

TEACHING RECOUNT TEXT WRITING THROUGH GUIDING QUESTIONS TECHNIQUE AT THE FIRST GRADE OF SMAN 7 BANDAR LAMPUNG

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Abstract. Penelitian ini bertujuan untuk meneliti apakah *guiding questions technique* dapat digunakan untuk meningkatkan kemampuan siswa menulis teks *recount* secara signifikan, dan aspek manakah yang paling meningkat secara signifikan setelah siswa diajar dengan *guiding questions technique*. Penelitian ini merupakan penelitian eksperimen. Subjek penelitian ini adalah 25 siswa dari kelas X MIA 6 di SMAN 7 Bandar Lampung. Tes menulis *recount* teks dilakukan sebagai alat dalam pengumpulan data. Tes tersebut diberikan untuk melihat sejauh mana peningkatan kemampuan siswa dalam menulis teks *recount* sebelum dan setelah diadakan perlakuan. Data yang diperoleh dianalisis menggunakan *paired sample t-test* dengan tingkat signifikan level $p < 0.05$ menggunakan SPSS versi 16.0.

Abstract. The aims of this study were to find out whether guiding questions technique can be used to improve the students' ability to write recount text significantly and to find out which aspect improved the most significantly after the students were taught using guiding questions. This research was an experimental study. Two raters were employed in this research. They were the English teacher and the researcher. The population of this research was 275 students of first grade of SMAN 7 Bandar Lampung in 2018/2019 academic year. The sample of this research was class X MIA 6 of SMAN 7 Bandar Lampung consisting of 25 students. This research used one group pretest posttest design and the data were analyzed using Paired t-test. The average score of the pre-test was 55.12 and the average score of the post-test was 70.24.

Keywords: *writing ability, recount text, guiding questions*

INTRODUCTION

As it is stated in basic competence of 2013 Curriculum for senior high school, the students must be able to communicate in oral and written text. Writing is one of the language skills that should be mastered in studying English besides listening, speaking and reading. According to Richards (2002), writing is the most difficult skill for second language learners to master. The difficulty is not only in generating and organizing ideas, but also in translating idea into readable text. Writing is one of the human's ways to communicate. Communication is not only achieved through speaking, but it can also be obtained through writing. Someone can express their idea that they want to share in the written form. In addition, regarding to the English Curriculum 2013, writing in form of recount text is crucial to master by the first grade of senior high school students.

Nunan (2003) claims, writing is the process of thinking to invent idea, thinking about how to express into good writing, and arranging the ideas into statement and paragraph clearly. Thus, writing is the combination between physical act and mental work, because it involves thinking and transferring idea into written form. Besides, Amir (2010) defines that writing seems the difficult skill, because during the process the writer should to pay attention to the aspects of writing that is content, organization, vocabulary, language use and mechanic.

Oshima and Hogue (2007) state that writing is never one step action, it is an ongoing creative act. Therefore when writers write down a paragraph or an essay, they have already been thinking about what to state. In order to improve students' writing ability to write recount text, this study applied guiding questions technique to lead the students to develop their ideas. Geysler (2007:16) states that guided writing is an extremely useful way to prepare students for a writing task. Furthermore, Robinson (1967:2) defines guiding writing as writing in which one cannot make a serious error so long as he follows directions. Those are given by giving some questions related to the topic. Furthermore, guiding question can be defined as questions that mentally affect and lead students' ideas to find the whole things that are questioning by the teacher (Wilhelm, 2007).

In short, guiding questions is a suitable technique to apply in teaching recount text writing. It is because the students can answer a lot of questions that are related to the topic. So, they can elaborate their answers well.

To strengthen this research, the researcher provided some previous studies that are related to this research. Jayanti (2015) found that this study had a positive influence in narrative writing. The aspect of writing that increased the most was language use with 16.76% increase. Hariyanto (2018) who conducted the research at SMA Tamansiswa Teluk Betung Bandar Lampung at the eleventh grade, proved that the use of guiding questions toward students' procedure text writing ability had significant influence. Firdani and Fitriani (2017) proved that content and organization are two of the highest improved aspects. Hence, guiding questions technique is recommended as a good technique in teaching writing. Ningsih (2016) also proved that guiding writing can overcome the problems in teaching of writing found at MTs Almuna Samarinda. The result of study showed that guided writing can overcome the problems in teaching of writing found at MTs Almuna Samarinda. This cycle was successful because it reached the criteria of success. It was because by using guiding questions, the students can imagine the concept of ideas they were going to write on a piece of paper.

