THE EFFECT OF GUIDED QUESTION TECHNIQUE ON STUDENTS' WRITING ACHIEVEMENT AT THE TENTH GRADE OF SMA NEGERI 1 BOMBANA

Fifi Nurfianti¹, Amir Jaya,² Mursalim³

¹Halu Oleo University, Indonesia.

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ABSTRACT

The aim of this research is to investigate the effectiveness of guided question technique on students' writing achievement. This research used pre-experimental design with one group pre - test and post - test design. This study involved all students in class X MIA1 of SMAN 1 Bombana. The total sample was 29 students taken by using simple random sampling. The data of this research were collected by giving pre-test and post-test to the students in the form of written test. The data were analyzed by using SPSS 16.0 version by using descriptive analysis and inferential statistics. Result of data analysis indicated that guided question technique had positive significant effect on students' writing achievement and could develop students' skill in writing recount paragraph. It was based on result of descriptive analysis in which students' pre test average score (mean) was 52,81, while mean of the post test score was 76,69. Moreover, result of probability value was .000 which was less than level of significant (05). It means that guided question technique is effective to develop the students' achievement in writing.

1. Introduction

Writing has an important role not only in formal situation but also in informal situation. Through writing, teacher can identify the students' strength and weakness in language learning because there are many productive components in writing activity, such as mastery of rules of grammar, control aspects of linguistic mastery of discourse including ability to arrange or to organize ideas in the form of cohesive and coherent speech and mastery of strategy namely ability to use verbal and nonverbal strategies to cope with various gaps between the speaker/writer to the listener or reader. Through writing, someone can share their knowledge; convey idea, feeling and intention to other people. Raimes (1983:3) explains that we often have to communicate with one another in writing and the writing is able to strengthen the knowledge of the students, extend their insight and can also convey the idea.

Students must have extensive knowledge if they want to write something even though writing is considered a difficult assignment. A study conducted by Haryani (1990:2) indicated that students' writing achievement was still poor. They had very poor performance in arranging sentences in logical order and fair ability in shaping a good paragraph. We can say that writing is difficult subjects at school because there are problems for students such as how to start writing, how to develop a topic, how to use grammatically correct sentence, how to choose a good sentence, how to arrange the vocabulary and etc.

In SMAN 1 Bombana, when the researcher conducted observation, the researcher found some problems in the class. Students' capability in writing recount paragraph is still low especially related to grammatical structure, the use of vocabulary, lack of content of the sentence and other problems. In fact, the researcher got information that during teaching and learning process, some students can write text so well, while some others did not.

Guided Question in writing served as a scaffold to an independent writing. It can make the students easier to write their ideas into a written paragraph by giving a topic and some questions to the students and they answer the questions based on the topic given. The series of question to the students are designed to encourage students to identify such as things as place, time, sound by using question 5W+1H. Gould (1989) explains that "A series of well planned questions, applied methodically to a topic, can deepen your (student) understanding of it and offer your (student) interesting insight to write about". Therefore, by using guided question based on the given topic, the students will get their ideas and know what they want to write.

In relation to the aforementioned issue, this study is conducted to investigate the effectiveness of guided question on students' writing.

2. Methodology

In this research, the researcher used pre-experimental design in order to find out of the effect of students' writing achievement after learning by using Guided Question technique. The design of this research consisted of one group pre-test and post-test design that was given before and after treatment. This research was done at SMAN 1 Bombana in academic year 2019/2020. Students of X MIA1 class were chosen to be the sample of this research.

Writing test was used as the instrument. The researcher administered it to each student at the beginning and at the end of the experiment where they were asked to write recount paragraph with some topics such as my holiday in the beach, my holiday in the Padang hill and my holiday in family's home.

The data of this study were analyzed quantitatively. The techniques of data analysis in this study were descriptive and inferential statistic. The descriptive statistic was used to describe data of this study such as mean score, median, standard deviation, the scores, and minimum scores. While inferential statistics was used to test hypothesis of this study (H_1). In addition, the researcher used a paired sample t-test to test the hypothesis of this study which was calculated through SPSS 16.0.

3. Findings

The graph below compared the result of students' classification score

The graph above described that there were 10 (35%) students who got a very poor criteria in the pre-test while in the post test there was no student in this criteria. Then 19 (65%) students belongs to poor criteria in pre test while there was no students who get poor criteria in post test. Related to fair criteria, there was no student who obtained fair score in the pre test but in the post test there were 7 (24%) students. For good criteria, there was no student got this criteria in the pre test but in the post test there were 22 (76%) students. In addition, there was no student both in the pre - test and post - test who got excellent criteria.

