

APPENDIX 1

Lesson Plan

Guided Writing for Responding to Simple Questions in Daily Life

Grade Level: 4th Grade Elementary Students

Topic: Simple Questions in Daily Life

Focus: Writing responses in the simple present tense, focusing on subject-verb agreement, suffix -s/-es, coherence, and vocabulary.

Assessment Method: Pretest-Posttest with guided writing intervention

Meeting 1: Pre-Test (Initial Assessment of Writing Skills)	
Objective: Assess students' initial ability to respond to simple daily-life questions using the simple present tense, ensuring correct verb agreement and suffix -s/-es usage before receiving guided writing instruction.	
Procedures	Activities
Introduction (15 min)	• Explain the purpose of the test and remind students to do their best. • Review basic sentence structures in the simple present tense (e.g., "I wake up at 6 AM.").
Pre-Test (35 min)	• Students answer Part 1 (Personal Information) questions using complete sentences. • Students respond to Part 2 (Daily Activities & Routines) questions.

	Students complete Part 3 (Sentence Completion) by filling in the blanks with the correct verb form, focusing on suffix -s/-es.
Closing (10 min)	- Collect test papers and ask students how they felt about the test. - Briefly introduce the next lesson.
Assessment: Evaluate responses using the CEFR A1-A2 Writing Rubric to identify students' strengths and areas for improvement.	
Meeting 2: Guided Writing Treatment (Sentence Formation & Simple Present Tense)	
Objective: Teach students how to form grammatically correct responses using the simple present tense, focusing on subject-verb agreement, suffix -s/-es, and auxiliary verbs.	
Procedures	Activities
Warm-Up (10 min)	- Ask students simple questions orally (e.g., "What do you do after school?"). - Introduce a word bank with common verbs and phrases used in daily routines.
Explicit Teaching & Modelling (20 min)	- Teacher models sentence structure using visual aids. - Example: "I go to school at 7 AM." → Explain why "go" is used instead of "goes." - Introduce rules for adding suffix -s/-es to third-person singular verbs. - Compare correct vs. incorrect sentence structures.

Guided Writing Practice (20 min)	• Pair Work: Students complete sentence-building exercises by filling in missing verb forms, ensuring proper use of suffix -s/-es. • Small Group Writing: Each group answers a daily-life question in complete sentences.
Closing (10 min)	• Students share one correct sentence. • Assign a homework task: Write 5 sentences about daily routines, using the simple present tense and focusing on third-person verb forms.
Assessment: Review students' responses for verb agreement, suffix -s/-es accuracy, coherence, and sentence completion.	
Meeting 3: Guided Writing Treatment (Expanding Responses & Coherence)	
Objective: Help students expand their responses by adding transition words and details while maintaining grammatical accuracy, particularly focusing on subject-verb agreement and suffix -s/-es.	
Procedures	Activities
Warm-Up (10 min)	• Review students' homework and discuss common errors, especially in suffix -s/-es usage. • Introduce transition words (e.g., first, then, after that, finally) to improve sentence flow.
Explicit Teaching & Modelling (20 min)	• Model how to expand a basic response: – Basic: "I wake up at 6 AM." – Expanded: "I wake up at 6 AM. Then, I brush my teeth and eat breakfast before going to school."

	Highlight proper verb agreement with suffix -s/-es in extended responses.
Guided Writing Practice (20 min)	- Individual Writing: Students write longer responses to 5 simple questions, using transition words and ensuring correct verb agreement. - Peer Review: Students exchange responses and check for clarity, completeness, and subject-verb agreement.
Closing (10 min)	Students share one improved response.
Assessment: Evaluate students' sentence expansion, organization, grammar accuracy, and suffix -s/-es usage.	
Meeting 4: Post-Test (Final Assessment of Writing Skills)	
Objective: Measure students' writing improvement in responding to simple questions using guided writing techniques, focusing on simple present tense and suffix -s/-es.	
Procedures	Activities
Introduction (10 min)	- Explain that students will take a post-test similar to the pre-test. - Encourage students to apply what they learned.

Post-Test (35 min)	• Students answer Part 1 (Personal Information) questions. • Students respond to Part 2 (Daily Activities & Routines) questions. • Students complete Part 3 (Sentence Completion), focusing on suffix -s/-es usage.
Closing & Reflection (15 min)	• Collect test papers and discuss students' experiences. • Encourage students to keep practicing writing daily.
Assessment: • Compare pre-test and post-test scores using the CEFR A1-A2 rubric. • Provide students with individual feedback on subject-verb agreement, suffix -s/-es accuracy, and overall writing progress.	

Evaluation & Expected Outcomes

Category	Pre-Test (Before Instruction)	Post-Test (After Instruction)
Grammar Accuracy	Frequent errors in simple present tense and suffix -s/-es usage	Improved subject-verb agreement and correct suffix -s/-es application
Response Completeness	Short or incomplete answers	Expanded, clear responses
Sentence Structure	Basic sentences with limited details	Use of transition words and coherence
Spelling & Punctuation	Common errors in basic words	Fewer mistakes, better clarity

Description of lesson plan:

MEETING 2

This section outlines structured steps for teaching and reinforcing the simple present tense in guided writing. Here's a breakdown of each step:

1. Oral Questioning (Speaking Practice)

- The teacher starts by asking simple daily-life questions, such as "What do you do after school?"
- This engages students and encourages them to think about their routines in the simple present tense.
- The goal is to activate prior knowledge and assess their spontaneous responses.

2. Introducing a Word Bank

- A list of common verbs and phrases related to daily routines is presented (e.g., wake up, eat breakfast, go to school, do homework, sleep).
- This provides students with useful vocabulary they can use in their writing.

3. Teacher Modeling with Visual Aids

- The teacher demonstrates how to structure a sentence correctly, using pictures or charts.
- Example: Showing an image of a student waking up and writing "I wake up at 6 AM."
- This visual support helps students connect words with meaning and structure.

4. Explaining Verb Forms (Third-Person Singular -s/-es Rule)

- The teacher writes example sentences on the board:
 - "I go to school at 7 AM."
 - "He goes to school at 7 AM."
- The teacher explains why "go" changes to "goes" in the third-person singular (he/she/it).
- The rules for adding -s/-es are introduced:
 - Add -s to most verbs (e.g., plays, eats, reads).
 - Add -es to verbs ending in -sh, -ch, -x, -o, -ss (e.g., watches, fixes, goes).

5. Comparing Correct vs. Incorrect Sentences

- The teacher writes both correct and incorrect sentences on the board:
 - "She wakes up at 7 AM."
 - "She wake up at 7 AM."
- Students analyze the errors and discuss the correct forms.

6. Pair Work: Sentence-Building Exercises

- Students work in pairs to complete sentences with the correct verb forms.
- Example exercise:
 - "My brother ____ (eat) breakfast at 8 AM." → eats
- This helps reinforce the rules in a structured way.

7. Small Group Writing Task

- Each group answers a question in complete sentences (e.g., "What does your friend do in the morning?").
- Groups share one correct sentence with the class.

8. Homework Assignment

- Students write five sentences about daily routines using the simple present tense.
- Focus: Ensuring correct subject-verb agreement with third-person singular verbs.

MEETING 3

This section focuses on improving students' writing skills by addressing common grammar mistakes, introducing transition words, and encouraging sentence expansion. Let's break it down step by step:

1. Reviewing Homework & Common Errors

- The teacher reviews students' homework and identifies common mistakes, particularly in suffix -s/-es usage for third-person singular verbs.
- Example mistakes:
 - She wake up at 7 AM. → She wakes up at 7 AM.
 - He go to school every day. → He goes to school every day.
- Discussing these errors helps reinforce grammar rules before moving on to sentence expansion.

2. Introducing Transition Words

- Students learn transition words to improve the flow of their writing.
- Common examples:
 - First, I wake up.
 - Then, I brush my teeth.

- After that, I eat breakfast.
- Finally, I go to school.
- These words help students connect ideas smoothly, making their writing more structured and readable.

3. Expanding Basic Sentences

- The teacher models sentence expansion to show how to add more details.
- Example:
 - Basic sentence: I wake up at 6 AM.
 - Expanded sentence: I wake up at 6 AM. Then, I brush my teeth and eat breakfast before going to school.
- This teaches students how to combine ideas and add details, making their writing more engaging.

4. Emphasizing Subject-Verb Agreement in Longer Sentences

- Students often make mistakes in longer sentences when they add more actions.
- Example correction:
 - He wake up at 7 AM, brush his teeth, and eat breakfast.
 - He wakes up at 7 AM, brushes his teeth, and eats breakfast.
- The teacher highlights these mistakes and explains why verb agreement must be maintained throughout a sentence.

5. Individual Writing Task

- Students now write longer responses to 5 simple questions, using transition words and ensuring correct subject-verb agreement.

- Example question: What do you do in the morning?
 - Expected response: First, I wake up at 6 AM. Then, I brush my teeth and take a shower. After that, I eat breakfast and pack my school bag. Finally, I leave for school at 7 AM.
- This helps students practice combining ideas logically.

