

## **IMPROVING WRITING ABILITY USING STUDENT GUIDED STRATEGY AT CLASS IV SD NEGERI TIDUNG MAKASSAR**

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### **ABSTRACT**

*This study examines the ability to write descriptive essays using the strategy of guided writing activity for fourth grade students of SD Negeri Tidung Makassar City. The main problem in this study is whether by using the strategy of guided writing activities students' ability to write descriptive essays can be increased. The purpose of this study was to improve the ability to write descriptive essays in Indonesian for class IV SD Negeri Tidung Makassar. This type of research is classroom action research that is recycled/cycle, which includes planning, implementation, observation and reflection. The focus of the research in this study was teachers and students. The research subjects were all fourth grade students of SD Negeri Tidung Makassar who were recorded in the even semester, totaling 34 students consisting of 18 male students and 16 female students. Data collection techniques through observation and tests. The data analysis technique used is a qualitative description analysis technique. The guided writing activity strategy learning model goes through 5 stages, namely: pre-writing, drafting, revision, editing and publication. In cycle I it is in the less category, cycle II is in the sufficient category. Thus it can be concluded that the results of the research show that guided writing activity strategies can improve the ability to write descriptive essays for fourth graders of SD Negeri Tidung Makassar as seen from the results of essay writing tests in each cycle.*

**Keywords:** Writing , essay , activity strategy

### **INTRODUCTION**

Indonesian has a very important position in the life of the Indonesian nation and state. This can be seen from the position and function of Indonesian as the national language. In addition, the Indonesian language functions as a unifying tool for the Indonesian state, which has different backgrounds, socio-cultural backgrounds, and regional languages. This is in accordance with RI law Number 20 of 2003 Chapter VII article 33 paragraph 1 concerning the Language of

Instruction which states that Indonesian as the State Language is the language of instruction in national education.

According to Oka (Muslich, 2009: 24) the position of Indonesian as the state language, has the function of: (1) the official state language, (2) the official language in the world of education, and (3) the official language in national-level communications for the purposes of planning and implementation of development and modern technology.

To be able to realize the functions of the Indonesian language as mentioned above, it is necessary to provide guidance and development of the Indonesian language. Through fostering and developing the Indonesian language, it is hoped that every Indonesian citizen can master the Indonesian language. The success of fostering and developing the Indonesian language will have a positive impact on the progress of the Indonesian nation's development in general, and the progress of the field of communication in particular.

Teaching Indonesian is directed at increasing students' abilities to communicate in Indonesian properly and correctly, both orally and in writing, as well as fostering an appreciation of the works of Indonesian human literature. Language learning is also expected to help students participate in communities that use that language, and discover and use the analytical and imaginative abilities that exist within them.

In fact, in grade IV Elementary School Tidung Makassar State Elementary School, the average student not yet capable write with good or in other words low ability write students, especially in learning write essay description. This \_ revealed based on results observation initial done \_ researcher in framework of PPL II in class IV SD Negeri Tidung Makassar. Researcher get data as following: (1) the teacher in teach Theory write essay to students, less involve student in a manner active in the learning process teaching, (2) the teacher in convey Theory write essay not enough notice levels in write it means before student the write essay the teacher should guide student especially formerly from level beginning write essay up to how write good essay, and (3) most teachers use method lecture, no notice management classes and activities student during activity study write essay conducted so that student feel bored During activity study going on. It causes: (1) low ability student in determine the idea to be he wrote into the form essay so that written essay \_ student only sober, usually only consists of 1-2 sentences, (2) low ability student in blend connection between sentences, as well as (3) low ability student in use spelling and sign read.

Although it has been realized that mastery of written language is absolutely necessary in modern life, in reality the teaching of reading and writing skills has received less attention. According to Pelly (Haryadi and Zamsani, 1996: 75) that reading and writing lessons which used to be the main lessons and exercises are now receiving less attention, both from students and from teachers.

