

TEACHING WRITING THROUGH GUIDED QUESTIONS TECHNIQUE AT THE FIRST GRADE OF SENIOR HIGH SCHOOL 3 BANDAR LAMPUNG

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Abstrak. Penelitian ini bertujuan untuk mengetahui aspek menulis siswa yang paling meningkat setelah diajar melalui teknik *guided questions*, dan untuk menyelidiki masalah-masalah yang paling sering siswa hadapi dalam belajar menulis. Populasi penelitian ini adalah siswa kelas satu SMAN 3 Bandarlampung tahun akademik 2018/2019. Sampel penelitian ini adalah X MIA 2 yang terdiri dari 29 siswa. Data diambil dari tes dan wawancara. Hasil penelitian menunjukkan bahwa aspek menulis yang paling meningkat adalah aspek tata bahasa dengan nilai rata-rata *pretest* adalah 57.84, dan *posttest* adalah 65.79. Selain itu, hasil wawancara juga menunjukkan bahwa tata bahasa adalah masalah yang paling sering siswa hadapi. Oleh karena itu, hal ini menandakan bahwa teknik *guided questions* meningkatkan kemampuan mereka dalam menulis teks deskriptif.

Abstract. This research were aimed to find out the most improved aspect of students' writing after being taught by guided questions technique, and to investigate the most frequently faced problems in learning writing. The population of this research was the first grade students of Senior High School 3 Bandarlampung in the academic year 2018/2019. The sample of this research was X Science 2 which consisted of 29 students. Data were taken from tests and interview. The result showed that the most improved aspect of writing was language use with the mean score of the pretest was 57.84, and the posttest was 65.79. Moreover, the result of the interview showed that language use was the most frequently faced problems. Therefore, it is approved that guided questions technique improves their ability in descriptive text writing.

Keywords: *writing, writing ability, guided questions technique*

INTRODUCTION

English has been the compulsory subject that is taught and learnt from elementary school until university. Students are expected to achieve four skills: listening, speaking, reading and writing. Writing as one of language skills plays an important role in the formal communication. Fatoni (2012) states that writing is an active process of expressing ideas, thought, and feeling of the writer. In addition, Nik (2010) states that writing is not just putting pen to paper or writing down ideas but it is how these ideas are presented or expressed effectively.

The students are expected to be able to communicate both in spoken and written form to solve problems in their daily lives through various kinds of text. One of the texts that has to be learnt by the first-year students of senior high school is descriptive text. The students have to be able to understand and create descriptive text cohesively based on the generic structure and the function of the text. A descriptive text is considered as the simplest and easiest writing form compared to the narrative, descriptive, or procedure, particularly for the beginning writers (Ellis et. al., 1989).

In fact, this objective is hard to achieve. From the experience as a senior high school teacher in teaching training program (PPL), the researcher found that the first-year students get confused about expressing their ideas in written form, particularly, in descriptive text writing. When the teacher asked the students to write a descriptive text, they got difficulties in linking several sentences into one coherent idea to create a text. Yuniarsih (2008: 65) found that many students could not express their idea smoothly in written form. Although they had been given a topic to write, they could not

automatically start their writing assignment. It can be said that although they have written several lines, they mostly find difficulties on how to continue their writing. As the result, they tend to stop writing.

Idrus (2003:3) states that although English has been learnt for many years, we still find that senior high school graduates cannot understand and use English well both in spoken and written form. Many students complain that they have the ideas what they are going to write but they do not know how to put them into a paragraph coherently. They cannot link several sentences into one coherent idea. Based on these facts the researcher believes that for the most of the students, writing is difficult skill of language. This also admitted by Byrne (1988:4) who says that writing is difficult for most people both in mother tongue and in foreign language.

Therefore, the researcher was encouraged to look it closer by doing a research on this matter, particularly in descriptive text writing. The researcher assumed that the students need guidance in writing descriptive text to make them easier in expressing their ideas. The researcher believed that by guiding the students through Guided Questions in the descriptive text writing process, they would have something to write and their writing would be well organized. This is because Guided Questions requires students to write the text based on the set of questions that is given by the teacher.

Rivers (1978:245) says that to be able to write in foreign language, the students must be trained systematically through five steps of development: copying, reproduction, recommendation, guiding the students' writing and composition. From the statement, we can say that

guiding the students in their writing process is needed to help them express their ideas in good composition. So, Guided Questions can be considered as one of the alternative techniques that can be used in teaching writing descriptive text. In the activities of teaching writing using this technique students were given some questions as a guidance to lead them write descriptive text. They were not just given the actual text that they would write, but they were given a series of questions which the answers could help them to form the text. The researcher believed that students can improve their writing ability through Guided Questions Technique. However, the researcher assumes that students still face problem during teaching writing through Guided Questions.