6. Peer Review (Collaborative Learning)

- Students exchange their responses with a partner.
- They check for clarity, completeness, and correct subject-verb agreement using a simple checklist:
 - Are transition words used correctly?
 - Is the subject-verb agreement correct?
 - Are the sentences clear and complete?
- Peer review encourages critical thinking and helps students recognize their own mistakes.

7. Sharing Improved Responses

- After peer review, students share one improved response with the class.
- This allows for reinforcement of correct grammar and sentence structure through discussion.

APPENDIX 2

Pre-test Documentations

Writing Test (Pre-test)

Name: Alby Tsogijb S.

Topic: Simple Questions in Daily Life

Grade Level: 4th Grade Elementary Students

Instructions: Answer the following questions using complete sentences in the simple present tense. Pay attention to grammar, organization, vocabulary, and spelling.

Part 1: Personal Information

1. What does your father/mother do?
my mother ~~work~~ ^{clean} house ~~work~~ ^{wife}
2. What time do you wake up on weekdays?
04.30
3. What do you like to do after school?
i playing Handphone.
4. How do you feel when you go to school?
Happy
5. What do you do when you feel happy?
surprised

Part 2: Daily Activities & Routines

1. What do you eat for lunch every day?
Rice and Tofu
2. How do you go to school?
i go to School motorbike
3. Where do you usually play with your friends?

Writing Test (Pre-test)

School yard

4. What does your best friend like to do in their free time?

Play phone

5. What do you do when you visit your grandparents?

Play ball

6. How do you help your parents at home?

My mother as to go market

Part 3: Sentence Completion

Instructions: Complete the sentences with the correct form of the verb in parentheses.

1. My father (wake) up early every morning.

My father (wakes) up early every morning.

2. She (like) to read storybooks before bed.

She (likes) to read storybooks before bed.

3. We (go) to the park every Sunday.

We (go) to the park every Sunday.

4. He (watch) cartoons on weekends.

He (watches) cartoons on weekends.

5. My teacher (teach) us new things every day.

My teacher (teaches) us new things every day.

Good Luck!

Writing Test (Pre-test)

Name: Fakhri Hamid

Topic: Simple Questions in Daily Life

Grade Level: 4th Grade Elementary Students

Instructions: Answer the following questions using complete sentences in the simple present tense. Pay attention to grammar, organization, vocabulary, and spelling.

Part 1: Personal Information

1. What does your father/mother do?

father seller mother seller

2. What time do you wake up on weekdays?

05.40 clock

3. What do you like to do after school?

play phone

4. How do you feel when you go to school?

Happy

5. What do you do when you feel happy?

Jump

Part 2: Daily Activities & Routines

1. What do you eat for lunch every day?

egg

2. How do you go to school?

by motor by

3. Where do you usually play with your friends?

Writing Test (Pre-test)

school yard

4. What does your best friend like to do in their free time?

1 play hoor

5. What do you do when you visit your grandparents?

2 play ball

6. How do you help your parents at home?

2 washes motor by

Part 3: Sentence Completion

Instructions: Complete the sentences with the correct form of the verb in parentheses.

1. My father (wake) up early every morning.

My father(wakes) up early every morning

2. She (like) to read storybooks before bed.

she(like)to read storybooks before bed

3. We (go) to the park every Sunday.

we go) to the Park every Sunday

4. He (watch) cartoons on weekends.

He(watches) cartoons on weekends

5. My teacher (teach) us new things every day.

My teacher(teach)us new things every day

Good Luck!

Writing Test (Pre-test)

Name: Arfina

Topic: Simple Questions in Daily Life

Grade Level: 4th Grade Elementary Students

Instructions: Answer the following questions using complete sentences in the simple present tense. Pay attention to grammar, organization, vocabulary, and spelling.

Part 1: Personal Information

1. What does your father/mother do? Al Father am ploye
2. What time do you wake up on weekdays? 05:30 Holiday
3. What do you like to do after school? Al Play
4. How do you feel when you go to school?
Happy
5. What do you do when you feel happy?
Jumping Jack

Part 2: Daily Activities & Routines

1. What do you eat for lunch every day?
Chicken
2. How do you go to school?
I go to school by motor bike.
3. Where do you usually play with your friends? School yard

Writing Test (Pre-test)

School yard

4. What does your best friend like to do in their free time?

Play

5. What do you do when you visit your grandparents?

Greeting

6. How do you help your parents at home?

Washes dishes

Part 3: Sentence Completion

Instructions: Complete the sentences with the correct form of the verb in parentheses.

1. My father (wake) up early every morning.

My father wakes up early every morning

2. She (like) to read storybooks before bed.

She likes to read story books before bed

3. We (go) to the park every Sunday.

We go to the park every Sunday

4. He (watch) cartoons on weekends.

He watches cartoons on weekends

5. My teacher (teach) us new things every day.

My teacher teaches us new things every day

Good Luck!

Writing Test (Pre-test)

Name: Baib

Topic: Simple Questions in Daily Life

Grade Level: 4th Grade Elementary Students

Instructions: Answer the following questions using complete sentences in the simple present tense. Pay attention to grammar, organization, vocabulary, and spelling.

Part 1: Personal Information

1. What does your father/mother do? father doctor mother housewife
2. What time do you wake up on weekdays? 04.30
3. What do you like to do after school? play football
4. How do you feel when you go to school? happy
5. What do you do when you feel happy? clap

Part 2: Daily Activities & Routines

1. What do you eat for lunch every day? rice chicken
2. How do you go to school? go by motor bike
3. Where do you usually play with your friends? house

Writing Test (Pre-test)

- _____.
4. What does your best friend like to do in their free time? play basketball
- _____.
5. What do you do when you visit your grandparents? graze
- _____.
6. How do you help your parents at home? washes dishes
- _____.

Part 3: Sentence Completion

Instructions: Complete the sentences with the correct form of the verb in parentheses.

1. My father (wake) up early every morning.
my father (wakes) up early every morning
2. She (like) to read storybooks before bed.
she (likes) to read storybooks before bed
3. We (go) to the park every Sunday.
we (go) to the park every Sunday
4. He (watch) cartoons on weekends.
he (watches) cartoons on weekends
5. My teacher (teach) us new things every day.
my teacher (teaches) us new things every day

Good Luck!

APPENDIX 3

Post-test Documentations

Writing Test (Post-test)

Name: Alby Tazqij, S.

Topic: Simple Questions in Daily Life

Grade Level: 4th Grade Elementary Students

Instructions: Answer the following questions using complete sentences in the simple present tense.
Pay attention to grammar, organization, vocabulary, and spelling.

Part 1: Personal Information

1. What does your father/mother do?
My mother is a Housewife and my father is a Worker Bar.
2. What time do you wake up on weekdays?
I wake up at 04:30 o'clock in the Morning.
3. What do you like to do after school?
I like Eat lunch and Play with Friends.
4. How do you feel when you go to school?
I feel Happy because I will recess.
5. What do you do when you feel happy?
I will chased by Dog and go Shopping.

Part 2: Daily Activities & Routines

1. What do you eat for lunch every day?
I eat lunch is Fried chicken.
2. How do you go to school?
I go to School by Motorbike.
3. Where do you usually play with your friends?
I usually Play with my Friends in the Schoolyard and Friends House.
4. What does your best friend like to do in their free time?
My best Friend like Play Free Fire and sleep.
5. What do you do when you visit your grandparents?
I watch Bersih Bandung Together.
6. How do you help your parents at home?
I HELP by wash the dishes / I HELP by clean the room.

Writing Test (Post-test)

Part 3: Sentence Completion

Instructions: Complete the sentences with the correct form of the verb in parentheses.

1. My father (wake) up early every morning.

My father (wakes) up early every morning.

2. She (like) to read storybooks before bed.

She (likes) to read storybooks before bed.

3. We (go) to the park every Sunday.

We (go) to the park every Sunday.

4. He (watch) cartoons on weekends.

He (watches) cartoons on weekends.

5. My teacher (teach) us new things every day.

My teacher (teaches) us new things every day.

Good Luck!

Writing Test (Post-test)

Name: Fahri Hamiel Sobhudin

Topic: Simple Questions in Daily Life

Grade Level: 4th Grade Elementary Students

Instructions: Answer the following questions using complete sentences in the simple present tense. Pay attention to grammar, organization, vocabulary, and spelling.

Part 1: Personal Information

1. What does your father/mother do?
My father is a businessman. My mother is a businessman.
2. What time do you wake up on weekdays?
I wake up at 6.30 o'clock.
3. What do you like to do after school?
I play phone.
4. How do you feel when you go to school?
I Happy.
5. What do you do when you feel happy?
I will play and jumping.

Part 2: Daily Activities & Routines

1. What do you eat for lunch every day?
I eat corn.
2. How do you go to school?
I go to school by motorbike.
3. Where do you usually play with your friends?
I usually play with my friends in the school yard.
4. What does your best friend like to do in their free time?
My best friend likes play game roblox.
5. What do you do when you visit your grandparents?
I ask for some money.
6. How do you help your parents at home?
I Help by wash the dishes.

Writing Test (Post-test)

Part 3: Sentence Completion

Instructions: Complete the sentences with the correct form of the verb in parentheses.

