

TEACHING NARRATIVE WRITING THROUGH GUIDING-QUESTIONS TECHNIQUE AT THE SECOND GRADE OF SMA

Agustina Dwi Jayanti, Muhammad Sukirlan, Sudirman
e-mail: agustinadwijayanti15@gmail.com
University of Lampung

Penelitian ini bertujuan untuk mengetahui (1) apakah teknik *guiding-questions* dapat meningkatkan kemampuan menulis *narrative* siswa, (2) aspek menulis manakah yang paling meningkat, (3) kesulitan siswa dalam menulis. Sampel dalam penelitian ini adalah siswa kelas XI IPS 2 SMAN 1 Belitang. Data didapat melalui tes menulis dan kuesioner lalu dianalisis dengan t-test. Hasil menunjukkan bahwa t-value lebih besar dari t-table ($8.857 > 2.0369$) Hal itu berarti ada peningkatan signifikan dari teknik *guiding questions* pada kemampuan menulis *narrative* siswa. Aspek menulis yang paling meningkat yaitu *language use*. Sementara, kesulitan siswa kebanyakan terjadi pada aspek *language use*.

This research was intended (1) to find out whether or not guiding-questions technique could be used to increase students' narrative writing skill (2) to investigate which aspect of writing increased the most, (3) to know students' difficulties in writing. The sample was class XI IPS2 of SMAN 1 Belitang. The data were collected through writing tests and questionnaire and computed using t-test. The result showed that t-value is higher than t-table ($8.857 > 2.0369$). It means that there was significant increase of guiding questions technique on students' narrative writing ability. The aspect of writing that increased the most was language use. Meanwhile, students' difficulties mostly occurred in language use aspect.

Keywords: *guiding-questions technique, narrative, writing*

INTRODUCTION

It is known that speaking and writing are both considered as productive skill but the teacher seems to make priority on speaking rather than writing. Therefore, students' skills in writing are not developed maximally that also causes the students' writing achievement becomes low.

By considering 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 by far the most important reason for teaching writing, of course, is that it is a basic language skill, just as important as speaking, listening, and reading. However, writing is a complex skill to be learned. In writing, students have to face many difficulties.

Nik (2010) states that writing is how ideas are presented or expressed effectively. This highly demanding process of writing requires a number of skills and conventions like organization in the development of ideas and information; a high degree of accuracy in choosing the right words and also the right use of complex grammatical devices. Besides, writing demands the writer to have careful choice of vocabulary and understand grammatical patterns and to be able to write sentence structures that is appropriate to the subject matter.

Therefore, the researcher would like to use guiding questions technique to help the students in writing. 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 writing.

Therefore, the objectives of this research are 1) to find out if teaching using guiding questions technique could be used to increase senior high school students' writing skill or not, 2) to find out which aspect of writing performed best in learning process, and 3) to find out the problems the students face when they are taught by guiding questions technique in terms of aspects of writing.

METHODS

The purposes of this research were to find out whether guiding questions technique could be used to increase senior high school students' ability in writing or not, to investigate which aspect of writing increased best, and to find out the difficulties they faced in term of aspects of writing. The one group pretest post test design was used in conducting the research as follows:

T1 X T2

(Setiyadi, 2006:132)

The population of the research was all students of second grade of SMA Negeri 1 Belitang who were still in their fourth semester of 2014/2015 academic year which consisted of 9 classes and the number of students varied from 32-34 students. Then, class XI IPS2 was chosen randomly as the sample of the research using lottery. The research was conducted in several procedures; they were giving pre test, giving treatment, observation, giving post test, giving questionnaire, and analyzing the data.

Inter-rater reliability was used to determine the reliability in this research. So, the raters scored students' works from pre test and post test and then the reliability from the each test could be determined. The researcher had asked the English

subject teacher as another rater to score the students' works. To determine the reliability, the researcher used the formula of reliability (Harris, 1974:142) as follows.

$$R = 1 - \frac{d^2}{(N-1)}$$

R : Reliability

N : Number of Students

d : The different of rank correlation

1-6 : Constant number

RESULT AND DISCUSSION

Result

The researcher conducted pre test and post test and analyzed the results to answer the research questions. They were whether guiding questions technique could be used to increase senior high school students' writing skill or not and which aspect of writing increased the best. The results of both tests are explained as follows.

a. Result of Pre Test

In pre test, the students were asked to compose a narrative paragraph based on the topics given by the researcher. The students' average score of pre test is presented in this following table.

