

**THE IMPLEMENTATION OF GUIDING QUESTION
TECHNIQUE IN INCREASING THE STUDENTS'
WRITING ANALYTICAL EXPOSITION TEXT AT THE
SECOND GRADE OF SMA NEGERI 1 NATAR**

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Abstrak. Penelitian ini bertujuan untuk meneliti apakah *teknik guiding question* ada peningkatan signifikan dalam kemampuan menulis siswa khususnya teks eksposisi analisis. Pendekatan penelitian ini adalah kuantitatif. Subjek penelitian ini adalah 35 siswa tingkat kedua SMA. Tes menulis diberikan dalam bentuk esai sebagai pretest dan posttest untuk mengumpulkan data. Hasil dari penelitian ini menunjukkan bahwa penggunaan teknik *guiding question* meningkatkan kemampuan siswa dalam menulis teks eksposisi analisis. Hal ini menandakan bahwa teknik *guiding question* dapat diterapkan untuk meningkatkan keterampilan menulis siswa.

Abstract. This research aimed to find out whether the guiding question technique significantly improved the students' ability in writing analytical exposition texts. The approach of the research was quantitative. The subjects were 35 students of the second grade of SMA. The data were collected through both the pretest and the posttest, taking the some of essay writing. The result showed that the use of guiding question technique improved the students' ability in writing analytical exposition texts with the significant level 0.05. This indicates that guiding question technique can help the students to improve their writing skill. This suggests that guiding question technique help the students improve their ability in writing skills.

Keywords: *Writing, Analytical Exposition Text, Guiding Question Technique.*

INTRODUCTION

There are four English skills which should be taught in the school, they are listening, speaking, reading and writing skill. Writing is definitely the last of English skill that the students have to capable with. However, most of the students are lack of the capability in writing. This statement is also supported by Nunan (1985: 91) that writing is clearly complex. Before the students begin to write, they should first master the other language skills, such as: listening, speaking, and reading skill. This knowledge will be useful for the students and important for them to be able to express what they actually want to express.

It is very important to the students to have capability in writing. Because, writing is a productive skill which can be used as a tool in communication. They do not just write without any meaning inside the text, but there is something important that they should tell in the text itself. It is called written communication. Morton and Wright (1986:1) have written that written communication is different. In this case, people can not hear your voice while delivering something in writing. It can be said that no one can hear your voice rise when you ask a question. A person cannot do any pauses between thoughts. For instance, in speaking if you use confusing sentences, the listener can stop you and tell you that is confusing, but it will be different in writing.

It can be said that writing is a communicative skill if a text can deliver the content well. It means that in writing, the students should pay attention in the aspects of writing such as: content, organization, vocabulary, grammar, and mechanic. Furthermore, the researcher realizes that most students do not like writing. They said that writing is a boring activity. Not only that, most of the students have difficulty in producing text. Byrne (1988:4) states that writing is difficult for most people both in mother tongue and in foreign language. So, the proper technique is needed to teach them writing. According to Traver (1998:70), guiding question technique is the fundamental query which directs the search for understanding. This technique provides a list of question which can make the students think about the answer based on the topic. Besides, this technique is expected to give guidance about what should be included in students' writing. By using guiding question technique, the students will not be confused of what to write first and next because they have guidance in its process. So, it is very important for the teacher to have a good technique in order to overcome the difficulties of writing.

The researcher here uses guiding question technique for teaching writing especially in analytical exposition text. A previous research on guiding question technique is done by Wulandari (2015) who carries out that guiding question technique in her reaserch. This study effectively proves that there is an increase of the students' writing skill in descriptive text. In addition, Yulianingsih (2017) found that guiding question technique enable the students to write recount text. Based on the previous studies, there is no research which use guiding question technique in writing analytical exposition text, so in this research it will be applied guiding question technique in teaching students' writing analytical exposition text.

With regard to the results of those studies, it can be inferred that guiding question technique can be implemented in teaching writing, especially in helping the students improve their writing skill. The difference between those researchers and this research is that this research does not only focus on finding out students' improvement in writing skill but also finding out what aspect of writing that improves the most after the implementation of guiding question technique.

METHODS

This research was quantitative study which was conducted based on one group pretest-posttest design (Setiyadi, 2006). The group of this research is XI MIPA 6 of SMA Negeri 1 Natar consisting 35 students. The activities were started from conducting the pre-test, doing the treatments, and conducting the post-test. The research used writing test as the instrument. It was conducted twice: the first meeting was the pretest, that is to know the students' ability before the treatments and the last meeting was the posttest, that is to know the students' writing after the treatments. In analyzing the data, paired sample t-test was used to prove the hypothesis and to find out whether this research was significant or not by looking at the results of the pretest and the posttest.

RESULTS AND DISCUSSION

Results

The result of the pretest and the posttest implied that guiding question technique had improved the students' analytical exposition text writing ability. It can be seen from Table 1 that the mean score of the pretest is 51.88 with the highest score is 64.5 and the lowest score is 43, meanwhile; the mean score of the posttest is 63.54 with the highest score is 77.5 and the lowest score is 50. The increase of the mean of the pretest and the posttest is 11.74. It indicated that there is an increase of the students' writing analytical exposition text after the students were taught by using guiding question technique.