1. My father (wake) up early every morning.
My father wakes up early every morning.
2. She (like) to read storybooks before bed.
she likes to read storybooks before bed.
3. We (go) to the park every Sunday.
we go to the park every Sunday.
4. He (watch) cartoons on weekends.
He watches cartoons on weekends.
5. My teacher (teach) us new things every day.
My teacher teaches us new things every day.

Good Luck!

Writing Test (Post-test)

Name: Arfina

Topic: Simple Questions in Daily Life

Grade Level: 4th Grade Elementary Students

Instructions: Answer the following questions using complete sentences in the simple present tense.
Pay attention to grammar, organization, vocabulary, and spelling.

Part 1: Personal Information

1. What does your father/mother do?
My Father is a employee and mother is a house wife
2. What time do you wake up on weekdays?
I wake up at 05:30 o'clock in the morning
3. What do you like to do after school?
I like eat lunch
4. How do you feel when you go to school?
I Feel Happy because I will study
5. What do you do when you feel happy?
I will clap my hand

Part 2: Daily Activities & Routines

1. What do you eat for lunch every day?
I eat for lunch noodle
2. How do you go to school?
I go to school by motor bike
3. Where do you usually play with your friends?
I usually Play with my Friends in the Friends house
4. What does your best friend like to do in their free time?
my best Friends like Play Avatar word game
5. What do you do when you visit your grandparents?
I buy a snake
6. How do you help your parents at home?
I Help by being willing to go to shop

Writing Test (Post-test)

Part 3: Sentence Completion

Instructions: Complete the sentences with the correct form of the verb in parentheses.

1. My father (wake) up early every morning.
My Father wake s up early every morning .
2. She (like) to read storybooks before bed.
She like s to read storybooks before bed .
3. We (go) to the park every Sunday.
We go es to the Park every Sunday .
4. He (watch) cartoons on weekends.
He watch es cartoon on weekends .
5. My teacher (teach) us new things every day.
My teacher teach es us new things every day .

Good Luck!

Writing Test (Post-test)

Name: Balsis Alza ardiyansyah

Topic: Simple Questions in Daily Life

Grade Level: 4th Grade Elementary Students

Instructions: Answer the following questions using complete sentences in the simple present tense.
Pay attention to grammar, organization, vocabulary, and spelling.

Part 1: Personal Information

1. What does your father/mother do?
my father is doctor and my mother housewife
2. What time do you wake up on weekdays?
I wake up at 04:30 o'clock in the morning
3. What do you like to do after school?
I like eat lunch
4. How do you feel when you go to school?
I feel happy I will study
5. What do you do when you feel happy?
I will jumping jump

Part 2: Daily Activities & Routines

1. What do you eat for lunch every day?
I eat for lunch chicken rice
2. How do you go to school?
I go to school by motor bike
3. Where do you usually play with your friends?
I usually play with my friend in the park
4. What does your best friend like to do in their free time?
my best friend likes to play basketball
5. What do you do when you visit your grandparents?
I ask for some money
6. How do you help your parents at home?
help by wash the dishes

Writing Test (Post-test)

Part 3: Sentence Completion

Instructions: Complete the sentences with the correct form of the verb in parentheses.

1. My father (wake) up early every morning.
my father (wakes) up early every morning.
2. She (like) to read storybooks before bed.
she (likes) to read storybooks before bed.
3. We (go) to the park every Sunday.
we (go) to the park every Sunday.
4. He (watch) cartoons on weekends.
he (watches) cartoon on weekends.
5. My teacher (teach) us new things every day.
my teacher (teaches) us new things every day.

Good Luck!

APPENDIX 4

Research Documentations

- Meeting 1 (Pre-test)



- Meeting 2 (Treatment 1)



- **Meeting 3 (Treatment 2)**



- **Meeting 4 (Post-test)**



APPENDIX 5

Letter of Appointment of Supervisor



UNIVERSITAS ISLAM NUSANTARA
FAKULTAS KEGURUAN DAN ILMU PENDIDIKAN

Kampus : Jl. Sekeloa Utara No. 530 Bandung 40136 Telp/Fax: (022) 7509709
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KEPUTUSAN DEKAN
FAKULTAS KEGURUAN DAN ILMU PENDIDIKAN
UNIVERSITAS ISLAM NUSANTARA
Nomor: 006 /Kep-Dek/FKIP-UIN/ III /2025

TENTANG
PENETAPAN DOSEN PEMBIMBING TUGAS AKHIR MAHASISWA

- MENIMBANG** :
1. Bahwa tugas akhir ialah karya ilmiah yang dibuat oleh mahasiswa sebagai prasyarat untuk mencapai derajat gelar akademik Sarjana yang memuat deskripsi saintifik hasil penelitian atau pengkajian tentang implikasi pengembangan atau implementasi ilmu pengetahuan dan teknologi yang memperhatikan dan menerapkan nilai humaniora, sesuai dengan keahliannya, berdasarkan kaidah, tata cara dan etika ilmiah dalam rangka menghasilkan solusi, gagasan, dan desain/ model;
 2. Bahwa dalam upaya penyusunan artikel, diperlukan dosen pembimbing yang profesional dan memiliki kompetensi yang relevan dengan topik permasalahan sehingga artikel ilmiah tersebut dapat dipertanggungjawabkan secara akademik;
 3. Bahwa tugas akhir dibuat oleh mahasiswa dengan bimbingan dosen yang selaras bidang keilmuan atau keahliannya dengan program studi, serta ditetapkan melalui Surat Keputusan Dekan.
- MENGINGAT** :
1. Undang-undang No. 20 Tahun 2003 tentang Sistem Pendidikan Nasional;
 2. Undang-undang No. 12 Tahun 2012 tentang Pendidikan Tinggi;
 3. Peraturan Pemerintah Nomor 4 Tahun 2014 tentang Penyelenggaraan Pendidikan Tinggi dan Pengelolaan Perguruan Tinggi;
 4. Peraturan Menteri Pendidikan, Kebudayaan, Riset dan Teknologi No. 3 Tahun 2020 tentang Standar Nasional Pendidikan Tinggi;
 5. Peraturan Rektor Universitas Islam Nusantara No. 1 Tahun 2022 Perubahan atas Peraturan Rektor No. 3 Tahun 2020 tentang Pedoman Akademik Universitas Islam Nusantara;
 6. Peraturan Rektor Universitas Islam Nusantara Nomor 1 Tahun 2025 tentang Tugas Akhir Mahasiswa Universitas Islam Nusantara
- MEMPERHATIKAN** :
1. Pedoman Penyelenggaraan Pendidikan Akademik Program Sarjana FKIP Uninus;
 2. Standar Prosedur Operasional FKIP Uninus tentang Pengajuan dan Bimbingan Penulisan Artikel Ilmiah;
 3. Usulan penetapan Dosen Pembimbing Tugas Akhir pada Program Studi Pendidikan Bahasa Inggris FKIP Uninus.

MEMUTUSKAN :

- MENETAPKAN PERTAMA** :
1. Penunjukan dan Penetapan Dosen Pembimbing Tugas Akhir Mahasiswa.
 2. Menunjuk dan menetapkan nama di bawah ini:
Dr. M. Andriana Gaffar, M.M.Pd Sebagai Pembimbing I
Dr. Wahyu S. Gumelar, M.M.Pd Sebagai Pembimbing II

untuk membimbing penulisan Tugas Akhir atas nama mahasiswa:

Nama : Nesya Nurdyani Syafitri
NIM : 41032122221053
Program Studi : Pendidikan Bahasa Inggris

Judul Penelitian :
Effectiveness of Guided Writing in Responding Simple Questions in Daily Life at 4th Grade Elementary Students

- KEDUA** : Prosedur bimbingan merujuk pada Petunjuk Teknis Penyelesaian Tugas Akhir Program Sarjana (*Peraturan Rektor Uninus Nomor 01 Tahun 2025 tentang Tugas Akhir Mahasiswa*)
- KETIGA** : Keputusan ini berlaku selama 1 (satu) semester terhitung mulai tanggal ditetapkan. Apabila dikemudian hari terdapat kekeliruan, maka akan diperbaiki sebagaimana mestinya.

Ditetapkan di : Bandung
Pada tanggal : 14 Maret 2025

Dekan
Fakultas Dekan I,

Dr. Muhammad Andriana Gaffar, M.M.Pd
NIDN. 41032122191057
FKIP UNINUS
Fakultas Keguruan dan Ilmu Pendidikan Universitas Islam Nusantara

Tembusan disampaikan kepada:

1. Yth. Pimpinan Program Studi di lingkungan FKIP
2. Yth. Pimpinan Uninus, sebagai acuan untuk ditindaklanjuti;
3. Yth. Dosen Pembimbing Skripsi, sebagai dasar pelaksanaan kegiatan bimbingan;
4. Yth. Mahasiswa yang bersangkutan, sebagai dasar pelaksanaan kegiatan bimbingan;
5. Arsip.

