



The Effectiveness of Guided Writing Method to Improve Students' Ability in Writing Narrative Text at SMAN 12 Pekanbaru

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Abstract

English is important for global communication, but many students experience limitations in using it, so appropriate learning methods are needed. This study aims to determine the effectiveness of the guided writing technique in improving the narrative text writing skills of grade XI students at SMAN 12 Pekanbaru. The study used a quantitative method with a quasi-experimental design and a sample of two classes, each consisting of 43 students. The results showed no significant improvement in the experimental class. The Sample T-Test with SPSS showed a sig value (2-tailed) of $0.00 < 0.05$ so that the alternative hypothesis was rejected and the null hypothesis was accepted. This means that the guided writing technique does not significantly affect students' narrative text writing skills. During the study, obstacles were also found such as limited student vocabulary, although some students remained active and confident when presenting their writing results. The implications of this study indicate that teachers need to consider using other methods or techniques that are more varied and appropriate to students' needs in learning writing, especially narrative texts. Guided writing can still be used as a support, but it should be combined with other strategies such as vocabulary enrichment, context-based learning, or the use of interesting media to increase student engagement.

Keywords: guided writing method; writing skill; narrative text; quantitative

INTRODUCTION

Language as a means of communication is important because of the rise in communication demand. With language, humans can express ideas, and opinions (Žeňuch & Šašerina, 2021) There are four language skills: Listening, Speaking, Reading, and Writing. Writing skills are the final step in the language learning process after listening, speaking, and reading skills. Writing is the process of expressing ideas, thoughts, and emotions using a system of symbols, such as letters, that are recognized within a community of language users (Nofameltriani et al., 2023). To be a good writer, students must organise their thoughts clearly, use appropriate vocabulary and pay attention to proper spelling and punctuation, and use varied sentences.

English is considered a universal language because it is used as the primary language in many countries around the world. Additionally, English is an important international language that people should master or learn (Atmalunisa, 2023). According to (Renandya et al., 2024), English proficiency among Indonesian students presents a challenge in the context of it being a global



language. Besides being taught in schools, English is also taught in language courses as an international language. In general, the goal of teaching English is to help students communicate effectively, both orally and in writing (Andika & Mardiana, 2023). High school students study a variety of texts which include recount, descriptive, narrative, process, and explanatory texts. One of the texts taught in the eleventh grade that particularly emphasized writing proficiency is the narrative text. The students are required to comprehend lengthy texts that are commonly used in narrative writing. However, they often find these texts boring and difficult to understand writing skills (Fadillah & Tavriyanti, 2024). According to Aminatun et al., (2019) It is important to provide students with strategies to create cohesive sentences when they are learning English narratives. In line with Ahmad (2023) also explain that learning strategies should be used to deliver instructions in a fun and motivating environment where students can easily access the learning materials. Since it is more difficult for students to memorize English words, learning to construct sentences is usually boring for them. Songbatumis (2017), said that a lack of effective teaching methods, teachers' hectic schedules, and a lack of subject-matter expertise in the classroom are just a few of the challenges that many people face when trying to learn English. The problems mentioned issues can be prevented by giving teachers more time to instruct, employing suitable techniques, and enhancing their capacity as much-needed human resources.

Based on the issues above it is critical to identify methods or approaches that can assist students in developing their writing abilities. Using strategies in the classroom can help teachers create engaging and enjoyable learning environments, which in turn can help encourage students (Aminatun et al., 2019). Teachers should facilitate enjoyable learning so that students can get pleasure from the material being taught. In this research, the researcher intends to use the guided writing method, which be applied in the classroom to help students improve their English writing skills. The purpose of this method is to assist students and boost their confidence in writing through guided practice. Students who are not focused be required to write under guided supervision.