Table 1. Students' average score of writing for each aspect in pre test

Aspects of writing	Students' average score	Possible maximum score
Content	18,03	30
Organization	12,48	20
Vocabulary	11,94	20
Language Use	11,89	25
Mechanic	2,92	5
Total Score	57,27	100

b. Result of Post Test

The post test was conducted after the students got 3 times treatments using guiding questions technique. The following table shows students' average score of post test.

Table 2. Students' average score of writing for each aspect in post test

Aspects of writing	Students' average score	Possible maximum score
Content	21,36	30
Organization	15,42	20
Vocabulary	14,52	20
Language Use	16,08	25
Mechanic	3,61	5
Total Score	70,98	100

After administering both pre test and post test, the next step is comparing the results. The result is presented in the table below.

Table 3. The gain obtained from pre test and post test

Pre test	Post test	Increase
57,27	70,98	13,71

From the table above, it can be seen that pre test average score is 57,27 and post test average score is 70,98. By comparing the result of both tests, the gain obtained is 13,71.

The Increase of Students' Score in Each Aspect of Writing

After analyzing the result of pre test and post test, it is found that students' scores in narrative writing had increased not only in general term but also in each of its aspect. The table below shows the increase of scores in each aspect of writing.

Table 4. The increase in each aspect of writing

Aspects of Writing	Pre test	Post test	Increase	%
Content	18,03	21,36	3,33	11,10%
Organization	12,48	15,42	2,94	14,70%
Vocabulary	11,94	14,52	2,58	12,90%
Language use	11,89	16,08	4,19	16,76%
Mechanic	2,92	3,61	0,69	13,80%

From the table, it can be seen that the aspect of writing with the highest increase is language use. Meanwhile, the aspect with lowest increase is content.

Students' Difficulties in Writing

The third objective of the research was to find out students' difficulties in terms of aspects of writing. In order to answer the research question, a questionnaire was used as data collecting technique. The questions will be explained as follows.

1. The first question is whether the students liked English subject or not. 17 students or 51,51% stated that they liked English subject, 5 students or 15,15% did not like it, and 11 students or 33,33% gave other answers.
2. Second question asked the students whether they liked writing or not. Out of 33 students, 23 students or 69,69% stated that they liked writing, 5 students or 15,15% did not like writing, and other 5 students or 15,15% gave other answers.
3. The third question was about how often the teacher of English subject gave writing task to the students. 4 students or 12,12% answered that their English teacher often gave them writing task, 15 students or 45,45% answered rarely, and 14 students or 42,42% answered never.
4. Fourth question asked the students whether writing was difficult or not for them. 15 students from 33 students or 45,45% stated that writing was difficult for them, 14 students or 42,42% stated that writing was not difficult for them, and 4 students or 12,12% gave other answers.
5. Fifth question asked the students which the most difficult and easiest aspects of writing were. The students gave various answers. For the most difficult aspect, students who answered content were 7 students or 21,21%,

organization 0 student, vocabulary 8 students or 24,24 students, language use 17 students or 51,51%, and mechanic 0 student. For the easiest aspect, students who answered content were 8 students or 24,24%, organization 3 students or 9,09%, vocabulary 4 students or 12,12%, language use 0 student, and lastly, mechanic 15 students or 45,45%.

6. The sixth question asked students' opinion whether guiding questions technique helped them in writing or not. 32 students or 96,97% students stated that the technique had helped them in writing meanwhile 1 student or 3,03% stated that it didn't give any help in writing.

Statistical computation that was Paired Samples T-Test was used with significant level of 0.05. If $\text{Sign} < \alpha$ then the increase of students' scores from pre test to post test was significant. The result is as follows.

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	POST - PRE	1.37121E1	9.17370	1.59694	10.45927	16.96497	8.587	32	.000

From the table, it can be seen that the value of significance is 0.000. Since it is lower than 0.05, it means that there is significant increase of students' average scores after being taught through guiding questions technique. In order to determine the significant increase, it can also be done by comparing t-value and t-table. The table shows that t-value is higher than t-table ($8.587 > 2.0369$). Therefore, the increase is considered significant since t-value is higher.

