

**IMPROVING STUDENTS' WRITING IN RECOUNT TEXT  
THROUGH THE USE OF GUIDING QUESTIONS  
AT SMAN 1 SEPUTIH MATARAM**

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**Abstrak :** Tujuan penelitian ini adalah melihat apakah kemampuan menulis siswa meningkat setelah mereka belajar menulis melalui penggunaan teknik *Guiding Questions* dan aspek penulisan manakah yang paling meningkat melalui penggunaan teknik *Guiding Questions*. Sasaran penelitian ini mencakup 36 siswa kelas X MIA 3 di SMA Negeri 1 Seputih Mataram Tahun Akademik 2018/2019. Data penelitian dianalisis menggunakan *t-test* dengan level signifikan  $p < 0.05$ . Hasil penelitian menunjukkan bahwa kemampuan menulis siswa meningkat secara signifikan setelah mereka belajar menulis melalui penggunaan teknik *Guiding Questions*. Meskipun penggunaan bahasa menempati peningkatan tertinggi dalam angka, perhitungan *multiple comparison test* menunjukkan bahwa perolehan isi tidak berbeda secara signifikan dibandingkan aspek-aspek lain.

**Abstract :** The aim of this research was to find out whether students' writing increased after they learnt writing through the use of guiding questions technique and which aspect of writing increased the most after they learnt writing through the use of guiding questions technique. The subjects of the research were 36 students of X MIA 3 class at SMA Negeri 1 Seputih Mataram in 2018/2019 academic year. The data were analyzed by using *t-test* with the significant level  $p < 0.05$ . The result of the research showed that students' writing improved significantly after they learnt writing through guiding questions technique. Although the language use got the highest increase numericly, the computation of *multiple comparison test* showed that the gain of the content was not significantly different compared with the other aspects.

**Keywords:** writing, recount text, guiding questions technique.

## INTRODUCTION

According to the English Curriculum 2013, one of the goals of teaching English at senior high schools is to enable students to write texts in English. One of the texts the students need to master is a recount text. It is a kind of text which tells the writer's past experience. This indicates that writing has a crucial role in learning English. Furthermore, the English Competence in the curriculum requires the students to be able to compose written recount paragraph in a simple form. To do so, the students should be able to employ covert language, linguistic elements, and in accordance with the context. Consequently, the students should be able to develop their ideas by using English correctly. This fact implies that writing is the most difficult skill of language. Thus, it is important for the students to master this skill in order to they can express their idea and create a recount text cohesively based on the social function and generic structure of the text.

However, this objective is very hard to achieve. Most of the students' skills are far way from their learning target (Sukendar, 2012). It is supported by (Indah, 2018) that during Teachers Training Program (PPL) in SMPN 2 Negeri Agung, it was found that the students' writing achievement was still low. This can be seen from the results of students' writing that often consisted of some mistakes in vocabulary, grammar use, organization, mechanic, and also the ability of the students in expressing and developing their ideas. In addition, Diharyono (1990: 1) said that the students know or have the ideas what they are going to write, but they do not know how to put them into words. Finally they cannot build an effective sentence.

The students' low capability of writing happened due to a number of aspects. One of them is that writing is a complex skill to be learnt. In writing, students have to face many difficulties such as lack of grammar understanding, lack of vocabulary, confused about the content, mechanic, and organization. Those difficulties are related to the aspects of writing.

Raimes (1983: 101) asserts that guiding questions technique is used to allow the students a little freedom in structuring sentences or in their writing activity. Furthermore, guiding questions technique has some advantages. Faiz (2011) said that it can facilitate the teaching of writing to the students, so that the students will not be confused what they are going to write because they are guided to write by answering the questions related to the topic. Second, it can make their writing more coherent because they write the paragraph by following the questions. Moreover, the students will have a good organization while developing the ideas since they pay attention with the questions (Marsya, 2018).

## METHOD

This study applied *one-group pretest-post test design of preexperimental design* (Setiyadi: 2006). In this research, the students were given pretest before treatment to find out the students' initial ability and were given post test after treatment to see the improvement in their writing ability after being taught through guiding questions technique. The research was conducted for five meetings. Each meeting took two lesson hours (2x45 minutes). The first meeting was the pre test session, then the next meeting was the treatment for the students which was conducted three times and the last day was the post test.