The researcher then did an analysis to test the hypothesis of this study. The hypothesis is done to examine whether or not there is significant effect of using Guided Question Technique on students' writing achievement by using t-test with the significant level (0.05).

Before testing the hypothesis, tests of normality Kolmogorov Smirnov was calculated. Based on the calculation, probability value (p_{value}) of the data was higher than .05 (pre test .612 and post test .204). It means that the scores of the students on the pre - test and post - test were acceptable to be analyzed through parametric statistic test in the form of paired sample t-test in to see there was significant effect by Using Guided Question technique on students' writing achievement or not.

Table 1. Paired Sample Test

Paired Samples Test									
		Paired Differences					T	df	Sig. (2-tailed)
		Mean	Std. Deviation	Std. Error Mean	95% Confidence Interval of the Difference				
					Lower	Upper			

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		Paired Differences					T	df	Sig. (2-tailed)
		Mean	Std. Deviation	Std. Error Mean	95% Confidence Interval of the Difference				
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Pair 1	pretest-posttest	-2.39655E1	5.08838	.94489	-25.90103	-22.03000	-25.363	28	.000

Based on the result of paired sample t test above, it showed that a significant difference existed in the students' pre - test and post - test scores $t(28) = -25.363$, $p .000$ (less than .005). In addition, to conclude the hypothesis based on the comparison between the values of Sig (2 tailed) with α value, the researcher also took the conclusion of hypothesis by comparing between values of t-test with t-table. Based on the calculation of the pre test and post, it was found that standard deviation was 5.088 while the mean differences between pre test and post test was 1.745.

4. Discussion

When implementing this technique, the researcher found that students' motivation improved when they learned. It happened because this technique helped the students to stimulate their ability in writing paragraphs by asking some questions related to the topic or problem which can decide what the students need to do from the beginning to the last. Rise and Charles (1985:75) state that giving questions based on the topics or problems is a way that helps the students in deciding what they need to do in writing paragraphs, from the beginning stage to the last stage. Motivation is an important thing to build. Motivation is one of the factor which can improve students' writing achievement. Motivation has an important role for students in improving their skill. In Guided Question Technique, students spend much time in stimulating their ideas to make paragraph of text. Therefore, students' motivation increased.

In addition, this technique requires the students to work with teacher as a guide. In this case, students act as the center in learning process. Based on the theory of student-centered learning, it says that putting students as center will help them to be able in doing and stimulating their ideas in learning process. So is Guided Question technique, it is also focused on students or it is students - centered, not teacher-centerd. It means that in Guided Question technique, the students will practice their writing ability a lot by sharing and giving their ideas through paragraphs. Students probably felt more comfortable and less worry about how to write in English when the teacher just focused on helping and guiding them in doing it. In this technique, the students were guided from the beginning to the last stage so it helped them in motivating their ownself that they could do the best in writing paragraphs in English.

The second is Guided Question Technique enhances students' interest in learning English especially in writing paragraphs and that is the key point why it is different from conventional one. What makes it interesting because this technique requires the students to stimulate their own ideas for writing so when they know how to write the paragraphs from the first stage to the last stage, they finally find out that writing paragraphs in recount text is not difficult as what they thought before. In addition, because of this technique, the questions raised make the students write the recount paragraph easily and it can minimize the students' mistakes in writing paragraphs because the questions given were related to the topic and problems. According to Bramer and Sadly (1981:24), to know the distinct of experience, asking and answering questions is an appropriate technique. So, giving questions for the students is expected to stimulate the students' idea. Besides, by answering the questions they can arrange the paragraph given to them. It will make the students write well because they are guided by the questions.

The last, Guided Question technique can improve students' writing. This technique requires the students to work more with their ownself. It made the students be more independent about how to write in English and it makes the students' writing ability improve, in terms of content, organization, vocabulary, and language use. Students could develop their ideas easily and clearly because it is based on the questions.

As a result, based on the explanation above, the improvement was found on students' composition on the post – test. In this case, the result of this research showed that guided question technique gave a positive significant effect on students' writing achievement.

4. Conclusion

After conducting the research, it can be concluded that there was a significant effect of guided technique on students' writing achievement at class X MIA1 SMAN 1 Bombana. Based on the research findings above, the researcher put some points as follows: (1) Guided Question technique is one of effective techniques in developing the students' skill in writing recount paragraph, (2) Guided Question technique can develop the students' skill in writing paragraph. The research findings showed that the students' skill in writing is significantly developed through the implementation of Guided Question Technique shown by the mean score of the post test which was higher than score in pre-test, (3) In writing recount paragraph, Guided Question technique can develop students' achievement in writing paragraph. This technique can improve four aspect of writing, namely content, organization, language use, and vocabulary.

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