APPENDIX 6

Letter for Permission to Conduct Research



UNIVERSITAS ISLAM NUSANTARA
FAKULTAS KEGURUAN DAN ILMU PENDIDIKAN

Kampus : Jl. Soekarno - Hatta No. 530 Bandung 40286. Tlp/Fax. (022) 7509708
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Nomor : 0091/Ak-4/FKIP-UIN/II/2025

Perihal : *Permohonan Ijin Melaksanakan Penelitian*

Kepada Yth.
Kepala Sekolah SDN Pameungpeuk 03
di
Tempat.

*Bismillaahirrohmaanirrohiim,
Assalamu'alaikum Warrohmatullohi Wabarokatuh,*

Bersama ini kami hadapkan kepada Bapak/Ibu, mahasiswa Fakultas Keguruan dan Ilmu Pendidikan Universitas Islam Nusantara, yang berketerangan sebagai berikut:

Nama : **Nesyza Nurdiani Syafitri**
NIM : 41032122221053
Jurusan : Pendidikan Bahasa Asing
Program Studi : Pendidikan Bahasa Inggris
Jenjang : Strata Satu (S.1)
Judul Penelitian : *"Effectiveness of Guided Writing in responding simple questions in daily life at 4th Grade Elementary Students"*

dengan maksud untuk mengadakan pengamatan, *survey*, wawancara dan mengumpulkan data yang mendukung kegiatan Penelitian Skripsi (S-1) dalam upaya memperoleh hasil penelitian yang faktual dan aktual serta berguna bagi kehidupan masyarakat.

Sehubungan dengan hal tersebut diatas, kami berharap Bapak/Ibu berkenan untuk memberikan ijin kepada siswa yang bersangkutan guna mengumpulkan data serta informasi yang diperlukan sebagai bahan penulisan skripsi. Untuk kepentingan tersebut, kami berharap Bapak/Ibu berkenan untuk memberikan data dan informasi sesuai dengan kondisi sebenarnya. Kami ucapkan terima kasih atas bantuan dan kerja sama Bapak/Ibu.

*Billahittaufiq walhidayah,
Wassalamu'alaikum Warrohmatullohi Wabarokatuh*

Banung, 03 Februari 2025



Dr. A. Andriana Gaffar, M.M.Pd

FKIP UNINUS
Fakultas Keguruan dan Ilmu Pendidikan

Tembusan disampaikan kepada:

1. Yth. Pembantu Rektor I Universitas Islam Nusantara, sebagai laporan.
2. Yth. Pimpinan Program Studi di lingkungan FKIP Uninus, sebagai laporan.
3. Yth. Mahasiswa Yang Bersangkutan, untuk digunakan sebagaimana mestinya.

APPENDIX 7

Letter of Having Conducted Research



PEMERINTAH KABUPATEN BANDUNG
DINAS PENDIDIKAN
SD NEGERI PAMEUNGPEUK 03
Alamat : Jl. Raya Banjaran No. 510 Kec Pameungpeuk Kab Bandung
Kode Pos 40376 - email : sdnpameungpeuk3@gmail.com



SURAT KETERANGAN

Nomor : 421.2/016-SD/V/2025

Yang bertanda tangan di bawah ini Kepala SD Negeri Pameungpeuk 03 Kecamatan Pameungpeuk Kabupaten Bandung :

N a m a	: Sri Melawati, S.Pd
NIP	: 196708251988122001
Pangkat/Gol.	: Pembina Tk.I/IVb
Jabatan	: Kepala Sekolah
Unit Kerja	: SD Negeri Pameungpeuk 03
Alamat Unit Kerja	: Jl. Raya Banjaran No. 510
NPSN	: 20205398

Dengan ini menerangkan bahwa :

N a m a	: Nesyza Nurdiani Syafitri
NIM	: 41032122221053
Jurusan	: Pendidikan Bahasa Inggris
Fakultas	: Ilmu Pendidikan dan Keguruan
Instansi	: Universitas Islam Nusantara

Telah melakukan penelitian guna penyusunan Skripsi mulai tanggal 5 Februari sampai 21 Februari 2025 dengan judul "Effectiveness of Guided Writing in Responding Simple Questions in Daily Life at 4th Grade Elementary Students"

Demikian surat keterangan ini disampaikan, untuk dapat di gunakan sebagaimana mestinya.

Pameungpeuk, 21 Mei 2025
Kepala Sekolah

Sri Melawati, S.Pd.
NIP. 196708251988122001

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CHAPTER V

CONCLUSION AND RECOMMENDATION

This chapter presents the conclusion and recommendations based on the results and discussion of the study. The conclusion highlights the Effectiveness of Guided Writing in Responding Simple Questions in Daily Life at 4th Grade Elementary Students respond to simple questions related to daily life. This includes improving students' writing performance before and after the intervention. Meanwhile, the suggestions are addressed to English teachers, schools, and future researchers interested in applying or developing guided writing techniques to enhance students' writing skills in a primary school context.

A. Conclusion

The results of this research provide strong evidence that guided writing significantly enhances students' capacity to respond to everyday questions in written form. An apparent disparity observed between pre-test and post-test scores indicates a substantial improvement in students' writing abilities following the intervention. The highly significant statistical outcome ($p < 0.001$) reinforces the conclusion that these improvements were not coincidental but rather a direct result of the guided writing methodology. This instructional approach, characterized by structured support, enabled learners to strengthen their grammatical precision, improve sentence flow, and gain greater confidence in their writing tasks. Beyond grammatical improvements, the study also documented progress in how students structured and connected their ideas. The use of techniques such as modelling, guided exercises, and scaffolded writing activities contributed to students' ability to express thoughts more coherently. These outcomes highlight the crucial role of structured writing pedagogy in supporting young learners as they develop the skills necessary to compose organized, detailed, and logically connected written texts in English.

B. Suggestions

Based on the findings of this study, the researcher would like to offer several suggestions, particularly directed to English teachers, schools, and future researchers. The results demonstrate that implementing guided writing techniques can significantly enhance students' abilities to respond to simple daily life questions in writing. The following recommendations are proposed to support continued improvement in students' writing skills:

1. For English Teachers

Teachers are encouraged to adopt guided writing as an instructional strategy to support young learners in developing their writing skills, especially in responding to simple daily life questions. The structured approach of modelling, guided practice, and scaffolding has proven effective in helping students understand sentence structure, improve grammatical accuracy, and expand vocabulary. Teachers should also provide consistent feedback and create a supportive environment that allows students to experiment with language without fear of making mistakes. Incorporating guided writing into regular classroom activities can gradually build students' confidence and fluency in writing.

2. For Schools

School administrators should provide professional development opportunities for teachers to be trained in guided writing techniques. Given the positive impact demonstrated by this study, schools can support effective language instruction by integrating guided writing into the English curriculum at the elementary level. Additionally, schools should allocate time and resources, such as writing materials, visual aids, or sentence-building tools, to facilitate guided writing sessions, especially in contexts where students have limited access to learning support outside the classroom.

3. For Future Researchers

Future researchers should explore guided writing in broader or more varied contexts. This may include different grade levels, diverse linguistic backgrounds, or integration with other language skills such as speaking or reading. Further studies might also investigate the long-term effects of guided writing or compare its effectiveness with other writing instruction methods. Moreover, research into how guided writing can be adapted for students with special educational needs or in technology-limited classrooms could provide valuable insights for inclusive education practices.

CHAPTER IV

FINDINGS AND DISCUSSION

This chapter presents the research findings and discussion based on the data gathered during the investigation. The data was collected by the test, scoring rubric, and documentation.

A. Data Presentation

The pre-test at the class was conducted in 4th grade at SDN Pameungpeuk 03 which is located at Sukasari, Pameungpeuk sub-district, Bandung district, West Java and the number of students being 42 students on 12nd February 2025. Then the post-test was conducted in 4th grade with the number of students was 42 students on 21st February 2025. In this chapter the researcher presents the obtained data of the students writing score.

This chapter contains the data the researcher collected on the students' writing scores in the class, which were collected before and after the guided writing treatment.

1. The Result of Reliability

In this study, the researcher employs construct validity to evaluate the scale based (Rohmi & Wahyuni, 2024) on theoretically derived hypotheses regarding the underlying concept or construct. This evaluation includes analyzing the relationship between the scale and other constructs, both similar ones to assess convergent validity and dissimilar ones to assess discriminant validity. Additionally, internal consistency is used to measure the extent to which the items in the scale reflect the same underlying concept and are well-correlated with each other. This consistency is assessed using Cronbach's alpha coefficient, a reliable measure that ensures the

average correlation among scale items, ranging from 0 to 1, with higher values indicating stronger reliability. The result of reliability in this study can be seen in this table:

Table 4. 1 The result of reliability

Cronbach's Alpha	Cronbach's Alpha Based on Standardized Items	N of Items
0,889	0,895	16

The reliability analysis in this study was conducted using SPSS 27, employing Cronbach's alpha to assess internal consistency. The analysis yielded a Cronbach's alpha value of 0.895 with 16 items, indicating good reliability. According to Pallant (2020), and (Nasir et al., 2024) it suggests a minimum acceptable reliability level of 0.7. This suggests that the items within the scale are correlated and consistently measure the same underlying construct. The results confirm that the instrument used in this study is reliable. Thus, the scale can be considered suitable for measuring the intended concept with consistency and accuracy.

