

## THE EFFECT OF GUIDED WRITING STRATEGY AND STUDENTS' ACHIEVEMENT MOTIVATION ON STUDENTS' WRITING COMPETENCY

Handayani, A A, Komang<sup>1</sup>, Dantes, Nyoman<sup>1,2</sup>, Ratminingsih, Ni Made<sup>2,3</sup>,

<sup>1,2,3</sup>Language Education Department, Postgraduate Program  
Ganesha University of Education  
Singaraja, Indonesia

e-mail: (handayani, dantes, ratminingsih)@pasca.undiksha.ac.id

### Abstract

This study aimed at investigating whether the implementation of guided writing strategy and the students' achievement motivation gave a significant effect to the students' writing competency. This was an experimental research which applied 2 x 2 factorial design. The population was 6 classes (134 students) of grade X in SMAN 1 Sukasada in the academic year 2012/2013. The samples were 4 classes which were chosen by using Random Sampling and were divided into two groups, i.e. experimental group and control group. The research data were analyzed by using *Statistical Two-Way ANOVA* and *Tukey Test*. The result shows that, first, there was a significant difference on the students' writing competency between the students who were taught by using guided writing strategy and conventional writing strategy. Second, there was a significant interaction effect on the students' writing competency between the strategies applied and the students' achievement motivation. Third, there was a significant difference on the students' writing competency between the students who had high achievement motivation when they were taught by using guided writing strategy and conventional strategy. Fourth, there was a significant difference between the students' writing competency of the students who had low achievement motivation when they were taught by using guided writing strategy and conventional strategy.

Keywords: achievement motivation, guided writing strategy, writing competency.

### INTRODUCTION

The students who are taught English in Indonesia are expected to be able to use English for communication in their daily life. The students should master four language skills, namely: listening, speaking, reading and writing. Therefore, as a foreign language, English must be learned by the students since Elementary schools.

Writing is one of important skills that should be mastered by the students to be able to use English for communication in their daily life. Through writing, the students

are able to express their thoughts, communicate ideas and views to the others. According to Winch et al. (2006), writing is a great collector of ideas, a clarifier of thinking, and a major aspect of learning itself. They also state that writing is a language competence in handling a range of problems which cannot be satisfactorily managed by reflection or talking. Moreover, Troyka (1987) states that writing is a way of communicating a message to a reader for a purpose. The purposes of writing are to express one's self idea and to provide

information for the reader. It indicates that writing is a tool to transfer ideas to the reader. It can be used as a tool of communication if the message cannot be conveyed orally.

According to Broughton, et al. (2003), there are a number of aspects which need to be considered in producing appropriate English writing, they are: (1) mechanical problems with the script of English; (2) problems of accuracy of English grammar and lexis; (3) problems of relating the style of writing to the demands of a particular situation; and (4) problems of developing ease and comfort in expressing what needs to be said. In this case, the students' effort is required at every moment and must be maintained over a long period of time in order to have ability in writing.

Writing as one of important skills is sometimes disregarded in teaching learning activity. It is because writing is difficult and the students have lack motivation when they are asked to write. Based on the researcher's observation during teaching learning process in tenth grade at SMAN 1 Sukasada, the students often felt anxious and did not have any ideas when their teacher asked them to write. As the result, the students writing competency was low. It was proven by the result of students' writing test in SMAN 1 Sukasada which showed that almost all of the students had lack ability in writing. Moreover, based on the result of interview with some English teachers in SMAN 1 Sukasada, they stated that the tenth grade students' competency in writing was very low. The students could not achieve the standard achievement of writing competency. The teacher also stated that the competency of the students in writing was very low, worrying and not satisfying. It was proven by the scores obtained by the students in writing which was under the minimum mastery criteria. The minimum mastery criteria of writing is 70 but the students' average score in writing is 65. As the result, many students failed to be able to use English for communication confidently in real life situation.