Obstacles in learning to write include the lack of students' writing skills, especially in writing essays, the lack of precise orientation and approaches and techniques used. Many factors cause students to be less interested in writing, for

example there is no motivation to write because of a lack of facilities and media that attract students' interest, learning strategies that are not in line with students' interests and daily experiences, unavailability of writing models and processes, writing etc. For this reason, efforts are needed to improve students' writing skills. First, the teacher needs to generate students' motivation to write, second, the teacher needs to master and develop various alternatives.

One strategy that can be used to increase ability student in write essay on learning Indonesian in elementary school is using an activity strategy write guided. According to Khalik (1999) that with an activity strategy write guided Skills student in learning write essay description will increase. Aspect experienced skills enhancement the area (1) completeness idea. (2) suitability title with contents. And (3) fluency use language. Enhancement that caused by giving experience in students for to do exploration. Research results that give prediction that if the activity strategy write guided often teachers do at school base so Skills write essay description his students will the more increase.

Based on cause above \_ so researcher conclude that in learning write essay part big student experience difficulty in learning write, especially write essay Indonesian description. Yield value acquired learning \_ still very low and yet reach standard criteria minimum completeness that has been set, so could concluded that ability communicate student in a manner written still relatively low. by him that researcher mean for overcome problem above \_ with To do something Classroom Action Research (CAR) with title "Improve Ability Write Essay Description With Using an Activity Strategy Write Guided Student Class IV Tidung Public Elementary School, Makassar City.

## METHODS

Study this use strategy activity write guided. According to Khalik (1999) that with an activity strategy write guided Skills student in learning write essay description will increase. Aspect experienced skills \_ enhancement they are (1) completeness idea. (2) suitability title with contents. And (3) fluency use language. Enhancement that caused by giving experience in students for to do exploration. Research results that give prediction that if the activity strategy write guided often teachers do at school base so Skills write essay description his students will the more increase. According to Blake and Spenato (Muhdar, 2008: 9) Activities write guided includes five stages activity namely: Prewriting, Drafting, Refinement , Editing , and Publication .

## FINDINGS AND DISCUSSION

### Findings

#### Cycle I Action Data

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## **a. Planning action**

Cycle first held consisting of two meetings \_ on planning , implementation , observation and reflection with competence base express thoughts, feelings, information and facts in writing in the form of essays, announcements, and nursery rhymes , with allocation time 3 x 35 minutes . Planning cycle I meeting first focused on stage prewriting and stages drafting. Meeting II focused on the stage correction , editing and publication .

The learning objectives described by the researcher are (1) Students can determine the theme of the essay correctly, (2) Students can determine the title of the essay according to the theme., (3) Students can make an outline of the essay based on the title correctly, and (4) develop an outline of the essay into a temporary draft (4-5 paragraphs). Activity Cycle I is necessary reach destination learning that has set .

## **b. Action Implementation Initial activity**

The teacher begins the action by greeting and leading the prayer before starting the lesson, as well as taking student attendance. Then the teacher prepares learning facilities related to essay writing material. When the teacher asked about the definition of a descriptive essay, the students seemed confused. The teacher then leads students with a few questions about their writing experience about a place they have seen or visited. It was revealed that in this activity the students did not know that the essay they wrote was a descriptive essay. But then from the questions and based on the teacher's explanation the students found that a descriptive essay is a form of writing that tells about the circumstances or characteristics of an object or object being observed. Furthermore, the teacher said that the material to be studied today was writing a descriptive essay about the Tamalate 1 Makassar market.