Table 4. 2 Grading Scale

Total Score	CEFR Level	Performance Level
57-64	A2 (Good Control)	Excellent
45-56	A1+ (Developing Control)	Good
30-44	A1 (Basic)	Satisfactory
0-29	Below A1 (Limited Control)	Needs Improvement

The assessment instrument includes 16 test items that align with the Common European Framework of Reference for Languages

(CEFR) level descriptors at the A1 and A2 levels, emphasizing learners' ability to produce simple written responses using basic structures in familiar contexts. According to the Council of Europe (2020), learners at the A1 level are expected to write simple isolated phrases and sentences about themselves and their immediate surroundings, while A2 level descriptors highlight the ability to produce a series of simple phrases and sentences linked with basic connectors to describe aspects of daily life, personal experiences, and routines.

The 16 test questions used in this study were designed to reflect these communicative functions by focusing on producing responses to familiar, everyday questions using the simple present tense, a core grammatical structure emphasized at these proficiency levels. Each item evaluates critical components of early writing proficiency, including grammar (especially subject-verb agreement and the use of suffixes s/-es), vocabulary appropriateness, sentence organization, completeness, and spelling. By allocating a maximum of 4 points per item, the score of 64 provides a balanced and detailed measure of students' emerging writing skills across the A1–A2 spectrum.

This approach aligns with the CEFR's action-oriented and learner-centered philosophy, which supports the development and evaluation of language performance based on real-world communicative tasks. The rubric and test content design ensure that learners' progress in acquiring essential language functions such as giving personal information, describing routines, and expressing simple opinions can be assessed in a structured yet pedagogically relevant manner.

2. The Result of Pre-Test and Post-Test

Table 4. 3 The result of pre-test and post-test.

No	Pre-test		Post-test	
	Student	Score	Student	Score
1	S1	37	S1	62
2	S2	15	S2	37
3	S3	33	S3	50
4	S4	21	S4	53
5	S5	25	S5	61
6	S6	28	S6	47
7	S7	22	S7	37
8	S8	13	S8	44
9	S9	29	S9	60
10	S10	38	S10	36
11	S11	28	S11	52
12	S12	14	S12	51

13	S13	28	S13	54
14	S14	24	S14	57
15	S15	25	S15	37
16	S16	35	S16	61
17	S17	6	S17	20
18	S18	28	S18	37
19	S19	29	S19	46
20	S20	15	S20	25
21	S21	15	S21	43
22	S22	25	S22	52
23	S23	16	S23	48
24	S24	20	S24	40
25	S25	24	S25	56
26	S26	27	S26	53

27	S27	25	S27	49
28	S28	5	S28	49
29	S29	28	S29	61
30	S30	39	S30	51
31	S31	18	S31	52
32	S32	28	S32	49
33	S33	20	S33	40
34	S34	27	S34	33
35	S35	22	S35	60
36	S36	19	S36	47
37	S37	32	S37	53
38	S38	20	S38	46
39	S39	9	S39	30
40	S40	26	S40	58

41	S41	32	S41	30
42	S42	25	S42	58

Table 4.3 presents the writing scores of 42 students (labelled S1 to S42) collected through pre-test and post-test administered before and after the guided writing treatment. The data shows a clear upward trend in the students' writing performance following the implementation of guided writing.

A closer look at individual performances reveals notable progress among most students. For instance, Student S1 improved from a pre-test score of 37 to a post-test score of 62, while S5 rose from 25 to 61. The most significant gain was observed in S28, who moved from a very low pre-test score of 5 to an impressive 49 in the post-test, a 44-point increase. These patterns demonstrate that even students who initially struggled could make significant strides through structured guidance in writing.

However, the data also highlights a few exceptions. Students such as S10 and S41 experienced slight decreases in their scores, with differences of -2 points each. These outliers indicate that while the treatment was broadly effective, individual factors, such as motivation, attendance, or external challenges, may have influenced the outcomes for some learners. Nonetheless, the overall range of improvement (from -2 to 44 points) underscores the positive and transformative potential of guided writing when applied consistently in a classroom setting.

B. Research Finding

1. Statistical Summary of Learning Outcomes Before and After Intervention

CHAPTER III

RESEARCH METHOD

This chapter consists of research design, the exploration of research methods encompasses the research design, populations and sample of the study. It also presents research instruments, data collection, data analysis dan technique of data analysis.

A. Research Design

In this research, the researcher employed quantitative research. In quantitative research, a research problem is identified by the researcher based on field trends or the need to provide an explanation for an event. When a trend is described, it indicates that a study that aims to determine the general trend of responses from people and observe how this tendency varies among people is the most effective way to address the research problem (Creswell, 2012).

In Quantitative research, method which used Pre-Experimental Design. According to Creswell (2014) utilizing Pre-Experimental Designs involve a single group being studied and an intervention being given during the experiment; there is no control group in this design with which to compare the experimental group. In this experiment, the subject receives a treatment of some kind, after which the results are measured. Here is a table showing the design of the One-Group Pre-test-Post-test.

Table 3. 1 One-Group Pre-test-Post-test Design

Pre-test	Treatment	Post-test
O ₁	X	O ₂

Which are:

O₁ is pre-test

X is treatment

O₂ is post-test

B. Place and Time of the Research

This research was conducted at SDN Pameungpeuk 03 located in Jl. Raya Banjaran No. 510, Sukasari, Kec. Pameungpeuk, Kab. Bandung Prov. Jawa Barat the second semester of the fourth-grade academic year 2024/2025.

C. Population and Sample

1. Population

According to Creswell (2012), a population refers to a group of individuals sharing a common characteristic. This research's population was the fourth-grade students of SDN Pameungpeuk 03 consists 42 students.

2. Sample

The term used for quantitative sampling is purposeful sampling, where researchers deliberately choose individuals and locations to gain insight into or comprehend the central phenomenon (Creswell, 2012). The criterion for selecting participants and sites is their potential to provide rich and valuable information (Patton, 2002). The researcher opted for this technique as it was deemed suitable for application in a single class. The class was subjected to a pre-test prior to the implementation of the Guided Writing treatment and a post-test following its completion, with the objective of evaluating the learning outcomes achieved through the intervention.

D. Instrument

A tool used to measure, observe, or record quantitative data is called an instrument. The instrument may be a test, questionnaire, tally sheet, log, inventory, observational checklist, or assessment tool that is identified prior to data collection by the researchers (Creswell, 2012). Researchers employ tools to collect the data that covers the test, scoring rubric and documentation.

1. Test

Quantitative research seeks to test the influence of the independent variable on the outcome or dependent variable. This test is conducted based on prior research findings that suggest the existence of such a relationship (Creswell, 2012). The study employed pre-test and post-test methods to assess the effectiveness of guided writing in helping fourth-grade elementary students respond to simple questions in daily life. These assessments were administered before and after the instructional intervention to evaluate changes in students' writing abilities and overall learning outcomes. The testing process was conducted twice: initially to measure baseline performance (pre-test) and subsequently to assess progress following the guided writing instruction (post-test).

2. Scoring Rubric

To evaluate students' writing performance in this study, the assessment follows the CEFR (Common European Framework of Reference for Languages) A1 and A2 levels. These levels were chosen because they align with the writing abilities of 4th-grade elementary students who are developing their basic English skills (Council of Europe, 2020). CEFR provides a structured approach to language assessment, making it a widely recognized and standardized framework.

The A1 level focuses on students' ability to write simple sentences using basic vocabulary and familiar topics, while the A2 level emphasizes writing coherent short texts with improved grammatical accuracy. Since this study measures students' ability to respond to simple questions in daily-life contexts using the simple present tense, these levels provide clear and relevant assessment criteria. The rubric evaluates students based on key aspects of writing, including grammar, response accuracy, organization, vocabulary use, completeness, and spelling.

The decision to use CEFR A1 and A2 levels ensures that students are assessed fairly and appropriately for their language development stage. Higher levels, such as B1 or B2, require more advanced writing skills, such as paragraph development and complex grammar, which may be beyond the capabilities of young learners. Therefore, using CEFR A1-A2 criteria allows for a more practical, structured, and objective evaluation of students' guided writing skills as describe in this Table:

Table 3. 2 Scoring Rubric

Criteria	A2 (4 Points - Good Control)	A1+ (3 Points - Developing Control)	A1 (2 Points - Basic Control)	Below A1 (1 Point - Limited Control)
Grammar & Tense Usage	Uses the simple present tense consistently , with few errors in	Uses the simple present tense correctly in most cases, with minor	Frequent errors in simple present tense,	Very limited grasp of simple present tense, making

	auxiliary verbs and verb endings.	mistakes in verb forms.	affecting clarity.	responses difficult to understand.
Response Accuracy	Fully answers the question with a clear and complete response.	Answers the question but may lack clarity or completeness.	Partially answers the question, missing key information.	Does not properly address the question or response is unclear.
Organization & Coherence	Sentences are logically connected, forming a clear and structured response.	Responses are somewhat connected but may be repetitive or slightly unclear.	Some ideas are present but lack proper connection.	Ideas are disorganized, making it hard to follow.
Vocabulary & Context	Uses a range of basic vocabulary correctly and appropriately for daily-	Uses basic vocabulary correctly but has occasional awkward wording.	Uses very simple vocabulary, sometimes inappropriate or unclear.	Limited vocabulary, making responses hard to understand.

	life contexts.			
Completeness of Response	Provides a full response with relevant details and examples.	Provides an adequate response with some detail.	Gives minimal response, lacking key parts.	Gives incomplete or one-word responses.
Spelling & Punctuation	No spelling or punctuation errors.	Few minor errors that do not affect meaning.	Some errors that slightly affect readability.	Frequent errors, making it difficult to understand.