The problems above could be caused by some factors, such as inappropriacy of teaching strategies applied

by the teacher, low ability of students, the materials used and others. Those factors should be taken into account thoroughly in teaching writing. Therefore, the teachers need to equip themselves with various teaching strategies that can help learners gain their goal of learning English. The strategies applied must be able to give chance for the students to promote language learning. Moreover, the strategies must be able to facilitate the students to be active to participate during the teaching and learning process. Since, learning a language is a process of experiencing how to use the language, therefore, the language cannot be transferred, but it must be felt, done and practiced.

Writing class can be conducted through three main stages, namely: (i) controlled writing, (ii) guided writing, and (iii) free writing (Broughton et al. 2003). Controlled writing focuses on establishing grammatical patterns, sentence structure, punctuation and word order. For instance, a teacher gives a simple form of information to his/her students then asks them to write a short description or a text based on the information given. It can help students learn how to express themselves effectively in proper English. On the other hand, guided writing activity provides not only written but also oral assistance to students. It can help the students where they begin to write and compose their writing. However, free writing is a writing activity in which a teacher does not give assistance to his/her students.

In accordance to the three main stages stated above, guided writing seems to be an appropriate way to teach writing. Guided writing strategy is a teaching strategy which is valuable to expand and develop texts in the written form during writing (Turbill, 2007). The teachers' roles who apply this strategy are to guide a small group of students in their attempts to create individual written texts, give response to students' efforts and develop students' thinking during the process of writing. Oczkus (2007) supports that guided writing strategy is not only individual but also group activity where the learners organize their ideas and write texts. He states further that guided strategy is a very effective way to move students into independent writers,

since it provides explanation of how to observe which stage of writing development of the writers are in, how to challenge them to stretch their writing into the next developmental phase and how to provide specific teaching that helps them achieve goals that they cannot reach alone.

Furthermore, Frase (2008) conveys guided writing allows a teacher to work closely with a small group of students based on a common need. It can give guidance to the students from where they begin to write and help them grow as writers. Brown (2001) states that guided writing can assist the students to build their writing skills and encourage students to express their ideas into a written form. The particular guidance can become a stimulator to the students to stimulate their ideas into a written form. In guided writing, the student progressively takes control of the writing process. The teacher knows what the students have already learned, what their needs and interests are, and what their next learning steps will be. These steps are generally identified as the learning goals for writing a task. The students construct their texts individually and work with the ideas given by the teacher. The students learn from each other as well as from the teacher.

The students' writing competency is also affected by the students themselves. Traylor (2010) states that there are two factors that must be considered in teaching learning process, they are: external and internal factors. External factors deal with social or cultural values. It may also be determined by the school's environment as well as the teachers that teach them. On the other hand, internal factors deal with the student's ability and willingness or motivation in learning. A teacher's skills, expertise, and willingness can help students learn. In the art of teaching, anything a teacher does is going to be examined by the students. If the teacher serves as an ideal role model, demonstrates competence, as well as confidence, in the subject he or she is teaching, the students will respond positively. As well as external factor, students' internal factor is also the most important one to be considered. If a student is eager, motivated, or goal

oriented, the likelihood is that student will learn. If not, the student may be difficult to acquire knowledge given to him or her.

Therefore, in the process of teaching learning activity, the teacher should not only consider about the implementation of teaching strategy, but also the students' achievement motivation in learning English. According to Kaplan (2009), motivation refers to the processes that lead to the instigation, continuation, intensity, and quality of behavior. He further states that achievement motivation is a process that leads to behavior and aims to achieve a certain criterion or standard. The criterion can be any goal or objective, formal or informal, set by an individual or by others, in any professional or leisure domain (e.g., school, sports, work, music, gardening, even social relationships and moral conduct), which provides a guide for evaluating success and failure. It indicates that achievement motivation is important to be considered in order to help the students be able to achieve their goal.