The implementation of Guided Questions in teaching writing descriptive text was assumed to be able to improve the ability of first-year students of Senior High School 3 Bandarlampung in descriptive text writing. Besides that, the researcher wanted to know what problems students frequently face in learning writing.

METHODS

To answer the first research question, the researcher used a quantitative approach. The design of this research was one group pre-test post-test design (Setiyadi, 2006). This one group pretest-posttest design involves a single group that pretest (T1), expose to a treatment (X), and post-test (T2). Then, to answer the second research question, a qualitative approach was implemented in this research.

The population of this study was the first grade students of Senior High School 3 Bandar Lampung in the academic year of

2018/2019. The sample of this research was X Science 2 which consisted of 29 students.

The instruments for collecting quantitative data in this research were writing test that focus on descriptive text both in pre-test and post-test. Then, an interview was used to collect qualitative data. 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. Code was also used to count the result of interview to know the most frequently faced students' problem. The code were "1" for answer yes and "0" for answer no.

Before applying the treatment, the researcher administered a pre-test to find out the students' ability in descriptive test writing. The treatments were applied in three meetings. After applying the treatments, the researcher administered a post-test to find out the most improved aspect of writing. Then, the researcher conducted interview to investigate the most frequently faced students' problems in learning descriptive text writing.

RESULTS AND DISCUSSION

Results

After conducting the research, the researcher obtained the result of pre-test and post-test as follows:

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 1. The Improvement of Each Aspect

Aspects of writing	Mean of pre-test	Mean of post-test	Gain	Significant value
Content	16,5	17,6	1,03	0,160
Organization	12,1	14,2	2,07	0,002
Vocabulary	12,7	14,12	1,43	0,024
Language use	13,2	15,5	2,26	0,002
Mechanic	3,31	4,47	1,15	0,000
Total	57,84	65,79	8,34	

From the pre-test and post-test, the researcher got the result that there was an improvement in all aspects of writing. From the results of hypothesis testing on each aspect of writing, content aspect did not improve significantly.

a. Content

The mean score of this aspect in pre-test was 16,5 and the mean score of content in post-test was 17,6. The improvement was 1,03 (Sign. 0,160). Although there was improvement in students' writing descriptive text in content aspect. but the improvement is not significant. This means content aspect need a special attention to get the maximum result teaching writing using Guided Questions Techniques.

b. Organization

The mean score of this aspect in pre-test was 12,1 and the mean score of organization in post-test was 14,2. The improvement was 2,07 (Sign. 0,002). It means there is a significant improvement in students' writing descriptive text in organization aspect. This improvement means Guided Questions Technique can be used for teaching writing.

c. Vocabulary

The mean score of this aspect in pre-test was 12,7 and the mean score of vocabulary in post-test was 14,12. The improvement was 1,43 (Sign. 0,024). It means there is a significant improvement in students' writing descriptive text in vocabulary aspect. This improvement means Guided Questions Technique can be used for teaching writing.

d. Language Use

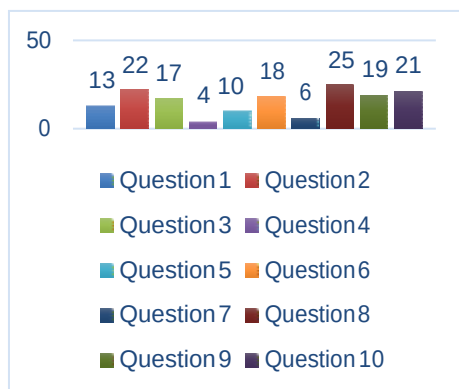
The mean score of this aspect in pre-test was 13,2 and the mean score of language use in post-test was 15,5. The improvement was 2,26 (Sign. 0,002). It means there is a significant improvement in students' writing descriptive text in language use aspect. This improvement means Guided Questions Technique can be used for teaching writing.

e. Mechanic

The mean score of this aspect in pre-test was 3,31 and the mean score of mechanic in post-test was 4,47. The improvement was 1,15 (Sign. 0,000). It means there is an improvement in students' writing descriptive text in mechanic aspect. This improvement means Guided Questions Technique can be used for teaching writing.

From the explanation above, it could be concluded that Guided Questions Technique can improve students' recount text writing in five aspects of writing namely; content, organization, vocabulary, language use and mechanic. The highest improvement was on language use aspect.