3. Documentation

The researcher gathered various documents from the study site to collect data. These documents were utilized to describe the school's situation. The data collected in this study included:

- a. Photographs of the teaching and learning process in the classroom.
- b. Students' writing scores.

Table 3. 3 Data Source, Instruments and Required Data

No	Data Source	Instrument	Required Data

1	Students	Pre-test	Evaluate students' writing skills before the intervention
2	Students	Post-test	Analyze students' writing skills after the intervention and assess the impact of the Guided Writing

4. Validity and Reliability

a. Validity

The validity of a scale refers to how accurately it measures what it is intended to measure. However, there is no single definitive indicator of a scale's validity. Validating a scale requires gathering empirical evidence regarding its use.

According to Pallant (2020), the primary types of validity discussed in research include content validity, criterion validity, and construct validity in the following:

- 1) Content validity assesses how well a scale or measure represents the intended content domain.
- 2) Criterion validity examines the correlation between scale scores and a specific, measurable criterion.
- 3) Construct validity evaluates a scale based on theoretically derived hypotheses about the underlying concept or construct. This involves analyzing its relationships with other constructs, both similar (convergent validity) and dissimilar (discriminant validity).

b. Reliability

CHAPTER II

LITERATURE REVIEW

A. Theological Literature

1. The Concept of Writing

Writing is a fundamental skill that involves the ability to convey ideas, thoughts, and information through structured text. It is not only a means of communication but also a tool for learning and self-expression. In the context of writing, the process involved is a crucial element that significantly influences the quality of the written text (Masruroh et al., 2023). Writing plays a crucial role in language development, as it integrates other skills such as listening, speaking, and reading. According to Nation (2009), effective writing instruction should engage learners in three key areas: meaning-focused use, language-focused learning, and fluency development. These components ensure that writing activities are purposeful, linguistically enriching, and geared toward building automaticity in producing coherent text.

In the context of elementary education, writing instruction must address real-life applications, such as filling forms, making lists, composing letters, note-taking, and engaging in academic writing. Each of these activities requires specific organizational and presentation techniques, which help learners structure their ideas clearly and effectively. This function is known as "writing to learn." Actually, writing to learn and learning to write play interdependent roles; writing is not only a technical skill but also a cognitive process involving planning, evaluating, and revising (Graham & Perin, 2007). This process encourages critical thinking and problem-solving, which are essential for academic and personal success.

Moreover, writing is inherently connected to the learner's ability to respond to specific prompts or questions, a skill that is particularly relevant for young learners. Teaching students to write complete and accurate responses to questions involves guiding them to restate the question in their answer, ensuring clarity and relevance. Such practices align with the goal of writing as a tool for effective communication in both academic and everyday contexts.

By focusing on writing as a multifaceted concept that encompasses purpose, process, and practical application, educators can better design instruction that meets the needs of learners. This approach aligns with the overarching aim of equipping students with the skills needed to communicate effectively and respond appropriately to the demands of daily life.

2. The Concept of Guided Writing

In the words of Raimes (1983) the Guided Writing Strategy serves as a progression from controlled writing, describing guided composition as an extension of controlled composition. This approach aligns with Vygotsky's Social Constructivist Theory, which emphasizes scaffolding within the Zone of Proximal Development (ZPD) to enhance learning. According to Kozulin et al. (2003), learning is most effective when a "more knowledgeable peers," such as a teacher or peer, offers guidance during tasks that students cannot yet perform independently. Guided writing exemplifies this concept by breaking the writing process into manageable, scaffolded steps that help students develop grammar, vocabulary, and sentence construction skills.

Similarly, the sociocultural theory model described by Sabbah (2021) emphasizes that effective writing development relies on applying the "correct" methodology, wherein teachers not only assist students in becoming writers but also scaffold the writing

process itself. This notion complements guided writing's structured approach by reinforcing the idea that teachers actively shape the writing journey through targeted support. Together, these perspectives highlight how guided writing and scaffolded methodologies empower students to transition from guided learning to independent writing, ultimately building their confidence and competence as writers.

Furthermore, Nation (2009) emphasizes the need for writing instruction to encompass a range of practical uses, including filling forms, making lists, writing friendly and business letters, note-taking, and academic writing. Each of these tasks involves specific conventions and organization, which deserve targeted attention during instruction. Guided writing serves as an effective strategy to address this need by providing meaning-focused, language-focused, and fluency-building activities. It ensures that learners develop skills relevant to their daily lives and academic or professional goals.

Guided writing facilitates this transition by creating structured opportunities for students to learn to write while also writing to learn (Sabbah, 2021). Through these scaffolded experiences, students not only gain technical writing skills but also deepen their cognitive understanding, enabling them to express increasingly complex ideas. Over time, this interdependence fosters both writing proficiency and the ability to use writing as a tool for learning and critical thinking.

3. Impact of guided writing on Responding to Simple Questions in Daily-Life Contexts

Elementary students often face challenges in applying grammatical rules when constructing sentences. As stated by Graham & Perin (2007), young learners struggle with organizing

their thoughts, using correct grammar, and maintaining coherence in their writing. For fourth-grade students, responding to simple questions in daily-life contexts can be particularly challenging, as it requires understanding the rules of the simple present tense and applying them to form accurate responses. Issues such as the misuse of auxiliary verbs and verb suffixes further hinder their ability to communicate effectively in written form.

The ability to respond accurately to simple questions in daily-life contexts is a key aspect of language proficiency, particularly for young learners. This skill involves understanding the context of the question, applying the appropriate grammatical rules, and constructing clear and meaningful responses. Moreover, the conversational aspect of the writing conference fostered a supportive learning environment for students, enhancing their meta-awareness of writing processes and practices while also contributing to the development of their writing identities (Sabbah, 2021). In the case of 4th-grade students, this often requires mastery of the simple present tense, which is commonly used to describe routines, preferences, and facts.

Developing this ability involves not only understanding grammatical structures, such as the use of auxiliary verbs (e.g., "do," "have") and verb suffixes (e.g., "-s" for third-person singular), but also applying them in contextually appropriate ways. Here's an expanded explanation that can be incorporated into your literature review regarding how to form grammatically correct responses using the simple present tense, focusing on subject-verb agreement, auxiliary verbs, and verb suffixes. The simple present tense is a fundamental grammatical structure used in daily communication, particularly when responding to simple questions about routines, facts, and general truths. However, young learners, including 4th-

grade elementary students, often struggle with applying the correct subject-verb agreement, auxiliary verbs, and verb suffixes, leading to errors in sentence formation. Understanding these elements is essential for producing grammatically accurate responses.

a. Subject-Verb Agreement in the Simple Present Tense

Subject-verb agreement refers to the grammatical rule that ensures the verb matches the subject in number and person. In the simple present tense, the verb form changes based on whether the subject is singular or plural:

- Singular subjects (he, she, it, or singular nouns) require the base verb + -s/-es:
 - She plays soccer every weekend.
 - She play soccer every weekend. (incorrect)
- Plural subjects (I, you, we, they, or plural nouns) use the base form of the verb:
 - They study English at school.
 - They studies English at school. (incorrect)

Errors in subject-verb agreement are common among elementary students, especially when they apply the third-person singular -s rule inconsistently or generalize it to all subjects (e.g., I likes apples instead of I like apples).

b. The Use of Auxiliary Verbs in the Simple Present Tense

Auxiliary verbs ("do" and "does") are used in negative statements and questions in the simple present tense. The presence of an auxiliary verb modifies the main verb, requiring it to return to its base form:

- Affirmative Sentences (No Auxiliary Needed)
Example: He eats breakfast at 7 AM.

- Negative Sentences (Use "do/does" + "not")
 - He does not eat breakfast at 7 AM.
 - He does not eats breakfast at 7 AM. (incorrect use of "-s")
- Yes/No Questions (Use "do/does" at the Beginning)
 - Does she like ice cream?
 - Do they play football?
 - Does she likes ice cream? (incorrect verb form)

Students frequently overuse or omit auxiliary verbs in questions and negative sentences, often constructing errors such as She not like ice cream? instead of Does she not like ice cream?

c. The Role of Verb Suffixes (-s, -es) in Simple Present Tense

The addition of verb suffixes (-s, -es) is a distinct feature of the third-person singular form. The rules for adding verb suffixes include:

- Regular verbs: Add -s to most verbs.
Example: He runs every morning.
- Verbs ending in -ch, -sh, -x, -s, -o: Add -es instead of -s.
Example: She watches TV every night.
- Verbs ending in consonant + y: Drop "y" and add -ies.
 - He studies English.
 - He studys English. (incorrect)

A common mistake among elementary students is forgetting the third-person singular marker (-s or -es) or applying it incorrectly to all subjects. For example, students

might write They watches TV instead of They watch TV due to overgeneralization.

