

## ABSTRACT

### THE IMPLEMENTATION OF GUIDING QUESTIONS TECHNIQUE IN TEACHING WRITING DESCRIPTIVE TEXT

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Penelitian ini bertujuan untuk mengetahui peningkatan kemampuan menulis teks deskriptif siswa setelah diajar melalui teknik *guiding questions* dan untuk mengungkapkan respon siswa terhadap teknik yang digunakan. Populasi penelitian ini adalah siswa kelas satu di salah satu SMA Negeri di Bandar Lampung pada tahun akademik 2018/2019. Sampel penelitian ini adalah X IIS 1 yang terdiri dari 28 siswa. Desain penelitian ini adalah *one group pretest posttest*. Data diambil dari tes dan kuesioner. Hasil penelitian menunjukkan bahwa ada peningkatan pada kemampuan menulis siswa ( $p < 0,05$ ,  $p = 0,00$ ). Selain itu, respon siswa terhadap penerapan teknik *guiding questions* adalah positif seperti polling dalam kuesioner menunjukkan nilai yang tinggi. Dapat disimpulkan bahwa teknik *guiding questions* memfasilitasi siswa untuk meningkatkan kemampuan mereka dalam menulis teks deskriptif.

This research aimed to find out the improvement of students' descriptive text writing ability after being taught through guiding questions technique and to investigate the students' responses toward the technique used. The population of this research was the first grade students in one of the Senior High School in Bandar Lampung in the academic year 2018/2019. The sample of this research was X IIS 1 which consisted of 28 students. The research design was one group pretest posttest. The data were taken from tests and questionnaire. The result showed that there was an improvement on the students' writing achievement ( $p < 0.05$ ,  $p = 0.00$ ), and it also proved that t-value is higher than t-table ( $14655 > 2771$ ). In addition, the students' responses toward the implementation of guiding questions technique was positive as the polling in questionnaire indicate to the higher score. It can be concluded that guiding questions technique facilitates the students to improve their ability in descriptive text writing. This research is in line with previous studies on the same topic.

**Keywords:** *writing, writing achievement, guiding questions technique*

## INTRODUCTION

Writing is a skill in which we express the ideas, feelings, and thoughts arranged in words, sentences, and paragraphs using eyes, brain, and hand (Raimes, 1983). Geyser (2007) states that writing allows students sufficient time to process information whereas speaking does not. Writing is also a way for the students who have limited confidence to speak in front of the class. Regarding the fact that the students have personal differences, the teacher should teach writing and speaking proportionally so that the students will have a good ability in both speaking and writing.

By considering the goal of teaching English and the situation in the field, the teacher should also teach writing because it is as important as other skills. Harmer (1998) states that the most important reason for teaching writing, is that it is a basic language skill, just as important as speaking, listening, and reading. The students need to know some of the writing's special convention like punctuation and paragraph construction just as they need to know how to pronounce spoken English appropriately.

Writing is a complex skill to master. Based on the researcher's experience when doing teaching practice in SMAN 1 Sekampung, it was found that students still face difficulties in many different aspects. There are grammar understanding, content or ideas, and organizing the ideas.

The first difficulty is the students' lack of grammar mastery. The difficulty in terms of grammar is usually related to tenses. In constructing English sentences, time plays an important role. Different time of situation needs different tense which also means different types of verbs. For the students who do not know well about tenses and also lack of vocabulary, it might be confusing.

The second difficulty is students' lack of contents or ideas about what to write. Students are unable to develop topics. Since one of the criteria of good paragraph is about the unity, the students have to think about every idea that might help them to support the main topic. In fact, although they have been given a topic to be developed, it is difficult for them to gather the ideas of what to write and what to put in the paper.

The third difficulty is the students' lack of organizing the ideas. There are still many students who may know what they want to write but they do not know how to start it. It is supported by Diharyono's statement as quoted by Markhamah (2013) who says that students know or have the ideas what they are going to write but they do not know how to put them into words. They also cannot link the ideas they get into a coherent paragraph. In other words, the students do not know what to write first and what to write last. Those difficulties are related to the aspects of writing; content, organization, grammar, vocabulary, and mechanics. Therefore, the teacher should teach writing and speaking in balance because there are still some difficulties faced by the students related to the aspects of writing.