Moreover, Atkinson (2009) states that motivation is oriented from two motives: to achieve success, and to avoid failure. The motive to achieve success is determined by three things: (1) the need to succeed or need achievement; (2) the person's estimate of the likelihood of success in performing the particular task; and (3) the incentive for success-that is, how much the person wants to succeed in that particular task. The motive to avoid failure is determined by three similar considerations: (1) the need to avoid failure which, like the need to achieve success, varies among individuals; (2) the person's estimate of the likelihood of failure at the particular task; and (3) the incentive value of failure at that task, that is, how unpleasant it would be to fail. The motive to succeed will be stronger for people who have a high need to achieve. However, the motive to avoid failure is dominant if the task is simple in which the probability of failure is low or very difficult tasks in which the shame in failing is low. Furthermore (Marhaeni, 2005) states that achievement motivation is a motivation to do such kind of task based on the standard. She further states that achievement motivation is not

only a motivation to do something but it refers to the scale of success in doing task. The criteria of achievement motivation covered orientation of success, innovation, responsibility, failure and attitude toward native speakers.

Based on the explanation above, then, a study was conducted in order to investigate the effect of guided writing strategy and achievement motivation on the writing competency of simple written essays in the forms of descriptive, narrative and news item of the students on the tenth grade of SMAN 1 Sukasada in the academic year 2012/2013.

The research objectives were to investigate whether or not: (1) there was a significant difference on the students' writing competency between the students who are taught by using guided writing strategy and conventional writing strategy, (2) there was a significant interactional effect on the students' writing competency between the teaching strategies applied and the students' achievement motivation, (3) there was a significant difference on the students' writing competency between the high achievement motivation students who are taught by using guided writing strategy and those students who are taught by using conventional writing strategy and (4) there was a significant difference on the students' writing competency between the low achievement motivation students who are taught by using guided writing strategy and those students who are taught by using conventional writing strategy.

The population of this study was all the students on the tenth grade of SMAN 1 Sukasada in the academic year 2012/ 2013. They had been selected as the population of this study because based on the result of the observation and the result of an interview conducted to the teachers of English there. The teacher declared that the tenth grade students of SMAN 1 Sukasada in the academic year 2012/2013 had problem in writing. There were 30 students as the samples of experimental group and 30 students were as the samples of control group. The samples were selected through random sampling technique.

## METHOD

This study was designed in the form of experimental research. The design was a Post-test-Only Control-Group design which used a 2x2 factorial arrangement. Gall et al. (2003) state that the 2x2 factorial design is appropriate for an experimental research involving more than one independent treatment variables. This study used three variables; 2 independent variables and 1 dependent variable. The first independent variable was writing strategy (A) as treatment variables. In this study the treatment variables were classified into guided writing strategy (A1) and conventional writing strategy (A2). Meanwhile, the second independent variable was students' achievement motivation in studying English (B) as moderator variable. The moderator variable was also classified into high achievement motivation and low achievement motivation. The dependent variables was students' writing competency (Y). The constellation of the 2 x 2 factorial arrangement can be seen as follows.

**Table 1. Research Design with 2 x 2 Factorial Design**

Writing Strategy (A) Students' Achievement motivation (B)	Teaching Strategy	
	GWS (A1)	CWS (A2)
High (B1)	A1B1	A2B1
Low (B2)	A1B2	A2B2
Total	A1B1 + A1B2	A2B1 + A2B2

By the factorial arrangement, there were eight groups of data gained, as follows: a) the group of the students who were taught by using guided writing strategy (A1), b) the group of the students

who were taught by using conventional writing strategy (A2), c) the group of the high achievement students (B1), d) the group of the low achievement motivation students (B2), e) the group of the high achievement motivation students who were taught by using guided writing strategy (A1B1), f) the group of the high achievement motivation students who were taught by using conventional writing strategy (A2B1), g) the group of the low achievement motivation students who were taught by using guided writing strategy (A1B2), and h) the group of the low achievement motivation students who were taught by using conventional writing strategy (A2B2).