By integrating these structured writing exercises, guided writing helps students overcome common grammatical challenges, leading to more accurate and confident responses in daily communication. As students' cognitive development progresses, their understanding of real-life situations becomes more nuanced and complex. This progression enables them to better grasp the context of questions and apply the grammatical structures needed for accurate responses. Guided writing, which provides structured prompts and scaffolds, supports this developmental stage by enhancing students' ability to construct grammatically correct and contextually appropriate answers.

By understanding students' developmental characteristics, educators can tailor guided writing activities to not only improve grammatical accuracy but also nurture critical thinking and language proficiency. The effective guidance aligned with students' cognitive growth fosters their potential and creates a learning environment that supports holistic development (Karuru et al., 2023). This alignment ensures that language instruction is both meaningful and impactful, equipping students with the skills to respond effectively in real-life communication scenarios. Additionally, guided writing enables teachers to monitor and control students' writing activities, providing timely feedback and targeted support to address individual learning needs.

B. Previous Researchers

To provide context for this study, it is essential to review relevant previous research. The following studies highlight key findings and trends in “Effectiveness of Guided Writing in responding simple questions in daily

CHAPTER I

INTRODUCTION

A. Background of the Study

Writing in English is a fundamental language skill with broad applications across educational, communicative, and professional domains (Purba et al., 2023; Rohmi & Wahyuni, 2024; Zekarias, 2023). It serves as a primary medium for expressing ideas and enhancing clarity in speech, presentations, and written interactions (Rashid et al., 2021; Yoel & Wibowo, 2023). Proficiency in writing not only strengthens students' overall language competence but also equips them with critical communication skills essential for academic success, professional growth, and effective engagement in an increasingly interconnected global society (Husain et al., 2021; Husna & Isna, 2024; Sahmadan & Hasan, 2023; Saputra, 2023).

Moreover, the teaching and learning process encompasses multiple interacting factors as students strive to achieve their goals and integrate new knowledge, skills, and behaviors thus broadening their learning opportunities (Gaffar et al., 2024; Setyantoko et al., 2023). Writing also functions as a bridge for students to express their thoughts. The teaching English to children at a young age is an effective method for them to comprehend and apply the English language (Widyawati et al., 2024). Despite its importance, achieving writing proficiency requires consistent practice and guided instruction to effectively develop the necessary skills (Afrezah et al., 2024; Gaffar et al., 2025; Setiyorini et al., 2020).

Grammar mastery, as a core component of language acquisition, plays a crucial role in students' writing abilities (Sacal & Potane, 2023). Grammar facilitates the understanding of word forms, syntactic functions, and punctuation usage essential elements for constructing coherent sentences and paragraphs (Saengboon, 2022; Umukoro & Odey, 2020). For

Indonesian elementary school students, common challenges include constructing grammatically correct sentences and understanding English syntactic rules (Perlin et al., 2021). These difficulties often stem from limited exposure to English and insufficient emphasis on foundational grammar concepts in early learning stages (Kitila et al., 2023). Grammar proficiency, particularly in constructing basic sentences, enables students to produce accurate and meaningful responses to both written and oral prompts (Mukarromah & Suryanto, 2022; Rezi & Al Hafizh, 2020).

Accordingly, effective grammar instruction not only enhances students' writing skills but also fosters their confidence and motivation to engage in English learning actively. Guided writing, as a structured instructional approach, effectively addresses these challenges. This pedagogical method involves step-by-step teacher support, enabling students to develop their writing skills gradually. The effectiveness of the techniques and strategies employed during the learning process significantly influences educational quality (Ruswandi et al., 2023). In other words, educators with a comprehensive understanding and careful planning are more likely to ensure the success of their instructional methods.

Through guided writing, students gain confidence in applying grammatical rules, such as the use of the simple present tense, which is essential for describing habitual actions, universal truths, and states of being (Listia & Febriyanti, 2020). Grasping the syntax of a language is essential for both understanding and expression (Ismahani et al., 2024). By fostering a structured learning environment, guided writing enhances both grammatical accuracy and students' ability to communicate their ideas effectively.

However, observations in elementary classrooms implementing the Merdeka Curriculum reveal significant challenges in grammar comprehension. Common errors include the omission of -s/-es in verb conjugation, incorrect pluralization, and misapplication of auxiliary verbs

(Guswita, 2024). These difficulties indicate incomplete mastery of basic, simple present tense rules, which may hinder students' ability to construct meaningful responses simple questions in daily life. Studies highlight that omission errors are persistent, suggesting students struggle to understand the grammatical rules underlying the use of "to be" and verb suffixes in the simple present tense (Agustina et al., 2024). The issue of university students having low English grammar skills despite years of prior study is complex and has several potential factors (Prihatini et al., 2024). Addressing these issues requires targeted intervention, such as guided writing, which teachers can start making a habit of as early as possible. Responding to simple questions in daily life is one method.

A structured grammar-focused approach is essential, with special attention to subject-verb agreement and appropriate use of auxiliary verbs (Gumelar & Bangkit, 2024). As found in Rohana & Harahap (2022), junior high school students, writes "My father buy a new car," which should be "My father buys a new car," this is an error in answering the question with the correct word order. This approach not only reinforces grammatical accuracy but also encourages active student engagement and self-reflection, ultimately enhancing their ability to compose contextually appropriate responses.

Specific presentation and organizational techniques help students articulate their ideas clearly and effectively. Furthermore, Nation (2009) emphasizes the need for writing instruction to include diverse practical uses, such as filling out forms, making lists, composing friendly and business letters, taking notes, and academic writing. These functions fall under "writing to learn." In fact, writing to learn and learning to write are interdependent processes. Writing is not merely a technical skill but a cognitive process involving planning, evaluating, and revising (Graham & Perin, 2007). This process encourages critical thinking and problem-solving skills essential for academic and personal success.

As Raimes (1983) states, guided writing serves as a progression from controlled writing, where guided composition is viewed as an extension of controlled composition. This approach aligns with Vygotsky's Social Constructivist Theory, which emphasizes scaffolding within the Zone of Proximal Development (ZPD) to enhance learning. According to Kozulin et al. (2003), learning is most effective when "more knowledgeable peers," such as teachers or classmates, provide guidance during tasks that students cannot yet complete independently. Guided writing exemplifies this concept by breaking the writing process into manageable and structured steps, supporting students in developing grammar, vocabulary, and sentence construction skills.

Similarly, the sociocultural model described by Sabbah (2021) underscores that the development of effective writing relies on applying "appropriate" methodologies, where teachers not only support students as writers but also shape the writing process itself. This idea complements the structured nature of guided writing by reinforcing that teachers actively shape students' writing journeys through targeted support. At the same time, this perspective highlights how guided writing and structured methodology empower students to transition from supported learning to independent writing, ultimately building their confidence and competence as writers.

According to Rusdin (2022) and Mulyati et al. (2024), students who struggle with the simple present tense are not limited to younger students; they can also struggle at higher educational levels. This proves that there are also many mistakes when answering simple questions in daily life. This skill involves understanding the context of the question, applying appropriate grammatical rules, and constructing clear and meaningful responses. Furthermore, the conversational aspect of writing conferences fosters a supportive learning environment for students, enhancing their metacognitive awareness of the writing process while also contributing to their writer identity development (Graham & Perin, 2007). For fourth-grade

students, this often entails mastering the simple present tense, commonly used to describe routines, preferences, and facts. Developing this skill requires not only understanding grammatical structures such as the use of auxiliary verbs (e.g., “do,” “have”) and verb suffixes (e.g., “-s” for third-person singular) but also applying them appropriately in context.

B. Research Problem

Based on the background of the study above, the researcher intentionally stated the problem of the study as follows: "How effective is guided writing in improving 4th-grade elementary students' ability to respond to simple questions in daily-life contexts using the simple present tense?"

C. Objective of the Study

Regarding the statement of the research problem, this study is aimed at investigating: "The effectiveness of guided writing in improving 4th-grade elementary students' ability to respond to simple questions using the simple present tense, with a focus on understanding and applying basic grammatical rules, including the use of auxiliary verbs and verb suffixes in daily-life contexts."

D. Benefits of the Research

This research aims to provide various benefits, including advantages for the 4th-grade students, their English teachers, and future researchers.

1. Theoretical Benefits

a. For Teachers

This research will provide teachers with a deeper understanding of how guided writing can address grammatical challenges faced by students, particularly in the application of the simple

present tense. It can help refine teaching strategies and foster a more effective learning environment.

b. For Students

The research will help students improve their writing skills, particularly by enhancing their understanding of grammar rules. This, in turn, will boost their confidence in constructing written responses to daily-life questions.

c. For Future Researchers

This study lays a foundation for further research on guided writing as an effective teaching method for improving grammar comprehension, particularly in elementary education. It will serve as a valuable reference for future studies focused on grammar errors, instructional strategies, and the impact of guided writing on language acquisition.