## **Core activities**

In accordance with the RPP that has been prepared, the implementation of the guided writing activity strategy is carried out through 5 stages, namely:

### **1) Prewriting Stage**

After students' initial understanding of the meaning of writing descriptive essays has been steady. Then the teacher came back explain draft write essay and introduction elements builder something essay . At the pre-writing stage, it is planned that the teacher will start the lesson by giving several examples of themes that can be developed into essays, question and answer, the teacher conveys learning objectives, conveys the steps of teaching and learning activities, conveys the steps of the strategy of guided writing activities, and assigns students to write descriptive essays. . As for the guidance at the pre-writing stage, namely: (1) students identify, select, and determine essay titles based on certain themes, and (2) students compose essays based on the process of organizing titles.

### **2) Drafting Stage**

The next stage of the guided writing activity strategy is the drafting stage. At this stage the teacher guides students to explain what will be written, why to

write on a particular topic (background), what are the benefits and purposes of writing and what is the reach of writing. The guidance at this stage is (1) students develop an outline into a temporary draft, and (2) students develop the main ideas.

3) Repair Stage

The next step is the improvement stage of the essay writing results. First, the teacher needs to direct students in carrying out the improvement stage of their essay results. At this stage students are guided to re-check the details and clarity of the depiction by adding, observing, eliminating or exchanging ideas that are imperfect, most appropriate, excessive, less sequential through the process of improving other students and direct feedback from the teacher.

4) Editing stage

After completing double-checking the details and clarity of the essay, the next stage is the editing stage. The editing stage is the stage of learning to write that students need to experience so that their writing can be improved. The focus concerns aspects of (1) capital letters, (2) word fragments, and (3) use of punctuation marks such as periods, commas, exclamation points, question marks, and so on. This is done based on the rules of Enhanced Spelling (EYD).

At this stage the teacher guides students to re-read their entire essay, then marks things that need to be corrected, or gives notes if there are things that need to be replaced, added or perfected.

5) Publication Stage

Guided writing activity strategies ends with the Publication stage. Guidance at the publication stage, namely: students are guided to find and show appropriate writing patterns, and make improvements according to findings during editing. In this stage the teacher guides students to publish essay with how to read the results of the descriptive essay in front of the class.

## End activities

At the end of the implementation of learning activities, the teacher and students conclude the learning material. In the final activity the teacher provides reinforcement for students, conveys success in the learning process in general and provides suggestions for improving student work in general.

## c. Action Observation

During the implementation of the action (teacher teaching), the observer observes the learning process (teacher teaching activities and student learning activities). Observation data shows that the teacher's teaching activities in the first cycle, namely the way the teacher conducts apperception categorized as ok , guide student choose theme and create title essay categorized as ok , guide \_ student arrange framework essay categorized as ok , guide \_ student develop framework essay Becomes paragraph categorized as Enough , guiding \_ student complete essay categorized as enough , give \_ comments and input to results work student categorized as ok , guide student check repeat detail and clarity results it works categorized as well , observing results work students and give input categorized as

ok , guide student To do repair draft beginning categorized as ok , guide student repair error mechanic categorized as simply , observing and directing student categorized as ok , guide student read results essay in front of class and give input about necessary things \_ repaired categorized as ok , guide student conclude results essay categorized as ok .

Observations made by the observer on action learning cycle I concerning the implementation of learning activities that took place according to the plans that had been prepared. As for the aspects observed by observers in researchers who are considered to be the cause of failure in the ability to write descriptive essays using guided writing activity strategies in class IV students of SD Negeri Tidung Makassar in action learning cycle I believe in the drafting and editing stages. There were several failures that caused the ability to write descriptive essays using the guided writing activity strategy not to be achieved in cycle I at the drafting and editing stages, including:

- 1) Teachers are still not maximal in training and guiding students to develop essay outlines into paragraphs so that students have difficulty and do not understand in developing essay outlines into paragraphs.
- 2) Teachers are still lacking in guiding students to complete essays so that students still do not understand in compiling essays into an essay in the form of several paragraphs (4-5 paragraphs).
- 3) Teachers are still not optimal in guiding students in correcting mechanical errors (spelling and punctuation), so students do not care about their work and do not know what their mistakes are in writing essays.