There were two kinds of instrument used in this study, namely: the data collection instruments and the treatment instruments. The instruments for collecting quantitative data were an achievement motivation test and a writing competency test. The achievement motivation test used was to measure the level of the students' achievement motivation, in which they were classified into the students who had high and low achievement motivation. The construct validity of the achievement motivation test used was about (1) achieving goals, (2) anticipating failure, (3) having orientation toward the challenge and completion, (4) having responsibility toward the assignment and (5) affective and attitude toward native speakers. It was in the form of closed format questions which provided 5 answers. The statements are in the form of positive and negative statements which consisted of 40 items. The data were analyzed by using Likert scale. The score of each point was 1 – 5 (strongly disagree – strongly agree). The writing competency test used was to measure the two groups of the students' writing competency of simple written essays in the forms of descriptive, narrative and news item. The students' writing was assessed by making use of writing analytical scoring rubric. The analytical rubric used contains five dimensions: content, organization, vocabulary, grammar and mechanic adapted from Marhaeni (2005). The data were then analyzed through quantitative analysis.

The treatment instruments used in this study covered teaching scenarios and teaching handout. The teaching scenarios were used as guide lines to conduct the lesson as treatment instruments. Two types of teaching scenarios were used, namely: teaching scenario of guided writing strategy that was used for teaching the experimental groups and teaching scenario of conventional writing strategy that was used to teach control groups. There were twelve teaching handouts used in this study. Both groups received the same materials.

Data analysis was administered after obtaining the scores from the results of the posttest to both experimental and control groups. The scores obtained were analyzed by using two forms of statistical analysis, namely descriptive statistical analysis and inferential statistical analysis by using two-way ANOVA continued by Post-Hoc Multiple Comparison testing by using Tukey test. The prerequisite test was done before the analysis to ensure that the data gained were normal and homogenous.

## FINDINGS AND DISCUSSION

Based on the two-way ANOVA and Post-Hoc Multiple Comparison testing, the findings are as follows. The first finding shows that the value of  $F_A$  is 38.977, while  $F_{cv} (1;56; 0.05) = 4.08$ . Since  $F_A$  is higher than  $F_{cv}$ , then  $H_0 (1)$  which stated "there is no significant difference on the students' writing competency between the students who are taught by using guided writing strategy and those students who are taught by using conventional writing strategy" is rejected. In other words, the  $H_a$  is accepted. It can be concluded that there was a significant difference on the students' writing competency between the students who were taught by using guided writing strategy and those students who were taught by using conventional writing strategy. The students' writing competency who were taught by using guided writing strategy is higher than the students' writing competency who were taught by using conventional writing strategy.

The application of guided writing strategy allows an instruction with dozen of examples of student work, reproducible

worksheets, students-friendly activities, teacher-friendly assessment rubrics and create ways for students to share their writing, therefore students can have writing with confidence and competence. Moreover, guided writing strategy provides a particular guidance that allows the students to focus on conventions such as spelling, punctuation, standard usage and hand writing. Besides, content, grammar and mechanic are also addressed in order to lead them aware that those are important to be noticed in writing. These made the students were not only able to produce good writing but also understand the process of writing since the students do the same activities continuously during the semester. They became very sensitive toward error or mistake that they made. As the result, this significantly affected the students' writing competency. This is in line with Oczkus (2007) who states that guided writing strategy is appropriate to be implemented in the classrooms since it could give the students a chance to create a meaningful activity since the students are assigned to write by themselves. The activities done are much more meaningful for the students because they can learn through experiencing by themselves.

It is also supported by the result of some researches who implemented Guided Writing strategy in improving the students' competency in writing. Surianingsih (2011) conducted an experimental research in SMP Negeri 4 Mendoyo in the academic year of 2010/ 2011. She investigated the effect of guided writing strategy and learning styles toward students' writing competency. She found that the score gained by experimental group who was taught by using guided writing was higher than that of group taught by using conventional writing strategy. Her research could strengthen that there is a significant effect of Guided Writing strategy toward students' writing competency. Furthermore, Wijaya (2011) in his research, "The Implementation of Guided Writing Strategy to Improve Students' Achievement in Writing a Descriptive Paragraph of Eight Year Students of SMP Muhammadiyah Singaraja" shows that the implementation of Guided Writing strategy in the teaching-

learning could improve the students' achievement in writing a descriptive paragraph. The researcher also found that the implementation of guided writing strategy could help the students to be more active in participating in teaching learning process.

