

# Guided Writing Using Color Code And Guided Questions In Teaching Writing To Enhance Writing Ability In High School Students

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## Abstract-

Writing is the skill when learners are able to express ideas in form of written. In fact, the students face some difficulties in writing due to some factors. Therefore, the aims of this study were 1) to find out whether guided writing using color code and guided question technique in teaching writing significantly enhances students' writing ability, 2) to find out the aspects of writing ability enhanced the most significantly. The design was pre-experimental with One Group Pre-Test and Post-Test Design. The subjects of this research were 25 students of tenth-grade students of SMAN 1 Kibang East Lampung-Indonesia. The writing test was administered to collect the data. The results show that there is a significant difference between the students' writing abilities after the implementation of The Guided Writing Technique. It is revealed from the mean score of pre-test which is 53.8 and the mean score of post-test which is 67.9. In addition, from the sig.2 tailed, it shows that the significant level is 0.000. It means that the significant level is below 0.05. for the improvement of each aspect of writing ability. The results shows that all sig. (2-tailed) value for each aspect is  $< 0.05$  (0.000, 0.000, 0.002, and 0.000) except for mechanics (0.198). It means that all writing aspects assessed by the researcher enhanced significantly from the pre-test to the post-test. then language use is the aspect of writing enhanced most. In conclusion, guided writing is an appropriate technique to enhance students' writing ability.

**Keywords:** Guided Writing, Guided Questions, Color Code, Students' Writing Ability.

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## I. INTRODUCTION

Writing is one of four language skills that are as important as other English skills. These four skills have emerged as the primary focus of English language teaching and learning (Harmer, 2007). According to Harmer (2004:31), writing encourages students to focus on accurate language use because they think as they write. Also, Byrne (1988) states that writing is more than just arranging some letters to form words, phrases, or other types of text, which is a difficult skill to master. It involves several elements, including vocabulary and grammar, text organization, meaning clarity, and concept coherence. Elements the students did not develop could lead to issues.

English teachers need to teach writing to the students. Harmer (1998) argues that some reasons for teaching writing to students of English as a foreign language including reinforcement, language development, learning style, and writing as a basic language skill. It means that to have writing skills, a student should write. Writing instruction and learning are crucial. In fact, the students feel difficulty expressing their ideas and thought in paragraph writing, they make many grammatical mistakes, and they also lack vocabulary writing which makes their writing monotonous, making their writing skill low. Huy (2015) discovered that the students' poor writings are due to their low competence in grammar and vocabulary.

It is important to employ more effective teaching techniques to teach writing to senior high school students to address the issues with writing. The guided writing technique is one of the methods. According to Oczkuz (2007), guided writing is a technique that allows students to evaluate a writing ability taught in a small-group environment before putting the skill into practice through individual writing. It means that guided writing offers a crucial setting for teachers to evaluate and guide students' writing as they are engaged in specific writing activities and to immediately scaffold instruction for writing processes that are aimed at the requirements of a particular group of students. Furthermore, Robinson (1967) added that controlled or guided writing is writing in which one cannot make a significant mistake as long as he/she keeps to instructions. In addition to understanding the rule, students must practice it repeatedly until they can do so effortlessly and consistently. Writing exercises provide this practice. It is one in which the teacher walks the class through the steps of writing a phrase or paragraph using good English grammar, according to Simpson (1998). Students can use this method to show they can employ these conventions and strategies in their writing.

The effectiveness of the guided writing technique in instructing EFL students has been demonstrated in several earlier research, Dieni (2022) said when teaching guided writing, the activities need suitable materials, especially in modeling paragraphs. In this study, the researcher modify a teaching technique, guided writing, by adding color coding when presenting a text model to increase students' focus and awareness. In line with this, the research of Hajo (2018) showed the assertion that some colors might draw attention, boost attentiveness, or affect mood. And guided questions to aid students to compose the text with the right procedure and coherence as (Hariyanto, 2018).