Therefore, the researcher chooses a technique named guiding questions technique to facilitate the students to write. In learning activity, the technique can make the

teaching-learning process alive. By using this technique, the teacher can make the students creative in composing the paragraph. Teacher's guiding questions or commonly called the teacher's prompt questions is basically the teacher provide a series of questions related to pictures and the students answer the questions by which the students will be helped by pictures. Students can also develop topics easily. Guiding question is a fundamental query that directs the search for understanding (Traver, 1998). This technique provides a list of questions that can make the students think about the topic. This technique is expected to give guidance about what should be included in students' writing. By using guiding questions technique, the students will not be confused about what to write first and next because they have guidance in its process.

## **METHOD**

The approach of the research was quantitative. The design was one group pretest and posttest design (T1 X T2). One group pretest-posttest design involves a single group sequenced into pretest (T1), treatment (X), and post-test (T2). The population of this study was the first grade students of SMAN 16 Bandar Lampung in the academic year of 2018/2019. The sample of this research was X IIS 1 which consisted of 28 students.

The instruments for collecting the data in this research were writing test that focuses on descriptive text both in pre-test and post-test and questionnaire for obtaining the students' responses. The raters assessed students' writing by following scoring rubric by Jacobs (1981). There are five aspects to be tested: content, organization, vocabulary, language use, and mechanics.

Before applying the treatment, the researcher administered a pre-test to find out the students' ability in descriptive text writing. The treatments were applied in three meetings with different topics in every meeting. After applying the treatments, the researcher administered a post-test to find out whether Guiding Questions Technique is effective or not on the students' ability in descriptive text writing. Then, the researcher distributed the questionnaire to investigate the students' responses toward the implementation of guiding questions technique in descriptive text writing.

## **RESULTS AND DISCUSSION**

### **Results**

This section explains about the result of the test and questionnaire and delivered chronologically. The result of the test is to find out the students' improvement and the result of the questionnaire is to find out the students' responses. In answering the second research questions, the researcher used the tests to collect the data. The result of the tests can be explained as follow.

After conducting the research, the researcher compared the result of the pretest and the posttest. The comparison of the pretest and the posttest showed that students' writing achievement improved after they were taught through guiding questions technique. The mean score of the pretest and the posttest increase 14.51

points from 59.50 to 74.01. The table below provides the results of the students' mean score of the tests:

**Table 1. The Improvement of Students' Writing Mean Score**

	Pre-test	Post-test
N	28	28
Minimum Score	37.5	57
Maximum Score	78	85
Mean	59.50	74.01
Std. Deviation	9.42169	7.51108

Table 1 indicates that the mean score of pretest is 59.50. Meanwhile, the mean score of posttest is 74.01. It means that there is significant increase between the students' pre-test and post-test scores. The increase of the mean score of the pre-test and the post-test is 14.51.

In addition, the researcher scored the students' writing based on the writing aspect and the scoring criteria adopted from Jacob (1981). The differences of students' achievements in aspects of writing are presented as follows:

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

Aspect of writing	Mean score of Pretest	Mean score of Posttest	Increase	Percentage of improvement
Content	15.88	20.27	<b>4.39</b>	<b>14.63%</b>
Organization	13.50	17.66	<b>4.16</b>	<b>20.80%</b>
Language use	13.94	16.70	<b>2.76</b>	<b>11.04%</b>
Vocabulary	13.59	16.17	<b>2.58</b>	<b>12.9%</b>
Mechanics	2.59	3.21	<b>0.62</b>	<b>12.4%</b>

It can be seen in Table 2 that there is an increase in all aspects of writing including content, organization, vocabulary, language use, and mechanic. The aspect with the highest improvement is organization (4.16, 20.80%). The second is content (4.39, 14.63%), then vocabulary (2.58, 12.90%), mechanics (0.62, 12.40%), and language use (2.76, 11.04%).