**Table 1 Observation Data of Student Learning Activity Cycle I**

Stage Activity Strategy Write Guided	Aspects assessed _	Percentage						Ket .
		B	%	C	%	K	%	
<b>Prewriting</b>	a. Listen information and examples choose theme essay .	26	76,4	7	20,5	1	2,94	Meeting I
	b. Make title essay in accordance with theme that has determined .	23	67,6	9	26,4	2	5,88	
	c. Make framework essay based on title .	27	79,4	7	20,5	-	-	
<b>drafting</b>	a. Develop framework essay Becomes	11	32,3	21	61,7	2	5,88	



	paragraph .							
	b. Complete essay in form draft while .	9	26,4	21	61,7	4	11,7	
	c. Show results it works .	16	47	17	50	1	2,94	
<b>Repair</b>	a. Check repeat detail and clarity results it works .	18	52,9	12	35,2	4	11,7	Meeting II
	b. To do discussion with friend .	19	55,8	15	44,1	-	-	
	c. To do repair draft beginning based on feedback and suggestions from friends and teachers.	20	58,8	14	41,1	-	-	
<b>Editing</b>	a. Repair error essay	10	29,4	24	70,5	-	-	
	b. complete existing essay _ repaired .	16	47	18	52,9	-	-	
<b>Publication</b>	a. Read results essay in front of class .	19	55,8	12	35,2	3	8,82	
	b. Conclude results essay .	28	82,3	5	14,7	1	2,94	

## Student Learning Outcomes Test Data Cycle I

Based on test data results study students in action cycle I, shows that level the ability to write descriptive essays using guided writing activity strategies in fourth grade students of SD Negeri Tidung Makassar has not in accordance with what is expected. this \_ seen from ability student in write descriptive essays using guided writing activity strategies from evaluation given , not yet in accordance with indicator success that has set that is if student in a manner whole obtain class average value of 70%.

**Table 2 Student Learning Outcomes Test Data Cycle I**

Mastery Level	Category	Frequency	Percentage
<b>85-100</b>	Very good	2	5.88%
<b>70-84</b>	Well	15	44.11%
<b>55-69</b>	enough	7	20.58%
<b>46-54</b>	Not enough	3	8.82%
<b>0-45</b>	Very less	7	20.58%
<b>Amount</b>		34	100%
<b>% Amount Students <math>\geq</math> 70</b>		17	50%

Table above \_ show that result data write essay students in cycle 1 showed that students who get score of 85-100 as many as 2 people or 5.88%, students who get score of 70-84 as many as 15 people or 44.11%, students who get score 55-69 as many as 7 people or 20.58%, students who get score 46-54 as many as 3 people or 8.82%, and students who get the value of 0-45 as many as 7 people or 20.58%. Based on the data from the first cycle of action, it can be concluded that the test data on student learning outcomes in the ability to write descriptive essays using guided writing activity strategies is categorized as less (K). This is because the teacher has not implemented the lesson plan optimally, so learning is continued the next cycle (cycle II).

#### **d. Reflection action**

Learning action Cycle, I focused on the ability to write descriptive essays using guided writing activity strategies. Learning held with implementing an activity strategy write guided. All data recorded in cycle I was obtained through observation and evaluation that has been arranged and discussed in a manner together with observer. Results of analysis and reflection from whole Suite activities that occur in action cycle I is as following:

- 1) The ability of the teacher in manage class still very few things this seen still he found students who do another job now gift Duty for write essay description
- 2) Activity student still a little stiff and lacking give response. this caused because student not yet used to follow the learning strategy implemented by the teacher inside class.
- 3) Based on assessment carried out to every student in a manner whole level ability write essay description with using an activity strategy write guided student class IV SD Negeri Tidung Makassar is categorized less (K). this \_ seen from inability student in evaluation write essay description given by the teacher.

