

THE IMPLEMENTATION OF GUIDING QUESTION TECHNIQUE TO IMPROVE STUDENTS' RECOUNT TEXT WRITING ABILITY AT THE FIRST GRADE STUDENTS OF SMAN 13 BANDAR LAMPUNG

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Abstrak

Penelitian ini bertujuan untuk mengetahui apakah ada perbedaan pada kemampuan siswa dalam menulis teks recount setelah penerapan teknik *guiding question*. Penelitian ini adalah penelitian kuantitatif. Sampel penelitian ini adalah 35 siswa tingkat pertama SMAN 13 Bandar Lampung. Test menulis digunakan sebagai alat untuk pengambilan data. Hasil penelitian menunjukkan bahwa adanya perbedaan kemampuan siswa dalam menulis teks recount setelah penerapan teknik *guiding question* dan aspek *organization* adalah aspek menulis yang paling meningkat. Dapat disarankan bahwa teknik *guiding question* dapat membantu siswa menghasilkan ide dengan lebih mudah.

This study was aimed at finding out whether there was a difference of students' recount text writing ability after the implementation of *guiding question* technique. This research was a quantitative research. The subjects of this research were 35 students at the first year of SMAN 13 Bandar Lampung. A writing test was administered as the instrument of this research. The result showed that there was a statistically difference of the students' recount text writing ability after the implementation of *guiding question* technique and the organization aspect of writing was the aspect that improved the most. This suggests that *guiding question* technique helps the students generate their ideas more easily.

Keywords: *Writing, Recount Text, Guiding Question Technique.*

INTRODUCTION

English has been a compulsory subject at high school level and university. The goal of teaching English as stipulated in curriculum 2013 is to enable the students to communicate in English both in spoken and written forms. To achieve the goal, the students should learn four language skills. They are listening, speaking, reading, and writing. Among those four skills, writing is given less attention in the sense that considered as a productive skill but the teacher does not seem to make priority on writing. This situation does not support the statement from Geysler (2007:1) which says that writing allows students sufficient time to process information whereas speaking does not. Writing is also a way for those 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 both writing and speaking in balance so that the students will have good ability both in speaking and writing.

The learning process also seems to make priority on other skills and aspects of English such as speaking, listening, reading, vocabulary, and grammar. Although those skills and aspects are also important in learning English, the teacher tends to teach them separately from writing so that in learning process, writing gets the least attention. Therefore, students' skills in writing are not developed maximally. Consequently, the

students' writing is not developed as expected.

By considering the goal of teaching English and the situation in the field, teacher should also teach writing because it is as important as other skills. The statement is supported by Harmer (1998:79) who states that most important reason for teaching writing is because it is a basic language skill, just as important as speaking, listening, and reading. However, writing is a complex skill to master. In writing, students still face many difficulties such as in developing the content or the ideas about what to write. 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 has been difficult for them to gather the ideas of what to write and what to put in the paper. The last is the organization of the ideas. There are still many students that 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) which 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.

In order to overcome the students' difficulties in writing, the researcher chooses a technique to facilitate the students in writing. In learning activity, a technique can make the teaching learning process alive.

Therefore, the students can be creative in composing paragraph. There are some techniques that can be used in teaching writing. One of them is guiding question technique. According to Traver (1998:70), a guiding question is the fundamental query that directs the search for understanding. 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 of what to write first and next because they have guidance in its process. A previous research on guiding question technique was conducted by Muhayyinah (2012) to find out whether any differences between the implementation of guiding question technique and traditional technique in teaching writing among students year X at SMK NU Lamongan. The result showed that it is more effective to use guiding question technique in teaching writing. She stated that by implementing guiding question 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. Another previous research was also conducted by Wulandari (2015) entitled *Improving Students' Ability in Writing Descriptive Paragraph through Guiding Question Technique at the Second Grade of SMPN 1 Gadingrejo Pringsewu*. It is similar to the research conducted by Muhayyinah, the result showed that guiding question technique can be

used in teaching writing, in this case in teaching descriptive. It is because the 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 and it helps the students to write descriptive paragraph correctly and effectively.

Based on the results of those studies, it can be seen that both researches proved that guiding question technique is good to be implemented by the teacher. Different from the previous researches, in this research, the researcher specifies the type of writing in the form of recount text because according the curriculum 2013, students of senior high school, especially first graders, are expected to be able to present information in form of a recount text. Another reason is because recount text is text that retells past event. Everyone likes to write past experiences which impress them. It will make the students interested in writing class so that the researcher is motivated to implement the technique on recount writing.

Therefore, the objectives of this research were to find out whether guiding question technique could be used to improve students' writing recount text ability at the first grade students of SMAN 13 Bandar Lampung and to investigate what aspect of writing improved the most after the implementation of guiding question technique.