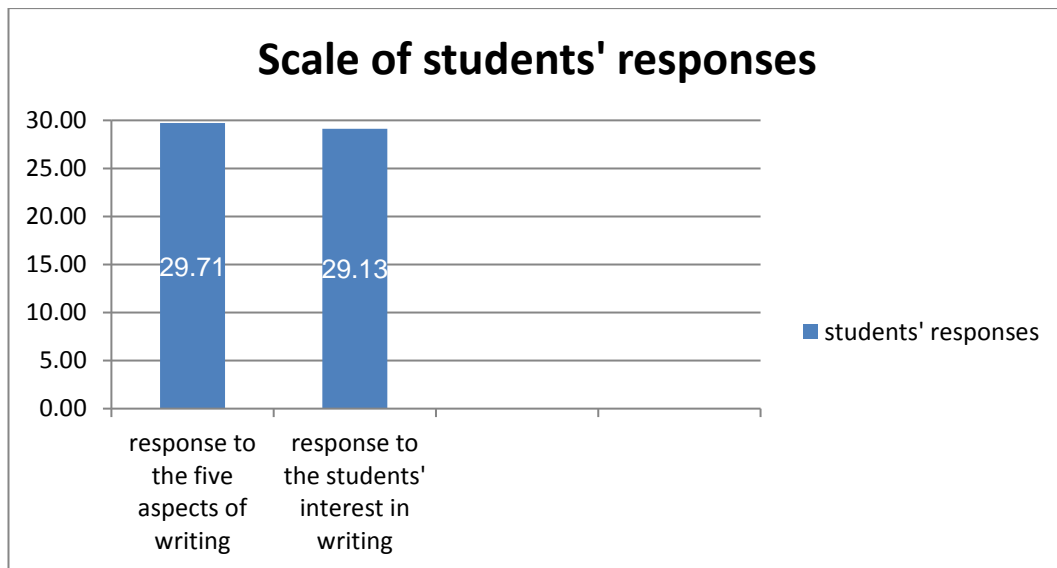
Afterward, in order to prove whether the hypotheses proposed by the researcher is accepted or not, Paired Sample T-Test is used to test the hypotheses. Thus, the results of the test can be seen in the following table.

**Table 3. T-test Results of the Hypothesis Analysis**

Paired Samples Test								
	Paired Differences					T	df	Sig. (2-tailed)
	Mean	Std. Deviation	Std. Error Mean	95% Confidence Interval of the Difference				
				Lower	Upper			
Pair 1 Pretest - Posttest	14.50000	5.23521	.98936	16.53000	12.47000	14.656	27	.000

The table above show the significant value,  $0.000 < 0.05$ . Therefore, it can be stated that there is an improvement of students' descriptive text writing ability after the implementation of guiding questions technique.

Furthermore, in answering the second research questions, the researcher used questionnaire to collect the data. The result of the questionnaire can be seen in the following graph.



**Graph 1. The Result of the Questionnaire**

Based on Graph 1 above, there are 10 items which are categorized into two aspects, the first aspect is the five aspects of writing (items 1-5) and the second aspect is the students' interest in writing (items 6-10). To analyze the result of the questionnaire, the researcher used four rating scales, 0–10 = *sangat tidak setuju* (strongly disagree), 11–20 = *tidak setuju* (disagree), 21–30 = *setuju* (agree), 31–40 = *sangat setuju* (strongly agree).

The result of the students' responses to the five aspects of writing can be explained as follows. Item 1 gets 30 points. It means that the students agree that they are able to master many vocabularies after the implementation of guiding questions technique. Item 2 gets 28.21 points. It means that, the students strongly agree that guiding questions technique helps them to understand about simple present tense. Item 3 gets 30.35 points. It means that the students strongly agree that guiding questions technique help them to develop their ideas in writing. Item 4 also gets 30.35 points. It means that the students strongly agree that guiding questions technique helps them to organize their ideas easily after the implementation of guiding questions technique. Item 5 gets 29.64 point. It means that the students agree that they can use mechanics properly after the implementation of guiding questions technique. The result of the response to the five aspects of writing get 29,71 points. It means that the students agree that guiding questions technique could improve their writing in five aspects of writing.

The result of the second aspect which is responses to the students interest in writing can be explained as follows. Item 6 gets 29.64 points. It means that the students agree that guiding questions technique makes students feel like writing is not a difficult activity and they did not face difficulties while writing through guiding questions technique. Item 7 gets 28.92 points. It means that students agree that guiding questions technique is effective technique that should be applied in the next meetings. Item 8 gets 27.85 points. It means that the students agree that guiding questions technique is an interesting technique to apply in writing activity. Item 9 gets 29.64 points. It means that the students agree that guiding questions technique makes them more confident while writing. Item 10 also gets 29.64 points. It means that guiding questions technique makes the students enthusiastic while writing. The result of the response to the students interest in writing get 29.13 points. It means that the students agree that guiding questions technique makes the students interest in writing, especially descriptive text.

In relation to students' responses to the questionnaire, it shows that the students' responses toward the implementation of guiding questions technique is mostly positive. It can be seen from the number of their positive answers that support the implementation of guiding questions technique.

## **Discussion**

This section discusses the result of this research in two main issues. The first issue related to the improvement and the second issue related to the responses.