Color-coding sentences is exactly what it sounds like: A tactile, multisensory exercise that teaches grammar by having your child lightly shade or underline each word in a sentence according to part of speech. Students can categorize topics, draw meaningful connections, see patterns, and remember information by using colors as learning aids. Students learn to pay great attention to the purpose and placement of words in a phrase through this practice that uses color-coding.

Therefore, this study aims to find out the significant difference of the students' writing ability after they are taught using guided writing and to find out what aspects of writing enhanced the most.

## II. LITERATURE REVIEW

### Writing

Writing is a deliberate form of communication that addresses an audience. Writing is a process of creating a text in a context, not just the act of writing a sentence. Weigle (2002: 19), who defines writing as an act that occurs within a context, achieves a specific goal, and is correctly formed for its intended audience, also supports this approach. According to the concept, it is essential to consider writing as both a social act and an individual's creation since it involves behaviors that are both individually and communally motivated and socially and culturally influenced.

Writing requires some thought process and Students can improve their writing skills by becoming familiar with the writing process. According to Brown (2001: 336), writing is a process of cognition in which authors organize their ideas before putting them into written form. The writers are expected to explore their knowledge, experiences, or memories to locate and then choose a topic to write about during the sometimes-lengthy thought process. Harmer (2004: 6) also views writing as a processing wheel in which writers move within the wheel's circumference and across its spokes. It explains the numerous steps writers must take to complete a piece of writing. The writers can return to each step as many times as necessary until they stop feeling the urge to do so.

Based on the above definitions of writing, it can be concluded that writing is an act that takes place within a context that accomplishes a particular purpose relatively permanent record of information, opinions, benefits, feelings, arguments, explanations, and theories. In addition, writing is also a process of developing ideas into coherent written language.

### Aspect of Writing

Writing is a complex skill to learn because it requires the students to treat several aspects. They are content, organization, vocabulary, language use, and mechanic. According to Jacobs, there are five aspects of writing. They are:

- **Content** The capacity to think logically and produce ideas is known as content. "content" refers to the substance of writing, the experiences of the primary idea (unity). This word refers to the process of communicating ideas rather than performing unique transition, restatement, and emphasis tasks. It is possible to identify unity by examining the topic sentence and the main idea. Each sentence needs to be removed because it is unrelated to the main idea. Additionally, according to Hosseinpour and Biria (2014), content includes subject knowledge, the formulation of a thesis, topic coverage, the significance of details, substance, and the writing quality of information.
- **Organization** The organization is obligated to write correctly. Organization refers to how the content is arranged logically (coherence). It has logically constructed sentences that flow naturally. The order of the phrases and concepts is the "logical organization." While a smooth transition describes how easily one thought or statement leads into the next. Fluency of expression, clarity in ideas, support, the structure of ideas, sequencing, and development of ideas are all aspects of the organization (Hosseinpour and Biria, 2014).
- **Vocabulary** Vocabulary is the ability to use words or idioms. Vocabulary refers to the selection of words that are appropriate for the topic. It presumes that the author aims to convey their ideas as simply and directly as feasible. In general terms, the main goal should be clarity. The choice of words that accurately convey the concept is given considerable thought. In addition, according to Hosseinpour and Biria (2014), vocabulary is concerned with range, appropriateness of register, mastery of word forms, the correctness of word or idiom choice, and efficacy in the transmission of meaning.

- **Language use** Language use is the ability to write appropriate structure. Language use refers to correct grammatical and syntactic patterns or separating, combining, and grouping ideas in words, phrases, clauses, and sentences to bring out logical relationships in paragraphs. Grammar focuses on proper sentence structures and constructions; accuracy and correctness in using agreement, number, tense, word order, articles, pronouns, prepositions, and negations (Hosseinpour and Biria, 2014).
- **Mechanic** The mechanic is the ability to use punctuation, capitalization, spelling, and layout correctly. A mechanic is the utilization of a language's graphical standards. Examples include capitalization, hyphenation, punctuation, paragraph indentation, and letter spacing (spelling) (Hosseinpour and Biria, 2014).