On the other hand, the control group which was taught by using conventional writing strategy gained lower mean score compared to the students taught by using Guided Writing strategy. Based on the result of the analysis, conventional writing strategy could not give positive impact as much as could be given by applying guided writing strategy to teach the students' writing competency of simple written essays in the forms of descriptive, narrative and news item in English class of the tenth grade students of SMAN 1 Sukasada in the academic year 2012/ 2013. Since in implementing conventional writing strategy in teaching writing the teachers explained a certain topic to the students orally taken from students' handout, therefore, the students were difficult to build their ideas because they needed to imagine themselves what they should write. It would be better if media was used during the teaching and learning process, since media was necessary in order to make teaching learning activity more interesting as it could increase students' motivation in learning and students' engagement in teaching learning process.

The second finding on the interactional effect of the teaching strategies applied and the students' achievement motivation on the students' writing competency shows that the value of  $F_{AB}$  on the interactional effect is 5.34904, while  $F_{(1;56;0.05)}$  is 4.08. Since  $F_{AB}$  is higher than  $F_{ob}$ , it means that the null hypothesis  $H_0$  (2) which states "There is no any significant interactional effect on the students' writing competency between the teaching strategies applied and the students' achievement motivation" is rejected. So, it could be concluded that there was a significant interactional effect between the teaching strategies applied and the students' achievement motivation towards the students' writing competency of simple written essays in the forms of

descriptive, narrative and news item in English class of the students of SMAN 1 Sukasada in the academic year 2012/ 2013.

According to McClelland (2008), the three characteristics of high achievement motivated people are; set the goal not too high and not too low because they know their ability and they are confident that they can achieve it, concern for personal achievement rather than the rewards of success, and desire for job-relevant feedback in terms of self-evaluating themselves. These characteristics reflect the people with high achievement motivation will have high responsibility to their own

work and want the best quality. Therefore, the high achievement motivation students work for their personal achievement, not for other factors. They tried to pursue the best quality of work that could satisfy their personal desire. With this kind of personality, they were more enthusiastic to learn because they did it to satisfy their personal achievement.

Therefore, the writing competency of students who have high achievement is better than the students who have low achievement motivation.

The summary of the result of the 2 x 2 ANOVA can be seen below:

**Table 2. Analysis Result of 2 x 2 ANOVA**

	SS	df	MS	F <sub>ob</sub>	F <sub>cv</sub>	Remark
<b>A</b>	452.0466	1	452.05	38.977	F0.05(1.56)=4.08	Significant
<b>B</b>	215.272	1	215.27	18.5615	F0.05(1.56)=4.08	Significant
<b>A*B</b>	62.037	1	62.037	5.34904	F0.05(1.56)=4.08	Significant
<b>E</b>	649.4763	56	11.598			
<b>Total</b>		59				

The third finding in this study shows the result of the first Post Hoc Multiple Comparison testing by Tukey test as follow. The  $Q_{cv}$  on  $df= 56$  at the significant value 0.05 was 3.68. From the calculation, it is found that  $Q_{ob} = 8.56$ , it means that  $Q_{ob} > Q_{cv}$ , so the  $H_0$  (3) which states "There is no any significant difference on the students' writing competency between the high achievement motivation students who are taught by using guided writing strategy and conventional writing strategy" is rejected. It means that  $H_a$  is accepted. Therefore, the conclusion gained is: there was a significant difference on the writing competency of simple written essays in the forms of descriptive, narrative and news item in English class of the students of SMAN 1 Sukasada in the academic year 2012/ 2013 between the high achievement motivation

students who were taught by using guided writing strategy and conventional writing strategy. The mean score of the group A1B1 (80.97) was higher than the mean score of the group A2B1 (73.44).

The implementation of guided writing strategy can make the students enjoy when they were given activities that enabled them to be dynamic. The students were given some guidance by using pictures or clues for their writing task. They were also allowed to make a group to discuss their problem before they made their own writing. The students found that their friends got different ideas; therefore, the discussion could enrich their ideas. This positive learning could make the students become enthusiastic to explore their ideas and creativity to work at their best. At the end, they gained a good writing.