Based on the previous research above, it has been approved that guiding question technique can be implemented successfully to teach writing. It has positive influence to improve students' writing ability.

Considering the explanation above, this research was conducted to find out whether guiding questions technique can be used to improve the students' ability to write recount text significantly, and to find out which aspect that improved the most significantly after the students were taught using guiding questionstechnique.

METHOD

This study was a quantitative research which used one group pretest-posttest design (T1XT2), while T1 as pretest, X as treatments, and T2 as posttest. The writer compares the score in pretest and posttest to see whether the treatment has an intended effect or not on students' writing ability.

The population of this research was all students of first grade of SMAN 7 Bandar Lampung in 2018/2019 academic year. The total of the students are about 275. The sample of this research was class X MIA 6 of SMAN 7 Bandar Lampung consisting of 25 students.

To collect the data, the researcher used writing test that focused on recount text in forms of pretest and posttest. The raters measured students' writing by following scoring rubric by Jacobs (1981). There are five aspects to be tested: content, organization, vocabulary, language use and mechanic.

According to Setiyadi (2013) validity concerns with how effective an instrument could measure what is intended to be measured. There are two basic types of validity, they are content validity and construct validity. In order to measure whether the test has a good validity, those two types of validity were analyzed. The test in this research was considered as valid in content validity since the test of writing constituted a representative sample of the language skill and structure and also the material was chosen based on 2013 English Curriculum and the objectives in the syllabus of the first grade students at SMAN 7 Bandar Lampung. This research administered a writing test and the researcher measured the result of students' writing with the scoring criteria proposed by Jacobs et al (1981). The scoring rubric consists of five aspects of writing; they are content, organization, language use, vocabulary, and mechanic.

To ensure the reliability of the pre-test and post-test score and to avoid subjectivity of the writer, *inter-rater reliability* had beenevaluated. It was evaluated by two raters. In this research, the first rater was the writer herself and the second rater was the English teacher at school.

Before applying the treatment, the writer administered a pretest to find out the students' writing abilityin recount text. The treatments were applied in three meeting with different topic in every meeting. After applying the treatments, the writer administered a posttest to find out whether guiding questions technique is effective or not on the students' writing ability in recount text.

RESULT AND DISCUSSION

Results

After conducting the research, the researcher gathered the result of pre-test and post-test. The posttest was administered on September 2nd, 2019. The result of the pretest and posttest are listed as follows:

Table 1. Distribution of the Students' Pretest and Posttest Score

No	Students' score interval	Fi pretest	Percentage	Fi posttest	percentage
1	36-45	4	16%	0	0
2	46-55	8	32%	2	8%
3	56-65	11	44%	4	16%
4	66-75	2	8%	13	52%
5	76-85	0	0	6	24%
Total		25	100%	25	100%

It can be seen from Table 1. which shows that the students' pretest scores were varied. There were 4 students (16%) who got score 36-45, 8 students (32%) who got score 46-55, 11 students (44%) who got score between 56-45, 2 students (8%) who got score 66-75. Meanwhile in the posttest, there were 2 students (8%) who got score between 46-55, 4 students (16%) who got score between 56-65, 13 students (52%) who got score between 66-75, and 6 students (24%) who got score 76-85 in their posttest.

From the explanation above it can be concluded that there is a significant improvement between the students' pretest and posttest. The improvement of the mean score of the pretest and posttest is 15.776.

Table 2. The Improvement of Each Aspect from the Pretest to the Posttest

No	Aspects of Writing	Mean Score of P retest	Mean Score of Posttest	Gain	Level of Significance
1	Content	15.94	21.3	5.36	0.00
2	Organization	10.44	14.2	3.74	0.00
3	Vocabulary	11.78	14.7	2.92	0.00
4	Language Use	13.32	16.3	2.98	0.00
5	Mechanic	3.64	3.74	0.1	0.00

It can be seen from Table 2 that there were an improvement in each aspect of writing after the implementation of guiding questions technique in teaching recount text.

Comparing the result of the students' pretest and posttest of writing recount text from each aspect, the researcher found that there was a significant improvement of students' ability in writing recount text after the implementation of guiding questions technique. Then, for the answer of the second research question about the aspect of writing improved the most after the students learnt to write recount text through guiding questions technique was content. The data analyze showed that the students got the highest achievement and they could develop their ideas better based on the topic given.