To answer the second research question, the researcher conducted interview to find out the problem that students frequently face. The interview was conducted after post-test. Each students was interview about 2 minutes to answer 10 questions consists of steps of writing, procedure of writing and aspects of writing. The problem that students frequently face can be seen as below.



Based on the chart above, it can be seen that question 8 got the highest number. It means that 25 students answered yes for that question. Meanwhile, question 1 got 13; question 2 got 22; question 3 got 17; question 4 got 4; question 5 got 10; question 6 got 18; question 7 got 6; question 9 got 19; and question 10 got 21. The number of each chart shows how many students answered yes for the questions. The questions in the interview sheet can be seen as follow:

1. Do you have any problems in brainstorming? Why?
2. Do you have any problems in selecting among ideas? Why?
3. Do you have any problems in revising draft? Why?
4. Do you have any problems in editing your final draft? Why?
5. Do you have any problems in writing the ideas into paragraph? Why?
6. Do you have any problems in learning language features in the paragraph? Why?
7. Do you have any problems in making paragraph? Why?
8. Do you have any problems in language use aspect? Why?
9. Do you have any problems in mechanic aspect? Why?
10. Do you have any problems in vocabulary aspect? Why?

According to the results of this research, the students gained improvement after the implementation of Guided Questions Technique for their writing score.

However, there was still found problem that students faced in learning English writing. The reason why the researcher conducted this research because the researcher wants to confirm what previous studies had conducted and also to find out students' problem. To sum up, Guided Questions Technique is effective to improve student's writing ability in descriptive text writing. It is confirmed by the result of SPSS 25.0 analysis which shows that there are significant improvements on students' writing ability. This research used normality test to know whether the data was normally distributed or not. In this research, the level of significance used is 0.05. H1 is accepted if the result of the normality test is higher than 0.05 ($p > q$). The hypotheses of normal distribution could be described as follow:

H0: The distribution of the data is not normal.

H1: The distribution of the data is normal.

The result of normality test can be seen in the following table:

Tests of Normality

	Kolmogorov-Smirnov ^a			Shapiro-Wilk		
	Statistic	df	Sig.	Statistic	df	Sig.
pretest	.101	29	.200*	.954	29	.226
posttest	.144	29	.131	.957	29	.276

a. Lilliefors Significance Correction

Table 2. The Result of Normality Test

The result of normality test of pre-test shows that the value of two-tailed significance is 0.200. It means that H1 is accepted and H0 is rejected since $0.200 > 0.05$. It implies that the distribution of the test is normal. The result of normality test of post-test shows

that the value of two-tailed significance is 0.131. Since $0.131 > 0.05$, it can be stated that the data of post-test and pre-test is normally distributed.

Discussion

To answer the first research question, the researcher conducted tests and found that the most improved aspect is language use. Language use aspect became the most improved aspect because Guided Questions technique itself eased students in constructing sentence grammatically. The set of questions that students answered gave students ideas to make grammatical sentences. In line with Rivers (1964:262) states that a series of questions may be constructed that the students can write their ideas as they answer the questions. As seen in the **table 4.2**, language use gained the highest score.

The advantages of applying Guided Questions Technique can enhance students' grammatical awareness and sentence structure knowledge of English at the lower level of language proficiency. The result shows that language aspect gain the highest score among the aspects of writing. Students could improve their writing ability specifically in language aspect. Through answering the set of questions, students could aware the sentence construction. Each questions clued about the grammatical sentence construction that the students should write in their answers.

As the name of this technique, Guided Questions Technique guides students to write the sentence grammatically. The questions was like a guidance about what students should write. Students developed their ideas from the questions construction sentence. Although Guided Questions Technique gave positive impact, there were some students made mistake in producing grammatical sentence. Some students still forgot to construct their sentence grammatically.

It was because the students used to communicate and chat by using slang words to shorten the sentence.

Although language use became the most improved aspect, it doesn't mean that students wrote their paragraphs perfectly. Language use was the most improved aspect because among all aspects of writing, language use gained the highest score based on the score of pre-test and post-test conducted. The researcher and the other rater scored both pre-test and post-test in each aspect and process the students score in Microsoft Excel to get the mean and total. After processing the scores in Microsoft Excel, the researcher continued processing the score using SPSS to know deeper. From the results of SPSS, the researcher feel unsatisfied. It was not because the results were wrong. It was because not all aspect improved significantly and got very low score. Content aspect didn't improve significantly and got the lowest score among all aspects of writing. The researcher tried to figure out why content aspect became the lowest improved aspect. The research found that the theme researcher provided couldn't representative what the students wanted to write. Most of students felt confused in pre-test and post-test. In post-test, students' confusion decreased. Students had their favorite athlete and knew their mother and their classmates, but they just knew at the surface. Students didn't know much about the theme they chose.

