisi psikologis siswa.

- **Pernyataan Kunci dari Siswa:**

- "Kepercayaan diri saya naik drastis. Saya jadi berani nulis lebih panjang." (Siswa 1, Sangat Setuju)
- "Motivasi saya jadi lebih tinggi. Dulu saya males, sekarang saya malah semangat." (Siswa 2, Sangat Setuju)
- "Saya merasa lebih percaya diri. Dulu takut tulisan saya dibaca orang lain, sekarang sudah lebih pede." (Siswa 3, Setuju)
- "Siswa 7 (Tidak Setuju): 'Tidak ada perubahan signifikan di motivasi saya. Kayaknya saya dari dulu memang sudah lumayan suka nulis...'"

Analisis: Data menunjukkan korelasi kuat antara **Guided Writing** dan peningkatan motivasi serta kepercayaan diri. Ketika siswa merasa tugas menulis menjadi lebih mudah dan mereka mampu menghasilkan tulisan yang lebih baik, rasa takut dan cemas mereka berkurang. Tanggapan dari siswa yang tidak setuju juga penting, karena menunjukkan bahwa metode ini mungkin paling efektif untuk siswa yang sebelumnya kesulitan, bukan untuk mereka yang sudah memiliki kepercayaan diri yang tinggi.

APPENDIX D TRANSCRIPT

Bagian 1: Pengalaman Umum dalam Menulis

Peneliti: Sebelum kalian diajari dengan **Guided Writing**, bagaimana perasaan kalian saat guru meminta untuk menulis teks deskriptif dalam bahasa Inggris? Dan apa kesulitan terbesarnya?

- **Siswa 1 (Sangat Setuju):** "Jujur, saya langsung cemas. Mikirnya, 'Aduh, pasti salah lagi.' Saya bingung banget mau mulai dari mana, kayak mau nulis apa, kalimat pertamanya harus gimana. Benar-benar kosong."
- **Siswa 2 (Sangat Setuju):** "Sama. Rasanya tegang. Saya takut tulisan saya jelek, tata bahasanya salah semua. Jadi, daripada nulis, saya lebih suka menunda-nunda."
- **Siswa 3 (Setuju):** "Kalau saya sih, kurang semangat aja. Ide ada sedikit, tapi waktu ditulis kok rasanya gitu-gitu aja, monoton. Kosa kata yang saya pakai itu-itu saja."
- **Siswa 4 (Sangat Setuju):** "Kesulitannya itu pas mau bikin deskripsi yang hidup. Rasanya cuma nulis fakta aja, misalnya 'Ini mejanya besar.' Padahal pengennya bisa lebih detail. Tapi saya enggak tahu caranya."
- **Siswa 5 (Setuju):** "Saya kurang percaya diri. Saya takut tulisan saya enggak nyambung, dari kalimat satu ke kalimat lain. Jadi, saya nulisnya pendek-pendek saja."
- **Siswa 6 (Setuju):** "Tantangannya itu mencari ide yang unik. Semua teman nulisnya mirip-mirip. Saya mau beda tapi enggak tahu harus mulai dari mana."

- **Siswa 7 (Tidak Setuju):** "Saya sih tidak ada masalah khusus. Lumayan gampang aja, sih. Mungkin karena saya suka baca, jadi sudah punya gambaran."
- **Siswa 8 (Sangat Setuju):** "Saya tuh merasa terbebani. Nulis itu kayak tugas yang berat banget. Kayak disuruh naik gunung tanpa dikasih petunjuk jalannya."
- **Siswa 9 (Setuju):** "Saya paling susah di bagian kosa kata. Pengennya nulis yang bagus, tapi tahunya cuma kata-kata sederhana. Jadi tulisan saya enggak menarik."
- **Siswa 10 (Setuju):** "Tantangan saya itu di struktur. Saya tahu teks deskriptif harus ada identifikasi sama deskripsi, tapi pas prakteknya, kok jadi campur aduk."

Bagian 2: Persepsi terhadap Guided Writing

Peneliti: Sekarang, kita beralih ke metode **Guided Writing**. Bagaimana pendapat kalian tentang penggunaan kerangka tulisan (seperti *mind map*) atau daftar kosa kata yang diberikan oleh guru? Apakah itu membantu?

- **Siswa 1 (Sangat Setuju):** "Sangat membantu! Kerangka itu kayak peta harta karun. Saya jadi tahu langkah-langkahnya. Enggak bingung lagi mau mulai dari mana, idenya sudah terorganisir di kepala."
- **Siswa 2 (Sangat Setuju):** "Benar. **Mind map** itu penyelamat! Dulu saya benci nulis, sekarang malah lumayan suka. Karena ada panduan, jadi enggak takut salah."

- **Siswa 3 (Setuju):** "Cukup membantu, terutama daftar kosa kata. Tulisan saya jadi lebih kaya. Guru juga kasih contoh teks, jadi saya bisa lihat 'oh, begini lho cara menyusun kalimatnya.'"
- **Siswa 4 (Sangat Setuju):** "Kerangkanya bikin tugas nulis itu jadi kecil-kecil, enggak terasa berat. Jadi fokus ke satu bagian aja, misalnya mendeskripsikan mata, terus hidung. Lebih mudah."
- **Siswa 5 (Setuju):** "Kerangka itu membantu saya memastikan tulisan saya ada alur yang jelas. Jadi enggak lompat-lompat idenya. Saya jadi lebih yakin dengan tulisan saya sendiri."
- **Siswa 6 (Setuju):** "Sangat bermanfaat. Kerangkanya itu kayak panduan. Saya jadi tahu 'oh, bagian ini untuk identifikasi, bagian ini untuk detailnya.' Jadi tulisan saya teratur."
- **Siswa 7 (Tidak Setuju):** "Kalau buat saya sih, enggak terlalu beda. Saya merasa kerangka itu justru kayak membatasi. Saya jadi harus ikutin kerangka itu, padahal ide saya suka tiba-tiba datang."
- **Siswa 8 (Sangat Setuju):** "Daftar kosa kata itu luar biasa. Dulu cuma pakai 'big' atau 'good'. Sekarang bisa pakai 'magnificent' atau 'spectacular'. Tulisan saya jadi lebih keren."
- **Siswa 9 (Setuju):** "Membantu banget. Khususnya untuk orang yang kayak saya, yang kosa katanya terbatas. Jadi saya bisa nulis dengan bahasa yang lebih bagus tanpa harus bingung-bingung nyari di kamus."
- **Siswa 10 (Setuju):** "Ya, kerangkanya membuat saya bisa menyusun tulisan sesuai strukturnya, enggak campur aduk lagi. Jadi lebih rapi."