In short, guiding questions technique gave many advantages for students in writing because the questions gave guidance for them about how to organize their ideas and about what to write. The researcher had also observed the students that when they were asked to write, they spent much time to think about what to write. The technique helped them to gather their ideas. Therefore, they felt easier in writing.

Table 3. T-test Result of the Hypothesis Testing

		Paired Differences							
		Mean	Std. Deviation	Std. Error Mean	95% Confidence Interval of the Difference		t	df	Sig. (2-tailed)
					Lower	Upper			
Pair	Posttest								
1	-	1.51200E1					98.492	24	.000
	Pretest								

Table 3 shows that the result of the computation that the value of two tailed significance is 0.000. It means that H₁ is accepted. It proves that the treatments which were given by the researcher had a better effect to the students' improvement in writing recount text. It can be concluded that there is a significant improvement of the students' writing recount text through guiding questions technique for the first grader of SMAN 7 Bandar Lampung.

DISCUSSION

From the results of pre-test, the researcher found out the students' writing ability. They were still lack of knowledge of writing aspects. For instance, it was difficult for the students to generate the ideas well. It was found that the students still made simple mistakes in using grammar. In addition, the students could not find some proper words in English even they have looked up to dictionary. From the organization aspect, the students were confused to organize the paragraph coherently. Besides, they also made mistakes for the mechanic aspect, such as omitting the use of full stop and comma and also made a mistakes in capitalization. Generally, the students did not know how to compose a good text in pretest; they tend to write what came to their mind. Therefore, the observer conducted treatments and gave them material that was relevant to students' capacities.

After being taught by using guiding questions, students could improve their writing ability and improve aspects of writing on the result of the posttest. The highest improvement can be seen on content aspect. It was because during the treatments students were provided a set of guiding questions. It helped the students to build up their imaginative powers by answer the questions related to the topic. The students were able to get involved actively in the process of writing in stimulating their ideas, generating their ideas and associating the guiding questions with their real life. It is supported by Geyser (2017:16) states that guided writing is an extremely useful way to prepare students for a writing task.

The finding was also supported by the previous study about the implementation of guiding questions in teaching writing. The first study was conducted by Jayanti (2015), she found that this study had a positive influence in narrative writing. The aspect of writing that increased the most was language use with 16.76% increase. Hariyanto (2018) who conducted the research at SMA Tamansiswa Teluk Betung Bandar Lampung at the eleventh grade. He proved that the use of guiding questions toward students' procedure text writing ability had significant influence. Firdani and Fitriani (2017). Their research proved that content and organization are two of the highest improved aspects. Hence, guiding questions technique is recommended as good technique in teaching writing.

All of the previous studies confirmed that the implementation of guiding questions technique is effective to be used to improve students' writing ability. Thus, based on the findings of this research, it can be concluded that guiding questions technique is effective to improve students writing ability of recount text.

CONCLUSIONS AND SUGGESTIONS

Conclusions

In relation to results of the study, it is concluded that: (1) The implementation of guiding questions technique can be used to improve the students' writing in a recount text. It happened because this technique can stimulate the students' ideas, it helps them to generate their ideas and write a recount text well. It means that there is an improvement of the students' writing in recount text after they learn writing through guiding questions technique. Therefore, the hypothesis 1 is accepted. (2) After the students learn writing through the implementation of guiding questions technique the aspects of writing improved. The highest aspect that improves the most is on the content aspect. Guiding questions technique leads the students to write their imagination, so, it helps the students to build up their imaginative powers. Because by answering a set of guiding questions, the students can stimulate their ideas and associate the questions with their real life, so that they can produce a good piece of writing.

Suggestions

In reference with the conclusions, the writer gives some suggestions: (1) Since guiding questions technique can be used to improve students' recount text writing ability, the English teacher should apply it in writing class to develop their ideas to write. (2) Since, the mechanic aspect has the lowest improvement, so, the researcher suggests the English teacher to add more explanation or more examples in improving the students' understanding of mechanic. (3) In this research, the researcher only focused on the increase of students' recount text writing ability. The researcher suggests other researcher to find out the effect of guiding questions technique for improving other skills such as reading, listening and speaking. (4) Further researcher also can try to find out other types of texts besides recount text, for example: procedure text, hortatory and news item text. (5) The researcher suggests the other researcher to implement guiding questions technique in different level and in language elements.

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