Table 1. The Score of the Pretest and the Posttest

	The Lowest Score	The Highest Score	The Mean Score
pretest	43	64.5	51.88
posttest	50	77.5	63.54

Then, the scores from the pre-test and the post-test were analyzed by using paired sample t-test in which the significance was determined by $\text{sign} < 0.05$. The result of paired sample t-test showed that t-value was 21.056 and t-table was 2.030 because the value of t-value was higher than t-table ($21.056 > 2.036$) and the significant level is lower than 0.05 (a significant $0.00 < 0.05$). It means that H_1 is accepted. It

can be concluded that there is significant increase of the students' writing through guiding question technique.

Besides, it can also be seen that guiding question technique can increase the students' ability in writing analytical exposition text in each aspects of writing.

Table 2. The Increase of Each Aspect from the Pre Test to the Post Test

No	Components	Pretest	Posttest	Increase
1	content	10.96	13.31	2.36
2	organization	11.19	13.49	2.3
3	vocabulary	9.73	12.06	2.32
4	grammar	9.96	12.24	2.29
5	mechanic	10.27	12.44	2.17

It can be seen in Table 2 that there is an increase in all aspects of writing, content, organization, vocabulary, grammar, and mechanic. The aspect with the highest increase is content (2.36). The second is vocabulary (2.32) then organization (2.3), grammar (2.29), and mechanic (2.17). So, guiding question technique improved the students' writing in all aspect of writing. Moreover, the aspect of writing which improves the most is content and mechanic has the lowest improvement.

Discussion

The improvement of the students' writing ability can be seen from the comparison between the students' pretest score and posttest score. The result of the mean score of the pretest was 51.88 and the posttest was 63.54. The increase of the means score is about 11.56 . It can be said that guiding question technique can be used to improve the students' writing skill. Through guiding question technique, the students are actively involved in the process of learning. This is because the researcher applied the procedure of guiding question technique while treatments (Mappe, 2000), such as: prewriting, writing, revising and editing. Besides, the researcher also gave them the evaluation while treatments. This aims to enable them to write an analytical exposition text.

This study also analyzed the improvement of each aspect of writing. The gain was obtained in each aspect, they were: content (2.36). The second is vocabulary (2.32) then organization (2.3), grammar (2.29), and mechanic (2.17). The data of the research revealed that the aspect which improved the most was content because during the treatments the students accustomed to have their ideas by answering the question. So they can elaborate their answers to produce the text.

This finding is confirmed by the result of the research conducted by Wulandari (2015). The subject of her research is the second grade students of SMP N 1 Gadingrejo Pringsewu. The result showed that guiding question technique can be used in teaching writing, in this case in teaching descriptive.

The second previous research was conducted by Yulianingsih (2017). She conducted quantitative research using recount text in order to know the improvement students' writing skill of recount text through guiding question technique at first grade of SMA N 13 Bandar Lampung. The finding of her study concludes that guiding question technique can improve students' writing recount text

The third previous research was conducted by Sunyan (2012). The research was conducted in SMPN 1 Toba on the Eighth grade A students. This aims at describing the improvement on speaking ability about question and giving answer through WH-question. The result of this research is there is an increase between the pretest and posttest.

According to the explanation above, it can be concluded that the implementation of guiding question technique can increase students' writing descriptive text and recount text. Otherwise, writing is not only the skill which can use this technique, speaking skill can also use guiding question technique to improve the students' speaking skill.

In reference to the description above, this research found that guiding question technique did not only increase the students' analytical exposition text, but it also increased aspects of writing. They are content, organization, vocabulary, grammar, and mechanic. From five aspects of writing, the highest score was content. It is because the students get used to express their ideas, so they know how to produce analytical exposition text.

It is also supported by Bramer and Sedley (1981: 24). They said that asking and answering the question is a good idea to discover details writing form. It means that the activity is very good because by giving some question that related to the topic, the students will not be confused about what they are going to write because they are guiding to produce analytical exposition text by answering the question related to the topic given. So, the students here were helped by guiding question technique to develop their ideas.

CONCLUSION AND SUGGESTION

Conclusion

Referring to the discussion of the research findings on the previous chapter, the researcher comes to the following conclusion.

Based on the result of this research, guiding question technique can increase students' writing analytical exposition text. It can be seen from the result of pre test and post test. The mean score of pre test was 51.89 and the mean score of post test was 63.54, the mean score of the post test was higher than pre test. The score is increase about 11.56. It also improves the students' skill in five aspects of writing namely: content (2.36), organization (2.3), vocabulary (2.32), grammar

(2.29), and mechanic (2.17). Meanwhile, the content has the highest score than the other aspects. It happens because the students are able to put their ideas easily into the text by answering a list of question given. So, they will not be confused about what they want to write.

Suggestion

Based on the conclusion above, the writer would like to give suggestions for the improvement of the quality of teaching English. 1) Evidently, it is difficult for the students to understand what the teacher says by using full english. The teachers here should use simple English while teaching. 2) While process learning, the students found some new vocabularies. The teachers here should overcome this problems by describing the vocabulary which they do not know the meaning. If they still do not know the meaning of that word, the teacher can help them to translate it. 3) English teachers are suggested to use media in teaching writing by guiding question technique while the treatments, such as: pictures, videos, and posters. It is because most students get bored easily if the teachers only give them a list of question. 4) English teachers are also suggested to apply guiding question technique as one of the alternative ways to increase the students' writing analytical exposition text. This is because this technique can help the students who still have the problems in expressing their ideas in written form to generate their ideas related to the topic. The researcher would like to recommend to other research who will do further research with the same title. 1) The researcher suggests other researchers to find out the effect of guiding question technique in other skills such as reading, listening and speaking. 2) Other researchers also can try to find out other types of texts besides analytical exposition text, for example: hortatory text, narrative text and procedure text.

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