The result of this research showed a significant increase in students' writing score in the pretest and the posttest. It meant that the first hypothesis was accepted. It was also assumed that guiding questions technique contributes in improving students' writing achievement. Through guiding question technique, the students were given guidance in form of sets of question in writing descriptive text to help them express their ideas. By answering the questions, the students have something to write and their piece of writing will be well organized. Therefore, by answering some questions related to the topic which was going to be written by them, hopefully it could minimize the mistakes written by them. Bramer and Sedley (1981) states that asking and then answering questions is a good method to

discover details of experience. So, giving the students question is expected to stimulate the students' thoughts and they can compose paragraph by answering the questions given to them. In this way, the students can write well because they are guided by the questions.

This finding confirms the result of the research that was conducted by Muhayyinah (2012). The result showed that it is more effective to use guiding questions technique in teaching writing. She stated that by implementing guiding questions, the students will be more motivated in writing. It makes the students feel like writing is not a difficult activity since guiding question helps the students to organize their idea when they have to write. It also found by Wulandari (2015). She was proved by seeing the scores of the students' posttest were higher than the students' scores of the pretest. From the result, she indicated that guiding question technique can help the students who still have problem in expressing their ideas in written form to generate their ideas related to the topic and it helps them to write descriptive text correctly and effectively.

Furthermore, organization aspect could be the aspect improved the most since guiding questions technique provides some questions which can guide the students to organize the ideas. By following the questions, the students gave more their attention to the aspect of organization and their writing can flow coherently because the students write the paragraph by following and answering sets of questions. The finding supports the theory from Harris (1979: 68-69) that organization is related to the logical organization of the content. The transactional signal made together with the questions were also very helpful the students to make their descriptive text.

Moreover, the students' responses toward the implementation of guiding questions technique was also positive. In this research, the majority of students registered an agreement with the statements that guiding questions technique is a good technique to improve their achievement in five aspects of writing. It shows that the students have good responses toward guiding questions technique. In addition, guiding questions technique was able to increase the students' interest in writing and the process of teaching learning became more enjoyable and active.

The students responses toward the implementation of guiding questions technique was mostly positive. It could be seen from a number of their positive answer that support the implementation of guiding questions technique. It was in line with Maulida (2016) who states that the students' writing skill on descriptive text improved in each aspects after they were taught by guiding questions technique. The students would be more understand in writing activity, especially in aspects of witing, it could be seen in the result of questionnaire.

Furthermore, the result of the questionnaire was in line with the result of the posttest. The students gained a better score after being taught by using guiding questions technique, and they also connsidered the technique as a good technique based on their answer from the questionnaire. The majority of students agree that guiding questions technique can improve the students' writing achievement in five aspects of writing and increase the students' interest in writing, especially

descriptive text. In addition, the students is helped with the implementation of guiding questions technique, so their achievement in five aspects of writing is improve. And the improvement of five aspects of writing make students feel like writing is not difficult and their interest in writing, especially descriptive text is also improve.

## **CONCLUSION AND SUGGESTIONS**

In relation to results of the study, it was concluded that: (1) The implementation of guiding questions technique was effective to improve the students' writing skill. Based on the result, there was a significant improvement of the students' writing after the implementation of guiding questions technique. It improves the students' skill in five aspects of writing namely, content, organization, vocabulary, language use, and mechanic. (2) The organization aspect got the highest score than other aspects. It was because the questions given lead them to think about the topic. They will not be confused about what to write. Following the questions also make their writing flow smoothly so that this technique enables the students to write descriptive text effectively and coherently. (3) Guiding questions technique provides students list of questions that help them to write. Moreover, they might feel more comfortable and confident because they can write descriptive text easily. Therefore, their response related to the implementation of guiding questions technique is positive. This is supported by the finding in this study. The result of questionnaire showed that students' responses are mostly positive rather than negative.

In reference with the conclusions, the writer gives some suggestions as follows: (1) Since guiding question technique can improve students' descriptive text writing ability, it should be applied by the teacher in writing class to develop students' creativity in writing. (2) The teacher should ask the students to bring along their own dictionary that they will not depend on the teacher and their friend in getting the meaning of words. (3) There are few studies of guiding questions technique and its implementation in monologue text writing. Therefore, further research could be about the investigation of this technique in teaching other monologue text writing such as procedure text. (4) In this research, the researcher conducted guiding questions technique to help students in senior high school, especially in descriptive text. Other researchers can conduct this technique on different level of students. It can be for example, Junior High School. (5) The researcher recommends comparing guiding questions with other techniques of teaching to know which technique is more effective to improve students' writing ability.

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