### **Teaching Writing Through Guided Writing**

Tyner (2004) asserts there are three processes to instructing through guided writing. They are modeling, supporting, and practicing. The researcher elaborated the procedure of teaching writing recount text through guided writing in the classroom as follows:

#### 1. Modeling

Modeling the writing experience is a crucial part of effective teaching as it can significantly impact students' confidence and writing output. By demonstrating writing techniques and strategies, educators provide students with a clear understanding of what is expected and how to approach the writing task. Modeling also encourages students to share their work and be receptive to feedback

#### 2. Support

Support students in developing their understanding of grammar, punctuation, spelling, and sentence structure. Teach writing conventions explicitly and provide opportunities for practice and application within the writing process. Help students recognize the importance of using proper language conventions to enhance the clarity and effectiveness of their writing. Recognize that students may have different needs and abilities. Offer personalized support, such as one-on-one conferences, to address specific challenges or provide additional guidance.

#### 3. Practice

Students engage in activities that allow them to apply the skills and knowledge they have learned during the discussion and teaching steps. The practice step is crucial for reinforcing concepts, developing writing proficiency, and providing opportunities for students to refine their writing skills.

From the explanations above, it can be said that the writing process is one of the necessary parts to be done by the writer. So, the teacher needs to explain to the students that writing is a process, not a product. Therefore, to make good writing, the students need to apply the stages of writing stated above.

### **Color Coding strategy**

According to Lamberski (as stated in McCormac-Condon and Gentile 2009), Writing with different colors as a means of identification is known as color-coded writing. In contrast, Berlin (1998) asserts that making writing colorful makes it easier to distinguish between different objects. According to McCormac-Condon and Gentile (2009), a method of writing that uses color to make distinctions is known as color-coded writing.

People use color in various ways. Color coding would seem to be great for this. The purpose of identifying something by a specific color is to reduce the effect. At an early age, people utilize color coding to distinguish which states in a process belong to whom. For instance, a code system governs the colors of traffic signals. Many ideas are connected to colors in our everyday lives, and our pupils are familiar with how colors can convey meaning (Engelbrecht, 2003, p. 3). Depending on how the color is seen at the time, some colors can imply an increase or reduction in one's effect.

Pruisner (1993) discovered that systematic color-coding increased recollection and retention when comparing the results of black-and-white versus color-cued presentations and assessments. Dzulkifli and Mustafar (2012) looked into the possibility that adding color can enhance memory. Because color vividly depicts connections between thoughts, they concluded that color boosts the possibilities of environmental inputs to be encoded, stored, and recalled successfully.

### **Guided Writing Technique**

According to Frase (2008), guided writing enables a teacher to collaborate with a small group of students based on a shared need. A teacher may gather a small group for a guided writing class and model writing, or perhaps they will work through a shared writing exercise together. For a mini-lesson or re-teaching session, teachers can group children with less comparable skills during guided writing lessons.

Tyner (2004) defines guided writing as an instructional writing context chiefly teaching the writing process through modeling, support, and practice. Modeled writing requires teachers to demonstrate the steps of writing support students to contribute their ideas. After these two activities, the teacher will guide students to make their paragraphs.

Based on the explanation above, the writer concluded that guided writing is a technique to provide material through modeling, support, and practice to help students write toward independent writing.

**Guided Question**

According to Traver (2018), guided questions are the fundamental inquiries that guide the pursuit of comprehension. The purpose of this teaching strategy was to guide students' thoughts as they were processing their work through the use of guided questions. Flexibility and recursive directions were required during the writing process. According to Brown (1988), guided questions are meant to encourage test-takers to write using an outline. The outline aids in directing the student through the ostensibly logical progression of ideas that have been given some thought. Use guided questions to direct students as they write. Giving the student some questions to use as a guide before writing is one option for guided writing. in order for the students to express their ideas in writing by responding to the questions.