Discussion

First step of the research was giving pre test to the students. In this pre test, the students were given a writing task. Through observation, the researcher found out that the students faced difficulties in writing. When the students were asked to write, they started by writing the paragraph in Bahasa Indonesia. After that, they translated it into English. The students did not feel difficult in writing in Bahasa but they felt so when they started the process of translating.

The difficulties in the process were due to some factors. For example the students were lack of vocabulary and in addition there were only some of them who brought dictionary. So, the pre test was conducted in a rather noisy condition. The students also faced difficulty in grammar term because they still followed the pattern of sentence from Bahasa so that the sentences they made were English in vocabulary but Bahasa in structure.

In the first meeting, the researcher asked the students about what narrative was. Most of the students answered that narrative was talking about the story of past event and legend. The students also mentioned some examples of narrative such as Cinderella, Snow White, Malin Kundang, etc. Then the researcher explained about narrative text that it was not only about story of past. The researcher told the students that the previous task in pre test that asked about students' experiences could also be included in narrative text. Geysler (2007) states that the primary purpose of narrative writing is to attempt to describe a personal experience or happening in the form of a story. Since it demanded the students to write about their personal experiences, the text was included in personal narrative. After that,

the researcher asked the students about the characteristics of most narrative texts. At first, the students felt confused about it so the researcher gave a hint that it was related to the tense. Then the students finally understood that most narrative text used simple past tense.

In this meeting, the researcher gave an exercise to the students and used some questions as guidance for the students to start their writing. The first topic that should be developed by the students was "Spider in The Garden." The researcher provided some chronological sequence of pictures and questions for each of those pictures. Robinson (1967: 2) defines guided writing as writing in which one cannot make a serious error so long as he follows directions. The students could see the pictures and answered the questions. By doing that, it was expected that the students would not feel difficult in composing the paragraphs.

In fact, after doing an observation, the researcher found that the students understood the flow of the story. They could also answer the questions given enthusiastically but when they were asked to compose the paragraph it was still difficult for them. It is supported by Negari (2011) who stated that learning to write is difficult especially for those writing in a second or a foreign language in academic contexts since they do not know enough about how to generate ideas for writing.

In the second meeting, the researcher gave an example of narrative text to the students and discussed it together. The discussion mainly talked about language features of narrative texts for example the setting of story and grammar items. The researcher tried to relate the discussion to the students' writings in pre test. In this

meeting, the students were also asked to compose a narrative paragraph. The topic is “Made a Snowman.” The pictures along with questions were provided to help the students develop their writing.

In the last meeting, the researcher gave third exercise with the title was “Went to A Beach.” Since the students were used to write in each meeting, their writing were more smoothly flowing although the grammar mistakes were still found.

After giving the treatments and doing observations in each meeting, the researcher found that the biggest problem faced by the students was language use. The students were still confused about the different use of present tense and past tense. So that in each meeting the researcher gave some grammar exercises to help them. The result of the exercise showed that there was improvement in their language use aspect. The researcher thought that this aspect should be given more attention after seeing the result of pre test. Therefore, the researcher more focused on this aspect during the meetings.

After the treatments were given, in the next meeting the researcher gave post test and questionnaire to the students. The post test average score was 70,98 with the highest score is 89,5 and the lowest score is 59.

Besides increasing students’ average scores in general, guiding questions technique can also increase students’ scores in each aspect of writing. By seeing the increase from five aspects, it can be seen that the aspect with highest increase is language use, then organization, the third is vocabulary, followed by mechanic, and the last is content.

a. Language Use

Language use refers to the use of grammatical and syntactic pattern on separating, combining, and grouping ideas in words, phrases, clauses, and sentences to bring out logical relationships in paragraph writing. Therefore, it is very important aspect of writing. In this aspect, the gain obtained is 4,19 or 16,76%. It means that guiding questions technique indeed can increase writing aspect in term of language use. Here is an example of student's work related to language use aspect.

The example is taken from student's pre test:

“In holiday a this years, I am and my friend went to home my grand mother.”