2. Practical Benefits

a. For Teachers

The findings will provide practical recommendations for implementing guided writing in the classroom to enhance students' grammatical accuracy and communication skills.

b. For Students

By focusing on grammar and structured writing, students will gain confidence in responding to simple questions, improving their communication skills in real-life situations.

c. For Future Researchers

This research will assist future scholars in developing more effective strategies for teaching grammar and writing,

contributing to the broader field of second language acquisition and English instruction.

Effectiveness of Guided Writing in Responding Simple Questions in Daily Life at 4th Grade Elementary Students

(A Pre-Experimental Study at fourth-grade of SDN Pameungpeuk 03)

A RESEARCH PAPER

Submitted as Partial Fulfilment for Requirements for the Attainment of Bachelor Degree (S1) in English Language Education, the Faculty of Teacher Training and Education, Nusantara Islamic University



By:

Nesyza Nurdiyani Syafitri

41032122221053

PENDIDIKAN BAHASA INGGRIS

FAKULTAS KEGURUAN DAN ILMU PENDIDIKAN

UNIVERSITAS ISLAM NUSANTARA

2025

STATEMENT OF THE WRITER

I acclaimed that, the research paper entitled “Effectiveness of Guided Writing in Responding Simple Questions in Daily Life at 4th Grade Elementary Students” and its entire contents. I did not quote using inappropriate ways, which are also not in compliance with scientific ethics.

I affirm that this paper is the result of my work, supported by relevant literature, data, and analysis. All sources used have been properly acknowledged. It is my hope that this research will contribute meaningfully to the field of English language teaching and provide practical insights for educators working with elementary school students.

Due to my statement above which has been stated, I will take responsibility if there are some contraventions in the coming days toward the scientific ethnics.

Bandung, May 2025

The Researcher,

Nesyza Nurdiyani Syafitri

PREFACE

Bismillahirrahmanirrahim,

All praise is due to Allah SWT, the Most Gracious, the Most Merciful, the Sustainer of all the worlds. I am grateful to Him for granting me strength, patience, and clarity of mind throughout the process of completing this research. May peace and blessings be upon our beloved Prophet Muhammad SAW, the best of teachers and the light of guidance, as well as upon his family, companions, and all those who strive to follow his path with sincerity.

Entitled "Effectiveness of Guided Writing in Responding Simple Questions in Daily Life at 4th Grade Elementary Students," this research paper is not just an academic requirement, but a manifestation of my profound concern for advancing students' writing skills, particularly at the primary level. This research is my attempt to investigate how guided writing, and proficiency in writing using simple present tense structures.

The researcher sincerely wish that the outcomes of this research will bring substantial to English teachers, students, fellow researchers, curriculum developers, and all those dedicated to enhancing the quality of language education. The researcher also realizes there are still many shortcomings, and it is far from perfect. Therefore, the researcher apologizes profusely if there are still many mistakes, and the researcher is also very open to criticism and suggestions from readers to improve this paper.

Bandung, 21 May 2025

The researcher,

Nesyza Nurdiyani Syafitri

LEGALIZATION SHEET

LEGALIZATION SHEET

"EFFECTIVENESS OF GUIDED WRITING IN RESPONDING SIMPLE QUESTIONS IN
DAILY LIFE AT 4TH GRADE ELEMENTARY STUDENTS"

By:

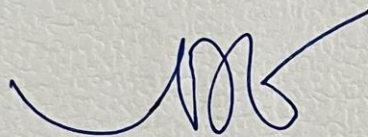
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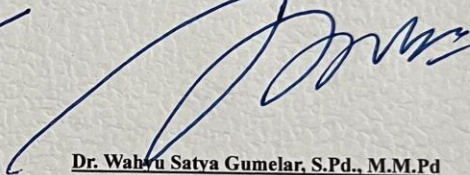
Approved by,

First Supervisor,

Second Supervisor,



Dr. M. Andriana Gaffar, M.M.Pd
NIDN. 0427098501

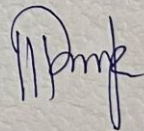


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MOTTO

“La Hawla Wala Quwwata Illa Billah”

(There is neither might nor power except with Allah)

When life breaks you, don't blame Allah, or you might feel ashamed later.

-zsyqn

ACKNOWLEDGEMENT

Alhamdulillah Wassyukur Lillaah

All praise and gratitude be to Allah SWT, the Lord of the worlds. No words can truly express the depth of my thanks for His endless grace, love, and guidance. Every step, every breath, and every achievement in life is inseparable from His will and help. Even the most eloquent expressions of gratitude and love fall short in describing His greatness and majesty.

Peace and blessings be upon Prophet Muhammad SAW, the eternal role model for all humankind, a guiding light in times of darkness. His life and teachings have inspired me to remain patient, kind, and steadfast in striving to be a better person.

With love and humility, I dedicate this work to:

1. Prof. Dr. Endang Komara, M.Si.

The writer would like express sincere gratitude to the Rector of the University for providing the opportunity and facilities to complete this undergraduate study.

2. Dr. Muhammad Andriana Gaffar, M.M.Pd.

A lecturer who helped me navigate doubts and build confidence. Thank you, Sir, for your guidance, patience, and unwavering support. May you always be blessed and remembered as an inspiring mentor by your students.

3. Dr. Wahyu Satya Gumelar, M.M.Pd.

A lecturer known for his humor and appreciation for student achievements. Thank you for teaching me how to remain emotionally grounded and for the valuable lessons in public speaking that will stay with me always.

4. Mr. Riki Ruswandi, M.Hum.

Head of the English Education Program. Thank you for your discipline, guidance, and knowledge throughout my academic journey.

5. All lecturers of the English Education Program

Miss Paulina Novarita, M.Hum., Miss Leny Saili Rahmah, M.Hum., and Mr. Hamdan Hidayat, M.M.Pd. Thank you for your tireless dedication in shaping us into educated individuals ready to educate others.

6. My beloved mother, Iim Rusmiati

The strongest and most patient woman I know. Mom, you are the cause of my spirit and the first to teach me the meaning of learning and loving knowledge. Thank you for always being there for your prayers, support, and unwavering love. This journey is possible because of you. May you always be blessed with good health and happiness. I love you, Mom. May you always enjoy your days with the grace and beauty that shine from within.

7. My dearest father, Rohman Nurdin

An inspiring and loving figure. You are the reason I fell in love with English, through the cherished memories of my childhood that remain etched in my mind. Thank you for being a warm, humorous father who made our home a true sanctuary. I love you, Dad. Stay healthy always. Remember, we have many dreams to chase together. I hope this is the first big step toward them.

8. Alfin Regimel

A part of this journey that I hold dear. A source of strength, comfort, and motivation, someone who helped me restore my spirit and reminded me why I must not give up. Thank you for being one of my greatest supporters and a faithful witness to every moment of my growth. Stay healthy, my painter of dreams, many more masterpieces await us.

9. My young brother, Aqwa Al-Farabi

Your presence gave me strength and spirit to complete this work. Thank you for being part of my story, for your prayers and kind hopes that continue to uplift me.

10. Miss Vidia Lantari Ayundhari, M.Pd.

A true role model who made the English for Specific Purposes (ESP) class so engaging and easy to understand. Thank you for your inspiration and clarity.

11. Miss. Sri Mulyani, S.Pd., Principal of SDN Pameungpeuk 03, and Miss. Enci, Grade 1 Homeroom Teacher

Thank you for your assistance and full mental support throughout my research. Your roles were essential in ensuring this study could be completed successfully and meaningfully.

12. The 2023 *Duta Baca* (Reading Ambassador) Bandung Regency team

Rike, Andini, Fahmi, Ghaida, Fanny, Arul, Putri, Tiara, and Ihsan. Thank you for being a second home, a beginning of strength and growth, and for walking with me through this precious journey. Our bond is more than friendship, it is another family. I am endlessly proud and grateful to have shared this golden chapter with you.

13. Kabian, Ilfa, Rizki, Husni, Azka

I appreciate the support and encouragement you have given me throughout the process of completing this research. I would like to respectfully thank you, friends.

14. Mr. Joko

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ABSTRACT

This study delves into the effectiveness of guided writing in enhancing fourth-grade students' ability to respond to simple questions in daily-life contexts. Using a pre-experimental design with a one-group pre-test and post-test, the research was carried out at an elementary school in Pameungpeuk Bandung with 42 participants. The results demonstrated a significant improvement in students' writing skills. In the post-test, 21.4% of students reached an excellent classification, and 45.2% achieved a reasonable classification, a marked improvement from the pre-test, where none had done so.

Students also showed better grammatical accuracy, sentence organization, vocabulary use, and confidence in writing. Guided writing emerged as a practical instructional approach, equipping young learners with the tools to strengthen their grammar, coherence, and motivation in writing. These findings underscore the practical implications of structured writing instruction, which can significantly enhance students' ability to communicate effectively in written English and it begins with effectively respond to simple questions in daily-life.

Keywords: Guided writing, Writing Skills, Elementary students, Grammar, Sentence coherence

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