This research had two variables; independent and dependent variable. The independent variable was the use of Guiding Questions technique and the dependent variable was the students' recount text writing ability. Fraenkel and Wallen (2009) said that a sample in a research study is the group on which information is obtained. The larger group to which one hopes to apply the results is called the population. The population of this research was the students at SMAN 1 Seputih Mataram in academic year 2018/2019. While the sample of the research was X MIA 3 which consisted of 36 students.

In conducting this research, the writer applied some procedures as follows; 1. determining the population and sample, 2. selecting the materials, 3. administrating the pre-test, 4. conducting the treatments by using guiding questions technique, 5. administrating the post test, 6. scoring the students' writing, and 7. analyzing the data.

In order to get the results of this research, the data was analyzed by some steps as follows: 1. Scoring the pre-test and post-test, 2. Finding the mean of the pre-test and post-test and 3. drawing conclusion by comparing the means of the pretest and posttest.

The instrument of this research was tests. There were pretest and post test. In the first meeting, the researcher gave the pre test and for the last meeting after the treatment was the post test. The tests asked the students to write a recount text based on the situation which had been given by the researcher. In addition, the students had to choose the same topic in the pre test and post test. Both took 90 minutes.

In analyzing the score, There were five criteria of writing scales. They are content, organization, vocabulary, language use and mechanic. In this research the writer used inter-rater to score the result of the test. It meant that, in scoring the test there were more than one rater. The two raters were the researcher and the an English teacher at the school. The result of reliability score of the pretest was 0.961 (very high reliability). While the result of reliability score of the posttest was 0.968 (very high reliability).

## RESULTS AND DISCUSSION

### Results

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

In order to see whether the the objectives of the research can be achieved or not, the researcher analyzed the test result of the pretest and posttest which is displayed in the following table.

**Table 1. The Result of the Pre Test and the Post Test**  
Statistics

		Pretest	Posttest
N	Valid	36	36
	Missing	0	0
Mean		64.53	72.50
Minimum		52	59

**Statistics**

		Pretest	Posttest
N	Valid	36	36
	Missing	0	0
Mean		64.53	72.50
Minimum		52	59
Maximum		76	87

Table 4.1 shows that the students' writing increased after the treatments. It can be seen from the mean of the post test which was higher than the pre test. Eventhough the mean of the pretest was 64.53, it did not mean that all of the students reached it. Their minimum score of the pretest was 52, while the maximum score was 76. On the other hand, the students got 72.50 for the mean of the post test. Similar with the pretest, the post test's mean did not show that all of the students got that score. They got 59 for the minimum and 87 for the maximum score. Therefore, in order to make it clear about distribution of the students' pretest and posttest score, it will be explained in the following table.

**Table 2. Distribution of the Students' Pretest and Posttest Score**

No	Score	Fi-Pretest	Frequency in Percentage	Fi-Post test	Frequency in Percentage
1	52-57	4	11.1	0	0
2	58-63	12	33.3	3	8.3
3	64-69	15	41.7	8	22.2
4	70-75	4	11.1	13	36.1
5	76-81	1	2.8	7	19.4
6	82-87	0	0	5	14
	Total	36	100	36	100

The table above indicates that the students' pretest scores were so varied. There were about 4 students (11.1%) who got the score between 52-57, 12 students (33.3%) who got score between 58-63, 15 students (41.7%) who got 64-69, 4 students (11.1%) got 76-81 and 1 student (2.8%) who got 76-81 in their pretest. The table above indicates that the mean score of the pretest which was 64.53.

Meanwhile in the posttest, there were about 3 students (8.3%) who got the score between 58-63, 8 students (22.2%) who got score between 64-69, 13 students (36.1%) who got 70-75, 7 students (19.4%) who got 76-81, and 5 students (14%) who got 82-87 in their pretest. From the table above, it can be seen that the mean score of the posttest which was 72.50.