The sentence involved incorrect structure; this sentence could be corrected into:

“In this holiday, my friend and I went to my grandmother's house.”

b. Content

Content refers to substance of writing, the experience of main idea (unity). Content has the lowest increase among other aspects of writing. It can be seen from the gain that is 3,33 obtained from comparing pre test and post test. Students got 11,10% increase in content aspect after being taught through guiding questions technique.

This example is taken from student's pre test:

“my experience very hapines at I study tour to yogyakarta I their visited to borobudur temple, Jati Jajar cave, and parang tritis beach. Beside that, I

visited to ketep pass I there watching bioskop. In bioskop very much visitors. In yogyakarta very cool, there very much seller.

This is my story, thank you very much for listening bye....”

The content in this paragraph is talking about visiting Yogyakarta but it does not have much detail that explains about the topic. The topic was not developed well.

c. Organization

It refers to the arrangement of the sentences so that the paragraph can flow smoothly. For organization aspect, the gain is 2,94 or 14,70%.

This example is taken from student’s pre test:

“At that time in new year, I a time amusing with my friends, than we make it happy with to sing side of, I and my friends on many take activity. Then we on waiting main event is firework Light. The before next a firework Light, we do event eat together.”

The paragraph made by this student is not good in organization term because it doesn’t have a clear sequence for each event occurred. Its language use is also poor.

d. Vocabulary

Vocabulary refers to the selection of words which is suitable with the content. The gain obtained is 2,58 or 12,90%. So, pos test score is better than pre test average score.

This sentence is taken from student’s pre test:

“And we do not forget to photo together.”

The sentence could be corrected into:

“We did not forget to take pictures together.”

The tense should be in past tense and the word “to photo” should be “to take pictures.”

e. Mechanic

Mechanics refers to all the arbitrary “technical” stuff in writing: spelling, capitalization, use of numerals and other symbols, etc. The increase obtained is 0,69 or 13,80%.

This example is taken from student’s pre test:

“After that I called my grandmother, and finally I slept with her.”

The mechanic in this sentence should be corrected into:

“After that, I called my grandmother and finally I slept with her.”

There should be a comma (,) in the sentence after the words “after that” and no comma before conjunction “and”.

From questionnaire, the students felt that language use is the most difficult aspect in writing because language use mainly talks about grammar which is somehow different from Bahasa Indonesia. English has a strict structure in sentence composition. Therefore, the students which are not used to write felt difficult. The result of questionnaire also shows that the students were rarely or almost never given any writing task so that when the researcher gave a writing task, they felt hard to accomplish it.

Besides stating that the difficulty in writing is mainly in term of language use, the students also stated that mechanic was the easiest aspect among others. This finding was supported by the result of pre test and post test in which mechanic

obtained high increase. This is caused by the fact that mechanic in English is almost similar to Bahasa.

From the questionnaire, it is also found that guiding questions technique gave much help for students in writing because the questions gave guidance for them of how to organize their idea and about what to write. The researcher had also observed the students that when they were asked to write, they spend much time to think about what to write. So the technique helped them to gather their ideas. Therefore, they felt easier in writing.

CONCLUSION

In reference to the objectives of this research, it can be concluded that (1) Guiding questions technique can be used to increase students' achievement in narrative paragraph writing. (2) The aspect of writing with highest increase is language use. (3) The difficulty mostly faced by the senior high students in writing is language use. However, the result of questionnaire which showed that language use was the most difficult aspect is contradictory to the result of pre test and post test which showed that language use was the aspect that increased the most.

REFERENCES

- Geysler, J. P. 2007. *English To The World: Teaching Writing Made Easy*. Selangor: August Publishing
- Harmer, J. 1998. *How to Teach English*. Essex-England: Addison Wesley Longman Limited
- Harris, D. P. 1974. *Testing English as a Second Language*. New York: Tata McGraw-Hill Publisher

- Negari, G. M. 2011. *A Study on Strategy Instruction and EFL Learners' Writing Skill*. International Journal of English Linguistics Vol. 1, No. 2; September 2011
- Nik, A. Y. 2010. *A Comparative Study on the Factors Affecting the Writing Performance among Bachelor Students*. IJERT Volume 1 June
- Robinson, L. 1967. *Guided Writing and Free Writing: A Text in composition for English as a Second Language*. New York: Harper and Row
- Traver, R. 1998. *What is a Good Guiding Questions? Educational Leadership*, p. 70-73. International Leadership Association