The method of guide writing, or guided writing is a systematic approach used by teachers to assist students in expressing their ideas or thoughts in writing. This method provide structured guidance is to help students develop and organize their written work effectively (Martarani & Sastaparamitha, 2020). Referring to the data analysis which covers research finding and discussion, the researcher drew three conclusions. The first conclusion is guided writing can improve students writing skills. In this case, the students could correctly construct sentences based on the grammar explained by the researcher. They also used appropriate vocabularies dealing with the topic in their writing. In general, students are encouraged to practice writing as much as possible.

From the explanation above, it could be seen that implementing the Guided Writing method teachers could provide students with opportunities to critically reflect on their writing and assist them in reaching their full potential. In addition, this method helps students organize their ideas more effectively, improve their grammar and vocabulary, and build greater confidence in expressing their thoughts in writing. Moreover, it allows teachers to provide more structured guidance and feedback, which can lead to continuous improvement in students' writing performance over time.



METHOD

This type of research is field research with experimental methods. While the Approach used is quantitative approach. This research used two variables; variable x which is the Guided Writing, and variable Y, which is the "Improve students' ability in writing narrative text. The researcher used a quasi-experimental design and a quantitative research approach in this research, because the researcher aims to determine the significant effects in enhancing students writing skills.

Participants

The accuracy of results in statistical analysis depends on the quality of the data. All relevant categories must be accurately represented in the data used. While collecting additional data can increase the objectivity of the findings, it is important to ensure that the data are relevant to the specific issue being addressed. Understanding the difference between a population and a sample is a useful tool for determining this relevance. Provides a comprehensive explanation of population versus sample. In this study the population was determined as many 495 populations as an initial step in identifying the research sample. The sample in this study is representative of the population. According to Hossan et al. (2023), in quantitative research, the sample represents the characteristics of the population. To ensure clarity in the distribution of the writing test, the sample must be clearly defined. The researcher uses simple random sampling, where the entire population is divided into clusters or groups. The researcher then conducts a lottery among all eleventh-grade students of SMA Negeri 12 Pekanbaru and select the XI 1 class as the experimental group and the XI 2 class as the control group. Based on the calculation, a total of 86 students were selected as research participants, where each class has a sample of 43 students.

Instruments

In this research, the researcher uses a writing test to measure students' ability to construct sentences in English narrative texts. The researcher conducts both a pre-test and post-test. Students do the pre-test before receiving any treatment. The treatment involved teaching narrative text. After the treatment, the researcher a post-test to evaluate the students' progress. The aim is to assess students' abilities before and after using guided writing to improve their skills in writing narrative texts.

Data collection procedures

The research sample was divided into two classes, namely class XI (1) as the control class (consisting of 43 students) and class XI (2) as the experimental class (consisting of 43 students). The research consisted of eight meetings. In the first meeting, a pre-test was administered to both classes to measure the students' initial writing proficiency. From the second to the sixth meeting, the experimental class received instruction through the guided writing method, which involved step by step guidance, brainstorming activities, structured feedback, and collaborative revision sessions. Meanwhile, the control class was taught using the conventional method, which emphasized teacher explanation and independent writing without structured guidance. The seventh meeting was used for reinforcement and clarification of the materials. Finally, during the eighth meeting, a post-test was administered to evaluate the improvement in the students' writing performance. This research be conducted over 8 meetings, consisting of 1 pre-test, 6 treatments, and 1 post-test.



Data analysis

To find out about the effectiveness of guided writing method to improve students' ability in writing narrative text at SMAN 12 Pekanbaru using SPSS version 25 to test data normality and homogeneity. In this researcher, the normality test is conducted using the Kolmogorov-Smirnov test. Afterward, the data was analysed using the paired sample t-test.

FINDINGS AND DISCUSSION

Findings

The research results and discussion are presented. The researcher conducted the study from September 22 to October 6, 2025. The research sample was divided into two classes, namely class XI (1) as the control class (consisting of 43 students) and class XI (2) as the experimental class (consisting of 43 students). This research intends to create guided writing resources for the XI 1 and XI 2 classes at SMAN 12 Pekanbaru focused on narrative text. Directed writing to assist learners in developing skills to compose captivating and impactful texts in educational settings. The collected data were analysed using SPSS version 25, and the results of the pre-test and post-test for the experimental and control classes are presented as follows.