METHODS

This study was a quantitative research which used a one group pretest posttest design. This research was conducted at the first grade students of SMAN 13 Bandar Lampung in academic year of 2016/2017. The research took one class through lottery technique as the sample of this research. The class was Class X Science 1 consisting of 35 students. The instrument of this research was a writing test used in the pre-test and post test. There were 5 meetings in this research. The first meeting was a pretest in which the students were asked to write a recount text based on the topics given. Then, the other three meetings were treatments. In the treatments, the researcher applied guiding question technique in teaching recount text writing. The last meeting, the researcher conducted a posttest in order to measure how far the improvement of students' recount text writing ability after the treatments. The students' scores of pre-test and post test were analyzed to know the students' writing ability before and after having the treatments. The data were scored by using scoring criteria for writing adapted from Jacobs et. al (1981:90) in terms of content, organization, vocabulary, grammar and mechanics. After scoring students' works, the data were analyzed by using *T-test* to compare the data of two means score. To ensure the reliability of the scores and to avoid the subjectivity of the researcher, the researcher used inter-raters reliability.

RESULTS AND DISCUSSION

The result from the calculation by using Repeated Measure T-Test (SPSS 16.00) shows the mean score of pretest result is 55.01 while in the posttest is 67.07 in which the difference is 12.06 points. It can be seen from the following table.

Table 1. The Difference of Students' Score in the Pretest and the Posttest

Category	Pretest	Posttest	Gain
Total	1925.5	2347.5	422
Mean	55.01	67.07	12.06

From the table above, it implies that there is an improvement of students' recount text writing ability after the implementation of guiding question technique.

While the result of the study shows that organization is the aspect that improves the most after the implementation of guiding question technique. The summary can be seen from the following table.

Table 2. The Summary of the

Aspect of Writing	Pretest Score (PrS)	Posttest Score (PoS)	Maximum Score (MS)	Aspects Improvement (PoS - PrS)	(%)*
Content	16.43	19.71	30	3.28	10.93
Organization	12.40	15.04	20	2.64	13.2
Vocabulary	12.21	14.76	20	2.55	12.75
Language Use	11.69	14.47	25	2.78	11.12
Mechanic	3.39	3.93	5	0.54	10.93
Total	55.01	67.07	100	12.06	58.93

Students' Result in Each Aspect

From the table, it shows that the students' score improves in all aspect of writing and organization is the

aspect that improves the most after the implementation of guiding question technique. It is assumed that guiding question technique contributes in improving students' writing ability. Through guiding question technique, the students are given guidance in form of sets of question in writing recount 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 is going to be written by them, it can minimize the mistakes written by them. Bramer and Sedley (1981:24) state that asking and then answering questions is a good method to discover details of experience. Therefore, giving the students questions 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) which was conducted to find out whether there was any difference between the implementation of guiding question technique and traditional technique in teaching writing among first grade students of SMK NU Lamongan. The result showed that it is more effective to use guiding question technique in teaching writing. She stated that by implementing guiding question 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.

Another finding came from Wulandari (2015). This research showed that the implementation of Guiding Question Technique improved the students' ability in writing a descriptive paragraph. It was proved by looking at the scores of the students' posttest was higher than the students' scores of the pretest. This could be seen from the mean score of the pretest in the experimental class which was 54.58 and 73.33 in posttest. From the result, she indicated that guiding question technique can help the students who still have a problem in expressing their ideas in written form to generate their ideas related to the topic and it helps them to write a descriptive text correctly and effectively.

Referring to the explanations above, it can be concluded that guiding question technique is a good technique to be applied in teaching recount text writing. Through guiding question technique, the students are able to develop their ideas their ideas in a well-organized way. It was proven by the improvement of total mean score of the test before and after the treatment that was 12.06.

CONCLUSION AND SUGGESTIONS

Conclusion

Referring to the discussion of the research findings the implementation of guiding question technique can

improve the students' recount text writing ability. It can be seen from the gain of the students' writing mean score in the pretest and the posttest (55.01 to 67.07). In addition, the use of guiding question technique can also improve the students' skill in five aspects of writing namely, content, organization, vocabulary, language use, and mechanics based on the analysis of the students' works in the posttest in each aspect. Furthermore, after the students were being taught by using guiding question technique, the students' score of organization improved the most. This is because guiding question technique enables the students to write a recount text coherently since the questions given before writing provide the students' preparation with the information, the facts, and the details about the topic. Following the question also makes their writing flow smoothly.

Suggestions

Referring to the findings of this research, some suggestions for English

teachers are proposed. First, since guiding question technique can improve students' recount text writing ability, it should be applied by a teacher in writing class to help the students generate their ideas in writing. Second, the teacher should ask the students to bring along their own dictionary that they will not depend on the teacher and depend on their friend anymore in getting the meaning of words.

There are also suggestions for further researchers. In this study, guiding question technique was applied in teaching recount text writing. There are few studies of guiding question technique and its implementation in monologue text writing. Therefore, the further research could be about the investigation of this technique in teaching other monologue text writing. The researcher also 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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