In conventional strategy, the writing class was taught differently. The teacher who taught writing by using conventional strategy asked the students to read the examples of texts, asked the students to answer the questions related to the texts, then asked to write paragraphs by looking at the examples given. Therefore, the students were not given a chance to ask questions of their problem as much as a chance given by using guided writing strategy in teaching writing.

The characteristic of guided writing strategy had challenged for the students who had high achievement motivation to do their best. Therefore, the students who had high achievement motivation resulted higher competency on their writing simple written essays in the forms of descriptive, narrative and news item in English class of the students of SMAN 1 Sukasada in the academic year 2012/ 2013 when they were taught by using guided writing strategy than conventional writing strategy.

It is also supported by the results of some studies that investigated the effect of the students' achievement motivation toward the writing competency of the students. Suarsini (2011) conducted study which concerned on the effect of peer-assessment and achievement motivation on students' writing competency. She found that the students with high achievement motivation treated by using peer-assessment had a higher average score than those who were treated by using conventional assessment. In addition, Juniarta (2011) conducted a study entitled "The Effect of Thematic Patterning Technique on Writing Achievement and Its Relationship to Achievement Motivation of the Tenth Year Students of SMA N 4 Singaraja in the Academic Year 2010/2011". He found that there was a significant difference between the students with high achievement motivation taught by using thematic patterning technique and conventional technique. This proves that high achievement motivation students did better in writing than those who had low achievement motivation.

The fourth finding as the result of the second Post Hoc Multiple Comparison testing shows the result as follow. The

value of  $Q_{cv}$  in  $df = 56$  at the significance level 0.05 is 3.68. From the calculation, it is found that  $Q_{ob} = 3.93$ , it means that  $Q_{ob} > Q_{cv}$ , so the  $H_0(4)$  which stated "There is no significant difference on the students' writing competency between the low achievement motivation students who are taught by using guided writing strategy and conventional writing strategy" is rejected. Therefore,  $H_a$  is accepted. The conclusion gained was: there was a significant difference on the writing competency of simple written essays in the forms of descriptive, narrative and news item in English class of the students of SMAN 1 Sukasada in the academic year 2012/ 2013 between the low achievement motivation students who were taught by using guided writing strategy and conventional writing strategy. The mean score of the group A1B2 (75.15) was higher than the mean score of the group A2B2 (71.69).

The characteristic of the students who have low achievement motivation is opposite from the students who have high achievement motivation. Intrinsically, their best effort to make the best achievement in writing is not as much as the effort done by the high achievement motivation students. However, Guided writing strategy implemented in the classrooms could give the students a chance to create a meaningful activity since the students are assigned to write by themselves. According to Frase (2008), guided writing allows a teacher to work closely with a small group of students based on a common need. It can give guidance to the students from where they begin to write and help them grow as writers. Furthermore, Brown (2001) states that guided writing can assist the students to build their writing skills and encourage students to express their ideas into a written form. The particular guidance can become stimulator to the students to stimulate their ideas into a written form.

Since guided writing can help the students in writing, therefore, there was a significant different between the low achievement students who were taught by using guided writing strategy and conventional writing strategy in writing simple written essays in the forms of descriptive, narrative and news item in



English class of the tenth grade students of SMAN 1 Sukasada in the academic year 2012/2013 at 0.05 significance level. The

result of the Tukey test can be seen as follows.