The Result of Control Class

The results of the pre-test for the control class are presented below.

Table 1. Descriptive Statistic of Pretest 11 2 (Control Class)

	N	Minimum	Maximum	Sum	Mean	Std. Deviation
Pre-test of Control class	43	24	76	1980.00	46.05	12.93
Valid N (listwise)	43					

Based on the descriptive statistics table, it can be identified that the total number of students (N) is 43, the minimum score is 24, the maximum score is 76, the total score is 198.00, the mean is 46.05, and the standard deviation is 12.93. In general, the data distribution seems quite balanced and resembles a normal distribution, showing no significant variations between the lowest and highest scores. This implies that the students' initial skills were fairly uniform before the introduction of the intervention.



In addition, the frequency distribution of pre-test for control class was presented in the table below:

Table 2. The Frequency Distribution of Pre-Test (Control Class)

NO	Category	Score	Frequency	Percentage
1.	Excellent	96-100	0	0%
2.	Very Good	86-95	0	0%
3.	Good	76-85	1	2.3%
4.	Fairly Good	66-75	1	2.3 %
5.	Fairly	56-65	4	9.30 %
6.	Poor	36-55	27	62.79 %
7.	Very Poor	0-35	10	23.26%
Total			43	100%

From the table above, it can be concluded that there were no students in the Excellent category in the pre-test results of the control class. There were 1 student (2.3 %) in the Good category, 1 student (2.3%) in the Fairly Good category, 4 students (9.30%) in the Fairly category, 27 students (62.79 %) in the Poor category, and Very poor category 10 students (23.26%).

At this stage, the data were analysed using SPSS version 25. The purpose of administering the post-test was to help the researcher determine the students' writing skills after they received the treatment. The results showed that the guided writing method was effective in improving students' writing performance.

The results of the post-test for the control class are presented below:

Table 3. Descriptive Statistic Post - Test (Control Class)

	N	Minimum	Maximum	Sum	Mean	Std. Deviation
Posttest <u>control</u> class	43	40	88	2456	57.12	11.95
Valid N (listwise)	43					

Based on the descriptive statistics in the table, it can be identified that the number of students (N) was 43, the minimum score was 40, the maximum score was 88, the total score was 2456, the mean was 57.12 and the standard deviation was 11.95.

Table 4 The Frequency Distribution of Post-Test (Control Class)

NO	Category	Score	Frequency	Percentage
1.	Excellent	96-100	0	0 %
2.	Very good	86-95	1	2.33 %
3.	Good	76-85	4	9.30 %
4.	Fairly good	66-75	7	16.28 %
5.	Fairly	56-65	8	18.60 %
6.	Poor	36-55	10	23.26 %
7.	Very poor	0-35	13	30.23%
Total			43	100%

From the table above, it can be concluded that there were 1 student (2.33%) in the Very Good category based on the post-test results of the control class. There were 4 students (9.30%) in the Good category, 7 students (16.28%) in the Fairly good category, 8 students (18.60%) in the Fairly category, 10 students (23.26%) in the Poor category, and 13 Students in the very poor. The frequency distribution indicates that the peak concentration of scores (mode) lies between 50 and 52, implying that this score range was attained by the greatest number of students. At the same time, a limited number of students achieved scores over 70, while just a handful of students fell below 45. In general, the distribution of post-test scores in the control group seems to be somewhat right-skewed, since a few students obtained higher scores while the majority of scores were clustered in the middle range. This suggests that while there was some enhancement in students' performance, the advancement in the control class was not uniformly shared among all students.

The Result of Experiment Class

The data were analysed using SPSS version 25 and are described as follows.