The majority of them got higher achievement in the post test. Also, there were only few percents of them got less than the mean. It can be concluded that the students' writing increased after they learn writing through the use of guiding questions technique. The increase of the mean score of the pretest and the posttest was 7.97.

Afterward, in order to prove whether the hypothesis proposed by the researcher is accepted or not, Paired Sample T-Test is used to test the hypothesis.

The following hypotheses are tested by using Paired Sample t-test :

$H_0$  : Students' writing does not increase after they learn writing through guiding questions technique. The criteria of  $H_0$  is higher than 0.05 (sign > 0.05).

$H_1$  : Students' writing increases after they learn writing through guiding questions technique. The criteria of  $H_1$  is lower than 0.05 (sign < 0.05).

Besides, the researcher also compared the result of t-value and t-table to determine whether the alternative hypothesis can be accepted or not. The result is shown in the following table:

**Table 3. T-test Result 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 Posttest - Pretest	8.417	7.458	1.243	5.893	10.940	6.771	35	.000

The table shows that the result of the computation that the value of two tailed significance is 0.000. It means that  $H_1$  is accepted and  $H_0$  is rejected since  $0.00 < 0.05$ . It proves that the treatments which were given by the researcher have better effect to the students' achievement in writing a recount text. Then, if the t-value (6.771) compared with t-table (2.030), it can be seen that the students' writing increased since  $t\text{-value} > t\text{-table}$ . It can be concluded that students' writing in recount text increased after they learn writing through the use of guiding questions technique at SMAN 1 Seputih Mataram.

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 4. The Increase of Each Aspect of Writing from the Pre Test to the Post Test**

Aspects of Writing	Mean score of The Pretest	Mean score of The Posttest	Increase	Increase in Percentage
Content	19.47	21.15	1.68	20%
Organization	14.94	15.75	0.81	10%
Vocabulary	11.68	14.07	2.39	28%
Language Use	14.53	17.53	3	35%
Mechanic	3.18	3.76	0.58	7%
Total	63.81	72.26	8.46	100%

It can be seen in the table 4. that there was an increase in all aspects of writing including content, organization, vocabulary, language use and mechanic after the use of guiding questions technique for three times where the highest improvement was on the language use aspect.

Finally, according to the results above, it is concluded that the implementation of roundtable technique can significantly improve students' writing in a recount text. In

other words, the result of the research proved that guiding questions technique made improvement on the students' writing especially in terms of language use.

### **Discussion**

The result of the research showed that students' writing in a recount text significantly improved after they learnt writing through guiding questions technique. It can be seen from the comparison between the students' pretest and posttest score. In giving the test, the researcher asked the students to write a recount text by providing a situation. The result of the mean score of the pretest was 64.53 and the posttest was 72.50. So, the increase of the mean score was about 7.97. This increase happened because the students had a guidance to write a paragraph by using a list of questions provided so that their writing flew coherently.

Before learning writing through the use of guiding questions technique, it was found that the students made errors in aspects of writing, such as producing sentences in form of simple past tense, using inappropriate words within their writing and some of the words meaning they used was confusing. Besides, the majority of them made errors on capitalization. Furthermore, the content was not elaborated well and the ideas were lack of development.

However, after implementing guiding questions technique, the aspects of writing namely content, organization, vocabulary, language use and mechanic improved. The reason why those aspects improved is stated as follows. First, during the teaching and learning process, the researcher taught the language features of a recount text and asked the students to analyze it. Also, they were assigned to compose other examples of the language features and then it was discussed with the researcher and all of the students. That was why language use got the highest increase among other aspects of writing. Second, the feedback given by the researcher and the students was the thing caused vocabulary aspect improved. As their friends presented their work, they got new vocabularies to use in their own text. Next, the improvement of content aspect was because by using guiding questions technique, the students felt easier to put their ideas by answering a list of questions and develop their writing. So they might write a better content for their own paragraphs. Besides, guiding questions technique provided also some questions which could guide the students to write the sentences in a good order, so that the students' writing could flow coherently because the students write the text by using a set of questions provided. Therefore, it caused an improvement on organization aspect. In addition, this technique increased the students' writing in mechanic aspect since they were taught about mechanic and were exercised to correct their friends' writing during the treatment. In numbers, the aspect with the highest increase was language use. But, the result of multiple comparisons test showed that the gain of the content was not significantly different compared with the other aspects of writing. It is due to the students' lack of ability in developing the list of questions provided. It caused them to create a recount text in the simple content. So, that was why the gain of the content was not significantly different compared with the other aspects.