Based on analysis and reflection on the above and refers to indicator success that has set, then concluded that learning about write essay description about the Tamalate 1 Makassar market with using an activity strategy write guided for action cycle I is not optimal because level mastery student not yet as expected \_ researcher that is if in a manner whole student reach level mastery of the class average of 70%. In this first cycle level achievement mastery student in a manner whole only achieved a class average of 6.33 so action cycle I concluded not yet it worked. this \_ means that learning write essay a description of the Tamalate 1 Makassar market is necessary repeated in cycles to II, with a number of improvements as following:

- 1) Teachers must pay attention to class management so that students do not do other work in the learning process, especially when learning takes place.
- 2) Master in give explanation more focus on activity student so that student could give responsive and motivated for think.



- 3) Teachers should could attention and management time in a manner efficient, order inside doing whole plan learning could held with ok.

## **Cycle II Action Data**

### **a. Planning action**

Cycle II is carried out consisting of two meetings \_ on planning, implementation, observation and reflection with competence base Expressing thoughts, feelings, information and facts in writing in the form of essays, announcements and nursery rhymes. Planning cycle I meeting first focused on stage prewriting and stages drafting. Meeting II focused on the stage correction, editing and publication.

Planning is prepared and developed by researchers in consultation with supervisors in the form of lesson plans by adopting competency standards. Expressing thoughts, feelings, information and facts in writing in the form of essays, announcements and nursery rhymes.

### **b. Action Implementation**

#### **Initial activity**

The teacher begins the action by greeting and leading the prayer before starting the lesson, as well as taking student attendance. Then the teacher prepares learning facilities related to essay writing material, reminding again about the definition of descriptive essay, conveying learning objectives, motivating students to carry out activities enthusiastically as well motivating students to be involved in the activity solving problem to be done . Furthermore, the teacher said that the material to be studied today was writing a descriptive essay about the Tamalate 1 Makassar market.

#### **Core activities**

In accordance with the RPP that has been prepared, the implementation of the guided writing activity strategy is carried out through 5 stages, namely:

##### **1) Prewriting Stage**

After students' initial understanding of the meaning of writing descriptive essays has been steady. Then the teacher came back explain draft write essay and introduction elements builder something essay . At the pre-writing stage, it is planned that the teacher will start the lesson by giving several examples of themes that can be developed into essays, question and answer, the teacher conveys learning objectives, conveys the steps of teaching and learning activities, conveys the steps of the strategy of guided writing activities, and assigns students write descriptive essays.

##### **2) Drafting Stage**

The next stage of the guided writing activity strategy is the drafting stage. At this stage the teacher guides students to explain what will be written, why to write on a particular topic (background), what are the benefits and purposes of writing and what is the reach of writing. The guidance at this stage is (1) students develop an essay framework into a temporary draft, and (2) students develop the main ideas and detailed explanations well. At stage this the teacher assigned student write essay description about tamalate market 1 Makassar. Aspects to be rated consists of 4 aspects namely (1) spelling with weight 20; (2) cohesiveness sentence with weight 20; (3) usage sign read with weight 20; (4) wholeness essay with weight 20; (5) suitability the object being described with circumstances actually with weight 20 . The teacher invites students to start write essay with follow instructions that have explained and are not allowed to cooperate with anyone.

After 50 minutes, then the teacher stated that it was time to do writing essay have been completed. Before being collected, the teacher reminded all students to check their essay again . Then students are asked to collect the results essay .

### 3) Repair Stage

The next step is the improvement stage of the essay writing results. First, the teacher needs to direct students in carrying out the improvement stage of their essay results. At this stage students are guided to re-check the details and clarity of the depiction by adding, observing, eliminating or exchanging ideas that are imperfect, most appropriate, excessive, less sequential through the process of improving other students and direct feedback from the teacher.