Table 5 Descriptive Statistics of Pre-test (Experimental Class)

	N	Minimum	Maximum	Sum	Mean	Std. Deviation
Posttest Experimental class	43	40	88	2452	57.023	13.721
Valid N (listwise)	43					

Based on the descriptive statistics in the table, it can be identified that the number of students (N) was 43, the minimum score was 24, the maximum score was 76, the total score was 1960, the mean was 45.58, and the standard deviation was 12.74.

In addition, the frequency distribution of the pre-test for the Experimental class was presented in the table below:

Table 6. The Frequency Distribution of Pre-Test (Experimental Class)

NO	Category	Score	Frequency	Percentage
1.	Excellent	96-100	0	0 %
2.	Very good	86-95	2	4.65 %
3.	Good	76-85	3	6.98 %
4.	Fairly good	66-75	4	9.30 %
5.	Fairly	56-65	5	11.63 %
6.	Poor	36-55	25	58.14 %
7.	Very poor	0-35	4	9.30 %
Total			43	100 %

Based on the table above, the pre-test results of the experimental class show that there were 3 students (6.98%) in the Good category, 4 students (9.30%) in the Fairly Good category, 2 students (4.65%) in the Fairly category, 27 students (62.79%) in the Poor category, and the Very poor category. The pre-test scores seem to be fairly normal and evenly spread, showing no significant gaps between the lowest and highest scores. This indicates that the experimental group possessed fairly uniform initial skills before the guided writing intervention was applied.

At this stage the researcher conducted the post-test stage, the post-test score data of the experimental class were obtained after the researcher administered the treatment to the students. The purpose of administering the post-test was to help the researcher determine the students' writing ability after receiving the treatment using the guided writing method.

Table 7. Descriptive Statistic of Post-Test (Experiment Class)

	N	Minimum	Maximum	Sum	Mean	Std. Deviation
Posttest Experimental class	43	40	88	2452	57.023	13.721
Valid N (listwise)	43					

Based on the descriptive statistics in the table, it can be identified that the number of students (N) was 43, the minimum score was 40, the maximum score was 88, the total score was 2452, the mean was 57.02 and the standard deviation was 13.721.



In addition, the frequency distribution of the pre-test for the control class is presented in the table below:

Table 8 The Frequency Distribution of Post-Test (Experimental Class)

NO	Category	Score	Frequency	Percentage
1.	Excellent	96-100	0	0 %
2.	Very good	86-95	2	4.65 %
3.	Good	76-85	3	6.98 %
4.	Fairly good	66-75	4	9.30 %
5.	Fairly	56-65	5	11.63 %
6.	Poor	36-55	25	58.14 %
7.	Very poor	0-35	4	9.30 %
Total			43	100 %

From the table above, it can be concluded that there were 2 students (4.65%) in the Very Good category based on the post-test results of the Experimental class. There were 3 students (6.98%) in the Good category, 4 students (9.30%) in the Fairly good category, 5 students (11.63%) in the Fairly category, 25 students (48.84%) in the Poor category, and 4 students (9.30%).

In general, the distribution of post-test scores in the experimental group seems to be positively skewed, showing that more students obtained higher scores than lower scores. This trend indicates a marked enhancement in students' writing skills following the intervention. Consequently, the descriptive outcomes of the post-test indicate that the experimental group exhibited significant improvement in writing performance, implying that the guided writing method had a favourable impact on students' writing success.

However, the average post-test score for the experimental class was 46.05, while the control class achieved an average of 57.12, indicating that the control class had a higher average score. Several factors may explain this, such as the duration of the guided writing method, which may not have been sufficient, differences in the initial abilities and learning characteristics of students in the control class, and the possibility that traditional learning methods in the control class were still effective for some students. Therefore, differences in post-test results are not only influenced by the learning method, but also by other factors such as student readiness, the learning environment, and the duration of treatment.