In fact, guiding questions technique does not improve student's writing in recount text only, but it also helps the students to improve their writing of other text types.

The finding was supported by the previous study which was conducted by Jayanti (2015). The population was the second grade students of SMA N 1 Belitang and class XI IPS2 consisting of 33 students. The research showed that the use of guiding questions

technique could significantly increase students' narrative writing skill. While, the aspect of writing that increased the most was language use with 16.76% increase. It happened due to the practice in applying language use was more focused in the treatment, since this aspect occupied the lowest score in the pretest.

However, another study found that the language use was not the aspect improved the most. The study conducted by Firdani and Fitriani (2017) found that the use of Guiding Questions technique in teaching writing improved the students' writing performance. Through random sampling, the writer took 21 out of 115 second grade students of MAN Darussalam Aceh Besar to be involved in this research. On the other hand, out of all the writing aspects, content and organization are two of the highest improved aspects. It happened because through guiding questions technique, the students did not have to think hard about the ideas to write in paragraph since those ideas would appear when answering the questions. Meanwhile, Imanisa (2017) found out that besides improving the students' descriptive text writing at the second year students of SMPN 23 Bandarlampung, the implementation of guiding questions technique also improved aspects of writing. In this study, organization got the highest improvement since the students were asked to arrange the sentence from simple to complex sentences before they were asked to write.

With regard to the those previous studies and this research, the lowest improvement occupied by mechanic aspect. In this case, the students made little improvement among the other aspects. It was because this technique did not specifically discussed the mechanic. This technique could not cover this problem since it needed much time to make the students really understand mechanic. Although mechanic was the aspect with the lowest improvement, it was better since the frequencies of mechanic errors decreased in the posttest.

According to the findings of the previous research above and in this research, it is concluded that the students gained much improvement after the implementation of guiding questions technique for their writing. Interestingly, the improvement of students' scores happened in other types of text as it had been tested in the previous studies.

From the explanation above, it is concluded that the use of guiding questions technique can significantly improve students' writing, especially in terms of language use.

## **CONCLUSION**

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

### **Conclusion**

1. The use of guiding questions technique can increase the students' writing in a recount text significantly. It happened because this technique guided the students to generate their ideas and write a recount text well. So, the majority of the students got more than the mean score, and there was only few percents of them got less than the mean.
2. The highest increase of the aspects of writing was on the language use aspect. It is proved by the mean score which was improved from 14.53 (pretest) to 17.53 (posttest).

3. Although the aspect which gained the most was the language use numericly, the result of multiple comparisons showed that the gain of the content was not significantly different compared with the other aspects of writing.

So, those are a brief conclusion gotten referring to the discussion of the research findings.

### **Suggestions**

Referring to the conclusion above, the researcher would like to recommend some suggestions as follows:

#### **1. Suggestions to the English Teachers**

1. In teaching a recount text, the teacher should consider some things, such as time allocation and appropriate technique to use in the class in order to solve the students' difficulty in learning writing. The researcher suggests English Teachers to apply guiding questions technique in writing class since it helps the students to develop their ideas to write.
2. The teacher should ask the students to bring along their own dictionary in order that they will not depend on the teacher and their friends in getting the meaning of new vocabularies.
3. The teacher should try to give the students chance in order that they will be able to compose their own set of questions. So, they will be able to answer those questions and they will create the more detail content within their own writing.

#### **2. Suggestions to Further Researcher**

1. This research has limitation in terms of time allocation. So, next researchers must be able to manage the time well in order that the teaching learning process runs effectively.
2. Since this research used recount text, the other researchers can try to find out other types of texts besides recount text, for example: procedure text, hortatory and news item text.
3. The researcher recommends to compare guiding questions with other techniques of teaching to know which technique is more effective to improve students' writing ability.

Those are some suggestions referring to the conclusion and they should be concerned.

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