**Table 3. The Result of Tukey Test between A1B1 and A2B1**

	GROUP		Q <sub>ob</sub>	Q <sub>cv(0.05)</sub>	Remark
	A1B1	A2B1			
Average Score	80.97	73.44	8.56	3.68	H <sub>0</sub> was rejected
Mean Square within	62.037				

**Table 4. The Result of Tukey Test between A1B2 and A2B2**

	GROUP		Q <sub>ob</sub>	Q <sub>cv(0.05)</sub>	Remark
	A1B2	A2B2			
Average Score	75.15	71.69	3.93	3.68	H <sub>0</sub> was rejected
Mean Square within	62.037				

## CONCLUSIONS AND SUGGESTIONS

Based on the research findings and discussions, it can be concluded that: (1) There was a significant difference on the writing competency of simple written essays in the forms of descriptive, narrative and news item in English class of the tenth grade students of SMAN 1 Sukasada in the academic year 2012/ 2013 between the students who were taught by using guided writing strategy and conventional writing strategy. The students' writing competency was better when they were taught by using guided writing strategy than when they were

taught by using conventional writing strategy. (2) There was a significant interactional effect between the teaching strategies applied and the students' achievement motivation on the writing achievement of simple written essays in the forms of descriptive, narrative and news item in English class of the students of SMAN 1 Sukasada in the academic year 2012/ 2013. (3) There was a significant difference on the writing competency of simple written essays in the forms of descriptive, narrative and news item in English class of the students of SMAN 1 Sukasada in the academic year 2012/ 2013 between the high achievement motivation

students who were taught by using guided writing strategy and conventional writing strategy. Guided writing strategy gave better contribution to the students' writing competency than conventional writing strategy for the high achievement motivation students. (4) There was a significant difference on the writing competency of simple written essays in the forms of descriptive, narrative and news item in English class of the students of SMAN 1 Sukasada in the academic year 2012/ 2013 between the low achievement motivation students who were taught by using guided writing strategy and conventional writing strategy. Guided writing strategy gave better contribution to the students' writing competency than conventional writing strategy for the low achievement motivation students.

Based on the result of the analysis in this study, it was found that the implementation of guided writing strategy made a better competency in writing than conventional writing strategy. When the achievement motivation of the students was considered, it was found that the implementation of guided writing strategy made better competency to the high and low achievement motivation students. The implication that could be drawn from the finding of this study was described as follows.

The findings showed that the implementation of guided writing strategy was more effective than conventional writing strategy to make the students have better competency in writing of simple written essays in the forms of descriptive, narrative and news item in English class of the students of SMAN 1 Sukasada in the academic year 2012/ 2013. It indicates that the conventional writing strategy that is still applied by the teacher needs to be minimized and rearranged. The teacher should think to apply guided writing strategy as one of alternative strategies in teaching writing since it had been proven in this study.

Implementing guided writing strategy means the teachers serve as facilitators and motivators because it is student's center learning and leads the students to be active writers; the students

work with all students in the classroom, work in group and work individually to get the best result. The implementation of guided writing strategy also leads the students to be independent learners when they should finish their own writing. The interaction found between the teaching strategies used in teaching writing and the students' achievement motivation showed that the implementation of guided writing strategy was found to be more effective to the high achievement motivation students than the low achievement motivation students, since the high achievement motivation students were more enthusiastic to learn because they did it to satisfy their personal achievement. By giving the students a chance to present their summary of the texts discussed, they were very happy to perform their best, therefore, they were challenged to do something creative. The low achievement students had better competency in writing when they were taught by using guided writing strategy than those students who were taught by using conventional writing strategy. The high achievement motivation students who were taught by using guided writing strategy had the highest mean score compared to the other groups.

Therefore, it is suggested that the English teachers of the tenth grade students of SMA Negeri 1 Sukasada in the academic year 2012/ 2013 should think to implement guided writing strategy in teaching writing. Guided writing strategy is suggested to be applied since guided writing strategy had been proven in this study as an effective strategy in teaching writing. Besides, the conventional writing strategy that was normally applied in teaching writing should be rearranged in order to have better result. The teachers of English are also suggested to be aware of the students' achievement motivation that the students bring into the classroom, because they may have different achievement motivation. The awareness of the teachers may lead them to have more effective instructional planning and implementation.

The result of this study is also expected to give contribution and support to the postgraduate program as a reference

and other researches who conduct the study relates to the teaching writing using different strategies, different moderator variables, and different students with

different characteristics to obtain different insight on how to improve students' writing competency.

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