Prerequisite Test

The independent samples t-test was employed to determine whether the guided writing technique was effective in improving students' ability to write narrative texts. In this analysis, the researcher used SPSS version 25.

Table 9. The Result Paired Samples Test

Paired Samples Test				
		Sig. (2-tailed)	Mean	Std. Error Difference
Learning	Equal variances assumed	.000	46.05	2.774
Outcomes	Equal variances not assumed	.000	57.11	2.774

Based on the data in the table above, it is observed that the paired samples t-test Sig. (2-tailed) value of .000 is greater than 0.05, which means that H_0 is accepted and H_a is rejected. Thus, it can be concluded that the guided writing method does not have a significant effect on improving students' narrative text writing skills.

Discussion

This section discusses the findings on the effect of guided writing in improving students' writing ability in narrative texts among eleventh-grade students at SMAN 12 Pekanbaru. The explanation is based on the results of the pre-test and post-test. After receiving the treatment in the experimental class, the researcher found that the students achieved better writing scores. The mean score of the post-test was higher than that of the pre-test. Based on the results of the paired sample t-test conducted using SPSS 25, the average pre-test score was 46.05, which was lower than the post-test score of 57.12. Furthermore, the result of the SPSS paired sample t-test showed that the Sig. (2-tailed) value was .000, which is higher than 0.05. Therefore, the alternative hypothesis (H_a) was rejected, and the null hypothesis (H_0) was accepted. This indicates that guided writing did not have a significant effect on improving students' ability in writing narrative texts of eleventh grade students at SMAN 12 Pekanbaru.

Based on the explanation provided, it can be inferred that the guided writing method did not substantially impact students' writing skills in comparison to conventional (lecture) methods. This implies that the guided writing technique was ineffective in substantially enhancing students' writing abilities or in fully uncovering their writing potential. The application of the guided writing method cannot help students in writing narrative texts and does not provide appropriate solution to the existing problems found in schools. According to Eban, (2021), Various institutionally existing student studies show differences in results, where the control class does not show significant improvement while the experimental class shows progress, so the null hypothesis cannot be completely rejected in certain learning contexts. According to Dhillon et al., (2024) stated that minimal levels of guided scaffolding did not greatly enhance writing quality or productivity when compared to control groups, indicating that some guided methods might not produce significant advantages in particular educational settings. This indicates that the guided writing method may



not procedure significant benefits in certain educational environments skills but students lacked vocabulary and were too dependent on the teacher so that their writing was limited.

In the control class, which was taught using conventional learning (lecture method), students were less active and showed little enthusiasm in participating in learning activities. This condition occurred because students only sat and listened to the teacher's explanation without engaging in activities that encouraged them to be more active and creative in learning. This is in line with the statement Hasanah Uswatun Siti (2019) that learning through conventional methods has several drawbacks. First, the learning process tends to be monotonous, causing students to become passive since they have no opportunity to discover the concepts on their own. Second, the large amount of material presented makes it difficult for students to master the content being taught. Third, the knowledge gained through this method is easily forgotten. Finally, the lecture method encourages students to rely on memorization rather than understanding.

CONCLUSION

To summarize, this research employed a quasi-experimental design to provide empirical evidence on "The Effectiveness of the Guided Writing Method in Improving Students' Ability in Writing Narrative Texts at SMAN 12 Pekanbaru." The researcher identified several problems faced by the students, particularly that the teaching techniques used by the teacher were not engaging, which consequently hindered the improvement of the students' writing ability.

The results of the paired sample test showed a significance value of 0.00 (<0.05), thus, rejecting H_a and accepting H_o , indicating that the guided writing method did not significantly improve students' narrative writing skills. Several obstacles encountered in this study included students' difficulties memorizing texts, maintaining coherence when rewriting fictional stories or fables, limited learning time, relatively similar initial student abilities, a lack of activity variety, and students' dependence on teacher assistance, which can hinder independent writing.

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