In addition, Brown (1988) suggests that a series of questions essentially serve as an outline of emergent written text. Meanwhile, White (1986) said that the needs to know the topic might consider using the questions. He called this method by 5Ws and the H grid. He draws this method by a table.

**Table 2.1 Concept of Guided Questions Adapted by Fred D. White**

5Ws and the H grid		
Questions	General	Specific
What?		
Where?		
When?		
Why?		
Who?		
How?		

**III RESEARCH METHODOLOGY**

This study employs experimental research design. According to Ary, Jacobs, and Sorensen (2009) experimental research is a scientific investigation in which an investigator manipulates and controls one or more independent variables and observes the dependent variable or variables for variation concomitant to the manipulation of the independent variables. This experiment used pre-experimental with one group pre-test and post-test design. The subject of this research was the students tenth-grade students of SMAN 1 Kibang East Lampung-Indonesia. There were six classes of tenth grade at SMAN 1 Kibang. One out of six classes was chosen as a sample randomly. in collecting the data, the researcher used writing test.

**IV RESULT AND DISCUSSION**

**Result**

**Enhancing Students Writing Ability**

**Table 4.1. Paired Samples Statistics**

		Mean	N	Std. Deviation	Std. Error Mean
Pair 1	Posttest	67.9600	25	9.63708	1.92742
	Pretest	53.8000	25	9.32291	1.86458

As can be seen from the table above, the students' pre-test mean score was 53.800 with the total number of 25 students. After the treatment the students' score increased to 67.960. it can be seen that Guided writing give significant improvement of the students writing ability.

**Table 4.2. Students Enhancement of Guided Writing**

Paired Samples Test									
		Paired Differences					T	df	Sig. (2-tailed)
		Mean	Std. Deviation	Std. Error Mean	95% Confidence Interval of the Difference				
					Lower	Upper			
Pair 1	posttest - pretest	14.1600	4.94705	.98941	12.11796	16.20204	14.312	24	.000

As can be seen from the table, the Sig. (2-tailed) is  $0.000 < 0.05$ . It means there is a significant difference between the students' writing abilities after the implementation of the guided writing technique.

From these two tables, it can be seen that guided writing is an appropriate technique to help the students' in enhancing their writing ability. The technique gives significantly improvement to the students' writing ability.

**Students' Enhancement for Each Aspect of Writing**

Group Statistics				
	score	N	Mean	Gain
Content	pretest	25	11.82	2.62
	posttest	25	14.44	
Organization	pretest	25	10.56	3.08
	posttest	25	13.64	
Vocabulary	pretest	25	13.26	2.80
	posttest	25	16.06	
language use	pretest	25	13.92	5.48
	posttest	25	19.40	
Mechanics	pretest	25	4.24	0.18
	posttest	25	4.42	

The table above shows the gain for each aspect of writing. The aspect of writing that receives the highest gain is the aspect of language use (5.48) and followed by the organization (3.08), vocabulary (2.80), content (2.62), and mechanics (0.18). It can be concluded that language use is the aspect of writing enhanced most after the implementation of the guided writing technique.

As all writing aspects improved from the pre-test to the post-test, and the researcher shows the enhancement statistically, so here is a table with the explanation.

**Discussion**

As can be seen from the results, there is a significant difference between the students' writing abilities after the implementation of the guided writing technique. Color code is the process of assigning one or multiple colors to a piece of text, and writing in color creates engagement in the writing process. Color of the materials has a strong impact on students' productivity that students are preference for colored images and spending less time recognizing colored objects than colorless images (Diachenko, et. al, 2022).