### 4) Editing stage

After completing double-checking the details and clarity of the essay, the next stage is the editing stage. The editing stage is the stage of learning to write that students need to experience so that their writing can be improved. The focus concerns aspects of (1) capital letters, (2) word fragments, and (3) use of punctuation marks such as periods, commas, exclamation points, question marks, and so on. This is done based on the rules of Enhanced Spelling (EYD).

At this stage the teacher guides students to re-read their entire essay, then marks things that need to be corrected, or gives notes if there are things that need to be replaced, added or perfected.

### 5) Publication Stage

The series of guided writing activity strategies ends with the Publication stage. Guidance at the publication stage, namely: students are guided to find and show appropriate writing patterns, and make improvements according to findings during editing. In this stage the teacher guides students to publish by reading the results of the complete descriptive essay in front of the class.

## End activities

At the end of the implementation of learning activities, the teacher and students conclude the learning material. In the final activity the teacher provides reinforcement for students and conveys student success in general in writing descriptive essays. End the learning series by saying hello.

## c. Action Observation

**Table 3 Observation in Cycle II**

Activity Strategy Stage Write Guided	Aspects assessed _	Percentage						Ket .
		B	%	C	%	K	%	
<b>Prewriting</b>	a. Listen information and examples choose theme essay.	30	88.2	4	11,7	-	-	Meeting I
	b. Make title essay in accordance with theme that has determined.	31	91.1	3	8,82	-	-	
	c. Make framework essay based on title.	31	91.1	3	8,82	-	-	
<b>drafting</b>	a. Develop framework essay Becomes paragraph.	18	52,9	16	47	-	-	
	b. Complete essay in form draft while.	21	61.7	13	38,2	-	-	
	c. Show results it works.	20	58,8	14	41,1	-	-	
<b>Repair</b>	a. Check repeat detail and clarity results it works .	20	58,8	13	38,2	1	2.94	Meeting II
	b. To do discussion with friend.	22	64,7	12	35,2	-	-	
	c. To do repair draft beginning based on feedback and suggestions from friends and teachers.	23	67,6	11	32,3	-	-	
<b>Editing</b>	a. Repair error essay	21	61.7	6	17,6	-	-	
	b. complete existing essay _ repaired.	28	82.3	13	38,2	-	-	
<b>Publication</b>	a. Read results essay in front of class.	21	61.7	13	38,2	-	-	

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b. Conclude results essay .	29	85,2	5	14,7	-	-
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During the implementation of the action (the teacher teaches), the observer observes the learning process (teaching activities and student learning activities). Observational data show that the teacher's teaching activities in cycle II, namely the way the teacher conducts apperception categorized as ok , guide student choose theme and create title essay categorized as ok , guide \_ student arrange framework essay categorized as ok , guide \_ student develop framework essay Becomes paragraph categorized as Enough , guiding \_ student complete essay categorized as ok , give me comments and input to results work student categorized as ok , guide student check repeat detail and clarity results it works categorized as well , observing results work students and give input categorized as ok , guide student To do repair draft beginning categorized as ok , guide student repair error mechanic categorized as well , observing and directing student categorized as ok , guide student read results essay in front of class and give input about necessary things \_ repaired categorized as ok , guide student conclude results essay categorized as ok .

Observations made by observers in action learning cycle II concerning the implementation of learning activities that take place according to the plans that have been prepared. As for the aspects observed by observers in researchers who are considered to be the cause of failure in the ability to write descriptive essays using the guided writing activity strategy in class IV students of SD Negeri Tidung Makassar City in action learning cycle II, namely at the Editing stage. Some of the failures that caused the ability to write descriptive essays using the guided writing activity strategy were not achieved in cycle II, namely at the Editing stage, namely the teacher was still not optimal in guiding students in correcting mechanical errors (spelling and punctuation), so students did not care about their work and did not know what is the error in write essays.

## Data from Observation Results of Student Learning Activities Cycle II

From the picture above concluded that on activity student Cycle II already increase from facet activity, p this seen in percentages observed indicators \_ for category enough .