There were three themes researcher provided. The first was classmate. Most students who chose this theme said that their classmate is kind because she/he always helps them. They didn't know when and where their classmate was born, their classmates' hobby, what their classmates like and dislike. They didn't even know where their classmates live. The second theme was mother. Students who chose this theme surprised the researcher the most. Students said that their mother is beautiful, they couldn't describe part of their mother which is

beautiful both physic and character. Most students also said that their mother is kind because she always wake them up and never gets angry with them when they make mistakes. The other who chose this theme send their gratitude at the end of paragraph and also said that they love their mother with love sign. The third theme was favorite athlete. Most students who chose this theme got better score both in pre-test and post-test than students who chose the two previous theme mentioned. They were a real fans. They might not know all about their favorite athlete, but at least they could mention and describe the physical appearance and also the character. They also wrote the additional information about their favorite athlete.

Based on the discussion above, it can be concluded that language use was the most improved aspect because it gave students slue that could lead students to construct their sentences grammatically and paragraphs well. Moreover, content aspect became the lowest improved aspect because the themes provided limited students' creativity and ideas.

To answer the second research questions, the researcher conducted interview to know the most frequently faced students' problem. The researcher interviewed all students one by one. It took about two minutes to interview each student. There were 10 questions to answer. Each questions consists of "yes/no" questions and "why" question to give deeper explanation in. Every technique has strong and weakness. Although all aspect gain improvement, but there was still found the problem in learning English specifically in writing.

The researcher found that the students' problem frequently face is in language use aspect specifically in grammar use. 25 students answered yes to indicate the problem they had in writing. From the interview, the researcher listened to their problem in language use aspect. Most of them confused about the use of tenses.

Students were still confused about the functions of each tense like they didn't know when they should use simple present tense and past tense. They got mixed up with that. As found in the pre-test that students used past tense in descriptive text which should have been simple present tense. It was said "my mother was the most kind and patient". The researcher gave explanation to differ the two of them. Each tense has different pattern and it confused students to use them. Even though students were given treatments, students still used simple present tense and also used both. It was said "my mother is was a strong woman". Misuse of tenses was decreased in posttest. The other students' problem was the use of simple present tense. Although students used the right tense to construct descriptive text, students were not aware to construct sentences using simple present tense grammatically. It was said "she live in Bandarlampung". It supposed to use the correct third person singular verb because the subject is singular. The students should add letter s at the end of the word "live". Another mistake in constructing simple present tense sentence was "her hobbies is shopping and travelling". Shopping and travelling is counted as two hobbies which is plural. It supposed to use are instead of is. The next sentence at the same appendix said "his weight is 56 kg". The writer was confused whether use his/her. His writing shows that he might not know the difference between his and her or it was just matter of consistency. Some of them constructed a sentence using verb but put to be before the verb. It was said "he is play for Manchester United". It supposed to be "he plays for Manchester United". The other did not aware about spelling and the use of capital letter. It was said "his skin is blag". The students wrote blag instead of black, but was supposed to be tan. For the unawareness of the capital letter use can be seen all pre-test model writings.

Based on those findings, it is concluded that students' problem in writing which is frequently faced is language use aspect. The correct use of simple present tense is the biggest matter found in the interview conducted.

CONCLUSION AND SUGGESTIONS

The implementation of Guided Questions Technique was effective to improve students' writing skills. Language use was the most improved aspect because it gave students clue that could lead students to construct their sentences grammatically and paragraphs well. Moreover, content aspect became the lowest improved aspect because the themes provided limited students' creativity and ideas. Although all aspect gain improvement, there was still found the problem in learning English specifically in writing. Students' problem in writing which is frequently faced is language use aspect. The correct use of simple present tense is the biggest matter found in the interview conducted.

Considering the advantages of Guided Questions Technique, the teachers are recommended to be creative in applying Guided Questions Technique to get the maximum result. In order to make learning process fun when learning writing, teacher needs to make various activities when using this technique because this technique is very simple to use. Further researchers are suggested to notice the repetition of mistakes students did to solve their problem and never skip it before the students understand. In conducting interview, further researchers are suggested to make sure there will be no noise or other distraction during interviewing. Time management is the other thing to consider. Further researchers have to make sure that she/he has enough time.

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