It is important to use color coding for parts of speech thoughtfully and consistently to avoid overwhelming the reader with too much color or creating confusion. A writer should also be mindful of the context and purpose of their writing, and ensure that their use of color coding is appropriate and effective. As visual supports also enhance the opportunities for information "connectedness" (Otto, 2013), color code can help students to easily differentiate what they are learning. Students are aware that the color "red" means "stop" because it is frequently associated with either a red traffic light or a red stop sign. Another illustration would be the colors "green" for "leaves," "yellow" for the "sun," etc. All of the prior knowledge the students possess reveals a potent learning stimulus.

Colors attract students' attention more rather than black and white color schemes which commonly used (Aljehani,2022), so it can be concluded that it helps the students notice the linguistic patterns they use. If the students can differentiate the patterns in the text, they can build their own text in a correct form. By linking the color code to the correct linguistic patterns, it keeps them to concentrate, and it is useful for students who struggle to learn the second language and who are in the early stage of studying English as a foreign language (Fazlali& Shahini, 2019).

In line with this, the research done by Rizky (2018) showed that there was significant effect of using color coding strategy on the students' achievement in writing procedure text. Also comparisons were made between those students who learned the written expression lessons through the use of a color-coding strategy and those who learned the written expression lessons without the color-coding strategy. As evidenced by the TOWL-4 sum of scaled scores and composite index scores, experimental groups' scores reflected a significantly higher increase in isolated written expression skills than the control groups' scores (Otto, 2013). As showed by Diachenko, et. al (2022), color-based methods in the teaching of humanities are an effective method for improving the quality of students' learning and allow for better memorization of learning materials, especially in distance learning environments.

After the students recognized the use of color in coding the linguistic patterns, the researcher used this opportunity to take control of the output the students perform. Using guided questions, the researcher made the students discover their experience and that they are expected to be stimulated by the questions given to them. The

questions are the direct questions that lead the students to process their writing. The students answer the questions and have the opportunity to draft their writing based on the questions given to them that the guided questions are to prompt the test-taker to write from an outline (Brown, 1988). The outline aids in directing the student through the presumably logical evolution of concepts that have been given some thoughts to the students.

Regarding the writing aspects, the results showed that the aspect of writing receiving the highest gain is the aspect of language use (5.48) and followed by organization (3.08), vocabulary (2.80), content (2.62), and mechanics (0.18). Based on its statistical calculation, each aspect enhances significantly, except for mechanics. A visual design has two functions: One is to support learners to process materials cognitively, and the other is to influence learners' attitude and motivation effectively (Moreno, 2007; Plass, Heidig, Hayward, Homer, and Um, 2014). In addition, Dzulkipli and Mustafar (2013) stated that color has the potential to increase chances of environmental stimuli to be encoded, stored, and retrieved successfully. The choice of colors and the manipulative aspects can, however, influence the extent to which colors can influence human memory performance. Since color coding plays a significant part in creating various emotions in readers and grabbing their attention, it benefits students when used in writing. Right after the students notice the linguistic patterns in the text, the guided questions given by the teacher ease them to draft their writing, that there are some aspects where writing might be enhanced when combining the color code technique with guided writing.

Color coding can be used to identify different aspects of language use, such as verb tense, pronoun agreement, or word order. By using different colors to highlight different language features, students can become more aware of their language use and make necessary revisions. Guided writing can complement this by providing explicit instruction and practice on language use, including grammar, syntax, and style. It is in line with the research done by Aljehani (2022). Sufficient evidence found in her research supported that color-coding of instructional materials actually helped students achieve better scores and use articles and quantifiers more accurately.

## V CONCLUSION

From the findings and discussions around them, the conclusion will be underlined. When using color code in guided writing, it enhanced the students writing ability significantly, and all aspects enhanced significantly, except for mechanics, but language use is the aspect of writing enhanced most after the implementation of the guided writing technique. To see the students' perception, from the five aspects categorized by the researcher, the category of stress consisting of statements of enjoy discussing with friends and teacher, guided writing helps to generate and transform ideas, and teacher helps me to know how the sentences should be arranged receive the highest score from the students.

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