## Student Learning Outcomes Test Data Cycle II

Based on test data results study students in action cycle II, shows that level the ability to write descriptive essays using guided writing activity strategies for fourth grade students at SD Negeri Tidung Makassar has not in accordance with what is expected. this \_ seen from ability student in write descriptive essays using guided writing activity strategies from evaluation given , not yet in accordance with indicator success that has set .

**Table 4 Student Learning Outcomes Test Data Cycle II**

<b>Mastery Level</b>	<b>Category</b>	<b>Frequency</b>	<b>Percentage</b>
<b>85-100</b>	Very good	7	20.58%
<b>70-84</b>	Well	14	41.17%
<b>55-69</b>	Enough	13	38.23%
<b>46-54</b>	Not enough	0	0%
<b>0-45</b>	Very less	0	0%
<b>Amount</b>		34	100%
<b>% Amount Students <math>\geq 70</math></b>		21	61.76%

Table above \_ show that results study write essay experience meaningful improvement \_ from Less qualifications (K) to be qualification Enough (C), p this caused because the teacher has implement plan unfinished learning \_ maximum in cycle I, namely at stage drafting , though still there is indicators that have not been carried out in cycle II , namely editing , have experience good improvement \_ that is qualification Enough (C). by him that learning next next cycle next ( cycle III).

#### **d. Reflection action**

Learning action Cycle II focused on the ability to write descriptive essays using guided writing activity strategies. All data recorded in cycle II was obtained through observation and evaluation that has been arranged and discussed in a manner together with observer. Results of analysis and reflection from whole Suite activities that occur in action cycle

II is as following:

- 1) The ability of the teacher in manage class still not yet too maximum Thing this seen still he found students who do another job at the moment gift Duty for write essay description
- 2) Activity student still a little rigid with not enough give response. this \_ caused because student not yet used to follow method learning carried out by the teacher inside class.
- 3) Based on assessment carried out to every student in a manner whole level ability write essay description with using an activity strategy write guided student class IV SD Negeri Tidung Makassar categorized Enough (C).

Based on analysis and reflection on the above and refers to indicator success that has set, then concluded that learning about write essay Tamalate 1 Makassar market description with using an activity strategy write guided for action cycle II is not optimal. In this second cycle level achievement mastery student in a manner whole only achieved a class average of 7.23 so action cycle II concluded not yet it worked. this \_ means that learning about draft write essay description need continue in the cycle to III, with a number of improvement as following :

- 1) The teacher must pay attention to class management so that students do not do other work in the learning process, especially when the experiment is taking place

- 2) Master in give explanation more focus on activity student so that student could give responsive and motivated for think.
- 3) Teachers should could watch and manage time in a manner efficient, so inside doing whole plan learning could held with ok.

## DISCUSSION

Writing skills possessed by students are not so encouraging. Obstacles in learning to write include the lack of students' writing skills, especially in writing essays, the lack of precise orientation and approaches and techniques used. Many factors cause students to be less interested in writing, for example there is no motivation to write because of a lack of facilities and media that attract students' interest, learning strategies that are not in line with students' interests and daily experiences, unavailability of writing models and processes, writing etc. For this reason, efforts are needed to improve students' writing skills. First, the teacher needs to generate students' motivation to write, second, the teacher needs to master and develop various alternatives.

One strategy that can used in increase ability student in write essay on learning Indonesian in elementary schools is using an activity strategy write guided . According to Creator (1999) that with an activity strategy write guided Skills student in learning write essay description will increase . Aspect experienced skills enhancement the are (1) completeness idea. (2) suitability title with contents . And (3) fluency use language . Enhancement that caused by giving experience in students for to do exploration. Research results that give prediction that if the activity strategy write guided often teachers do at school base so Skills write essay description his students will the more increase .

