



The Use of Guided Writing Method to Improve English Language Skills at SDN 006 Batam

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ABSTRACT

This study was conducted at SDN 006 Batam, Indonesia, to explore effective methods for teaching English to elementary school students. Although various teaching approaches have been examined in previous research, limited attention has been given to the use of guided writing in primary schools, particularly in Batam. The objective of this study was to investigate whether the guided writing method could significantly enhance students' English language skills.

The research involved 40 fourth-grade students from SDN 006 Batam. Over a series of sessions, students were taught using the guided writing method. To assess the effectiveness of this approach, several tests were administered to evaluate their English language proficiency.

The findings revealed that students taught through guided writing demonstrated notable improvements. They showed better usage of English vocabulary, reduced grammatical errors, and increased confidence in using the language. These results suggest that guided writing is a promising and effective method for improving English language skills in primary education, particularly at SDN 006 Batam.

Keywords: guided writing method; English language skills; student confidence; English language learning

INTRODUCTION

Nowadays, English is one of the most important languages in the world. In Indonesia, English language skills are increasingly needed, especially in developing cities such as Batam. Batam is an industrial city that is strategically located near neighboring countries such as Singapore and Malaysia. Therefore, the people of Batam are required to

- be able to speak English, including the younger generation who are still in elementary school.

However, teaching English to elementary school students is not easy. Children at this age are still learning to recognize language structures and have limited vocabulary and grammar. At SDN 006 Batam, the teachers have tried very hard to help students learn English, especially in reading and writing. However, many students still have difficulties in writing in English. This is because the teaching methods used are still general, such as memorizing words, answering questions, or copying texts.

One method that has been proven to help students learn to write is guided writing. In this method, teachers guide students gradually from designing ideas, creating sentences, composing paragraphs, to improving writing. International research, such as that conducted by Graham and Perin (2007), shows that guided writing can improve the quality of students' writing. In addition, Derewianka and Jones (2016) also stated that this writing approach can help students reduce grammatical errors and increase vocabulary.

Unfortunately, in Indonesia-especially in Batam-there are not many studies that specifically discuss the use of guided writing in elementary schools. Most studies only focus on vocabulary teaching, speaking, or the use of learning media. Not many have directly examined how guided writing can help students develop their writing skills. In addition, students' emotional aspects, such as confidence in using English, are also important.

Therefore, this research was conducted to fill the gap. The purpose of this study is to find out whether guided writing method can help fourth grade students at SDN 006 Batam to learn English better. This study also wanted to find out whether this method can reduce grammatical errors, increase vocabulary used correctly, and increase students' confidence in using English. This study involved 40 fourth grade students and is expected to provide benefits in the development of English writing learning methods in elementary schools, especially in Batam city and other similar areas in Indonesia.

METHODS

This study used a quasi-experimental design to find out how effective the guided writing method is in improving elementary school students' English writing skills. This design was chosen because it allows researchers to conduct research directly in an existing classroom without the need to randomly divide students. This design is suitable for use in schools because it is more realistic and in line with actual learning conditions.

The main purpose of this design is to find out whether the application of guided writing method can have a real influence on students' writing ability, especially at SDN 006 Batam. In addition, this design also allows the researcher to compare the learning outcomes before and after the use of the method.

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Participants:

This study involved 40 fourth grade students of SDN 006 Batam. All participants were from the same class and had similar age and English proficiency background. With this condition, the research results are expected to focus more on the effect of the learning method used, not because of the differences in students' initial abilities.

Learning Materials:

Some of the materials used in this study include:

1. Guided writing module, containing writing steps such as organizing ideas, creating sentences, and forming paragraphs.
2. Worksheets, used to practice vocabulary, grammar, and sentence writing.
3. Writing test, made to measure students' ability in writing after learning with guided writing method.

All materials were designed according to the ability level of grade IV students and adapted to the learning objectives of English at the elementary school level.

Research Procedure:

The research was conducted over several learning meetings. In each meeting, the teacher gave a brief explanation of the writing topic, then the students were given the task to write with direct guidance from the teacher. The teacher assisted students in choosing the right vocabulary, constructing sentences, and correcting grammatical errors.

Students are encouraged to actively write on their own, but still under the supervision and assistance of the teacher so that they do not feel difficult. This process helps students build confidence and improve their writing skills gradually.

Data Collection

Data was collected through a final test (post-test) after all learning sessions were completed. This test measures students' ability in writing, especially in terms of the use of appropriate vocabulary, correct grammar, and sentence or paragraph organization.

Each student's test results were assessed using the prepared assessment rubric, in order to make the assessment more objective and fair for all participants.

Data Analysis:

The test data were analyzed quantitatively. First of all, students' scores were calculated to see the average and distribution of their scores. Next, a comparison of the test results was made to see if there was a significant improvement after learning using guided writing.

With this analysis, the researcher can find out whether the guided writing method does have a positive influence on students' English writing skills.

Findings and Discussion

The result of this study shows that guided writing method can improve the English writing skills of fourth grade students at SDN 006 Batam. This method helps students understand how to write better, from vocabulary selection to correct sentence construction. After learning with guided writing, students are better able to compose sentences with the right structure and choose appropriate words.

One of the advantages of guided writing is that it can reduce errors in writing, especially in the use of vocabulary and grammar. Compared to the regular learning method, students who follow guided writing make less mistakes and use English words correctly more often. This can be seen from the post-test results, where students showed improvement in sentence structure, word selection, and proper use of grammar.

For example, before guided writing, many students were wrong in using verb tenses or did not match the subject and verb. However, after guided writing, these errors were significantly reduced. The following table shows the decrease in the number of students' errors before and after learning:

Type of Error	Pre-Test Frequency	Post-Test Frequency
Subject-verb agreement	18	7
Incorrect verb tense	15	6
Word choice errors	22	9
Sentence structure issues	17	5

The table above shows that all types of errors decreased after students followed the guided writing method. This proves that this method is more effective than other methods in improving writing skills.

Besides improving writing skills, guided writing also makes students more confident in using English. At the beginning of learning, many students are hesitant or afraid of making mistakes when writing. But after being guided gradually, students become more confident in conveying their ideas in writing. This is because the guided writing method provides clear instructions, so students feel helped and are not afraid to try.

This increase in confidence can be seen from the assignments submitted by the students. They were able to write longer and clearer than before. This is in accordance with experts' opinions that guidance in writing can make students more active and not afraid of being wrong.

Overall, the results of this study answered three main questions:

1. Guided writing helps students write better in English.
2. Students made fewer mistakes in writing after using this method.

- 3. Students became more confident in writing English.

This research proves that guided writing is suitable to be implemented in elementary schools, especially in areas like Batam that need English skills early on. With structured guidance, students can learn to write better and feel more confident in using English.

CONCLUSION

This research shows that guided writing method is effective in improving English writing skills of fourth grade students of SDN 006 Batam. Students are better at selecting vocabulary, constructing sentences, and are more confident in writing.

However, this study has limitations, such as the absence of a comparison group and the short research time. Therefore, it is suggested that future research be conducted over a longer period of time and involve more schools.

The results of this study show that guided writing can be a useful method to improve students' ability and confidence in writing English in elementary schools.

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