Bagian 3: Pengaruh terhadap Motivasi dan Kepercayaan Diri

Peneliti: Setelah menggunakan **Guided Writing**, apakah kalian merasa lebih termotivasi dan lebih percaya diri?

- **Siswa 1 (Sangat Setuju):** "Iya, sangat. Kepercayaan diri saya naik drastis. Saya jadi berani nulis lebih panjang. Sekarang saya tahu, kalau salah ya tinggal diperbaiki, karena sudah ada panduannya."
- **Siswa 2 (Sangat Setuju):** "Motivasi saya jadi lebih tinggi. Dulu saya males, sekarang saya malah semangat. Kayak 'yuk, coba nulis lagi!' Soalnya hasilnya juga lebih bagus dari yang dulu."
- **Siswa 3 (Setuju):** "Saya merasa lebih percaya diri. Dulu takut tulisan saya dibaca orang lain, sekarang sudah lebih pede. Soalnya saya tahu, tulisan ini sudah sesuai strukturnya."
- **Siswa 4 (Sangat Setuju):** "Paling terasa di rasa percaya diri. Pas nulis, saya enggak mikir 'ini salah enggak ya?' lagi. Saya fokus nulis aja, karena tahu sudah ada kerangkanya yang benar."
- **Siswa 5 (Setuju):** "Lumayan termotivasi. Dulu nulis karena tugas, sekarang nulis karena saya tahu saya bisa. Perasaan 'bisa' itu yang bikin saya semangat."
- **Siswa 6 (Setuju):** "Ya, motivasi saya naik. Karena tugas nulis yang berat sekarang jadi terasa ringan. Jadi lebih mudah selesai."
- **Siswa 7 (Tidak Setuju):** "Enggak ada perubahan signifikan di motivasi saya. Kayaknya saya dari dulu memang sudah lumayan suka nulis, jadi metode ini tidak terlalu berpengaruh."

- **Siswa 8 (Sangat Setuju):** "Kepercayaan diri saya meningkat karena tulisan saya jadi lebih baik. Guru juga kasih *feedback* yang membangun, bukan cuma nyalahin. Itu bikin saya jadi lebih pede."
- **Siswa 9 (Setuju):** "Saya lebih yakin. Dulu sering nulis asal-asalan. Sekarang lebih yakin karena saya sudah punya panduan. Hasilnya juga lebih rapi."
- **Siswa 10 (Setuju):** "Saya merasa lebih percaya diri, apalagi pas tahu kosa kata saya jadi lebih banyak. Jadi saya bisa menulis dengan lebih baik."

Bagian 4: Saran dan Refleksi

Peneliti: Terakhir, apa saran kalian untuk perbaikan metode ini di masa depan?

- **Siswa 1 (Sangat Setuju):** "Pertahankan metodenya! Kalau bisa, kerangkanya dibuat lebih bervariasi lagi untuk topik-topik yang berbeda."
- **Siswa 7 (Tidak Setuju):** "Kalau dari saya, mungkin dikasih pilihan aja. Untuk siswa yang mau pakai kerangka silakan, yang tidak mau juga tidak apa-apa. Biar lebih bebas."
- **Siswa 8 (Sangat Setuju):** "Mungkin bisa dikasih lebih banyak contoh tulisan dari teman-teman lain. Jadi kita bisa saling belajar."

APPENDIX E DOCUMENTATION

Picture 1,2 research permit

Picture 3-11Pre-test and interview in the English club room 25-29 July 2025



(Pic.3 Interviewing students 1)



(Pic.4 Interviewing students)



(Pic.5 Interviewing students)



(Pic.6 Interviewing students)



(Pic. 7 Interviewing students)



(Pic.8 Interviewing students)



(Pic.9 Interviewing students)



(Pic.10 Interviewing students)



(Pic 11 Interviewing students)



(Pic. 13 Pre-test at English club class)

(Picture 14. English teacher inform students that the researcher will conduct an interview)



(25 july 2025)

AUTOBIOGRAPHY



Reyneldha is the Research, and I was born in Ujung Pandang on January 23, 1999. I am the first of two children. My father's name is Abd. Munir Amir Pallawa, and my mother is Fatmasari Nur. I have one younger brother named Alif. I spent my childhood and teenage years in South Sulawesi. I began my elementary education at SDN 9 Rape-Rape. After graduating, I continued my studies at SMP Negeri 1 Larompong, where I began to explore my interests and talents. My educational journey continued at SMA Negeri 3 Luwu, a phase that shaped me into a more independent and courageous individual. After completing my senior high school education, I decided to take the next step to university. I chose to pursue my education at Universitas Megarezky Makassar. I made this decision with the hope of gaining useful knowledge and achieving my future aspirations. This journey is an important part of my life, and I am ready to face the challenges and opportunities that lie ahead.