Based on the facts that have been stated above, a learning plan is prepared that can help abilities student in write essay on learning Indonesian in elementary school is using an activity strategy write guided . Learning through activity strategy write guided basically has 5 stages namely (1) prewriting, (2) drafting, (3) revision, (4) editing and (5) publication. The guided writing activity strategy is a strategy based on the writing process approach and can improve writing skills and achieve good learning outcomes.

Some of the things that can be obtained from the results of research on each action is that in the first cycle of learning actions carried out , deficiencies were found . Where deficiencies the something comes from activity teaching teacher/ researcher and there is also from the learning process student. Deficiency from activity teaching teachers among them on stage drafting namely (1) the teacher is still not optimal in training and guiding students to develop essay outlines into paragraphs so that students have difficulty and do not understand in developing essay outlines into paragraphs. (2) teachers are still lacking in guiding students to complete essays so that students still do not understand in compiling essays into an essay in the form of several paragraphs, and (3) teachers are still lacking in guiding students to correct mechanical errors (spelling and punctuation)



so that there are still many errors in student essays in the use of spelling and punctuation.

Whereas deficiency from the learning process student that is no all who pay attention a number of activity strategy stage write guided i.e. on stage drafting and editing . Deficiency from the learning process students on stage drafting and editing including (1) students still very lacking in develop framework essay . Student which already could develop essay with good only 11 students or 32.3% (2) students still very lacking in complete essay in form draft while . Students who have could complete essay in form draft temporary only 9 students or 26.4%. (3) students still not enough in repair error essay ( spelling and marks read ). Students who can repair error essay only 10 students or 29.4%.

Based on results observation and test data results study student action given cycle I for Theory write essay description about the Tamalate 1 Makassar market, namely four students \_ obtain value 4 , three students obtain value of 4.5 , three students obtain value 5 , three students obtain value of 5.5 , three students obtain value 6 , one student obtain value of 6.5 , six students obtain value 7, five students obtain value 7.5 , four students obtain value 8 , one student obtain grade 9, and one student obtain value 9.5. So that the average value obtained student only 6.33. So students who get value 70 to above in cycle I \_ namely 17 students of 34 counts whole student or 50%.

Thus, based on the data from the first cycle of action, it can be concluded that the test data on student learning outcomes in the ability to write descriptive essays using guided writing activity strategies is categorized as deficient (K). This is because the teacher has not implemented the lesson plan optimally, so learning is continued in the next cycle (cycle II).

In the second cycle of learning that was carried out , it was found that students had started to enjoy writing essay description given by the teacher, especially at the drafting stage . Learning in this second cycle in general all flaws and weaknesses from cycle I. Next learning cycle II in general all deficiencies and weaknesses in cycle I have attempted fixed, but on activity this still there various type deficiencies based on results observer's observation. Deficiency the something comes from activity teaching teachers/ researchers and there are also originating from the learning process student.

Deficiency from activity teach teacher/ researcher aspect including stages editing. At stage This is (1) the teacher is still not optimal in guiding students in correcting mechanical errors (spelling and punctuation), so that students do not care about the results of their work and do not know what their mistakes are in writing essays. Whereas deficiency from the learning process student that is no all who pay attention a number of activity strategy stage write guided especially on-stage editing. At stage editing this student are still lacking in correcting mechanical errors (spelling and punctuation as well as the use of capital letters), so there are still many students whose essay results are not in accordance with the EYD and the sentence structure is also still not well structured and there are placements of capital letters that are not in their place.

## CONCLUSION

Activity strategy write guided is activity write that gives a wide range of opportunities to student for select and develop topic they are enjoy so that student feel own and be responsible answer on he wrote. Besides Therefore, guided writing activity is a strategy based on the writing process approach and can improve writing skills and achieve learning outcomes. Activity write guided includes five stages activity namely: Prewriting, Drafting, Refinement, Editing, and Publication. Based on presentation of data and discussion results study so could concluded that use of activity strategies write guided in the learning process could increase ability write essay description student class IV SD Negeri Tidung Makassar.

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