

The Effectiveness of Guiding Questions Technique To Improves Students' Writing Recount Text

by Mister G Maru

Submission date: 20-Nov-2022 07:17PM (UTC+0700)

Submission ID: 1959130362

File name: 125926983.pdf (2.18M)

Word count: 2209

Character count: 11730

The Effectiveness of Guiding Questions Technique To Improves Students' Writing Recount Text

Prianka Koraag
English Education study program of
postgraduate
Manado state University
Tomohon, Indonesia
pkoraag@gmail.com

Nihta V. F. Liando
English Education
Department/English Education Study
Program in Postgraduate
Faculty of Language and Arts –
UNIMA
Manado, Indonesia
nihtaliando@unima.ac.id

Mister Gidion Maru
English Education Department
Faculty of Language and Arts
Universitas Negeri Manado
Manado, Indonesia
mrgidionmaru@unima.ac.id

Abstract-Writing is not easy. Many student think that writing is difficult many problems faced in teaching learning process especially in learning writing. The students of Junior High School should be able to make an oral written communication to solve the daily problems and have the understanding of the importance of English in global society. The purpose of this research is resolve students difficulties in writing recount text by utilizing guiding question technique, the research was quantitative research as the results, it is expanded that the use of guiding question technique helped the Third Grade students of SMP Negeri 4 Tombariri to arrange better writing forms especially in personal recount text. On curriculum, that the students should be able to understand and create the functional text like procedure, descriptive, recount, narrative and report text. The ability of junior high school students in writing recount text is still very low, the writer used guiding question technique in this research because the writer believes that by answering the questions give relative with the recount text give the students can understand the flows of ideas in each part generic structure of recount text. Answers some questions given related with their personal experiences. These answers can help the students to get and to develop ideas on their recount writing.

Keywords: Writing; Guiding question technique; Recount text.

I. INTRODUCTION

Writing is one important skill of several basic skills in English language learning. It is an activity to arrange the ideas from one paragraph to others and make efforts to connect the idea cohesively and coherently be meaningful. Students' difficulties in translating these ideas into readable text, some of them spend much time to get ideas and they confuse to decide what to write, get problems in writing

personal recount text using English grammar. [2] Guiding question technique can be used for teaching writing in recount text, especially in starting and organizing the ideas.

Used guiding question technique and for teaching writing, the first is a study conducted by Nurcahyaning entitle "The implementation of guiding question technique to teach writing recount text for the eighth graders of junior high school". In this research, guiding question technique is offered to teach writing recount text. The result of the observations show that guiding question is implemented to guide the students to write their composition. The implementation of guiding question technique can stimulate the students' idea. It also makes them easy to write the paragraph since they can develop their story by answering the questions given.

The aim of this research was to find out the results, does that combining of guiding question technique and would help the Third-grade students of SMP Negeri 4 Tombariri to arrange better writing forms especially in personal recount text. To avoid misinterpretation to the problem, the writer would limit the research focus on increasing students' ability in writing personal recount text by utilized guiding questions technique. The subject in this research is limited to teaching and learning process of writing in the third grade of SMP Negeri 4 Tombariri based on the syllabus in the academic year 2018/ 2019.

II. METHOD

The research was quantitative research. The aim of this research was to find out the results, guiding question technique would help the Third-grade students of SMP Negeri 4 Tombariri to arrange better writing forms especially in personal recount text. Because of the design was quantitative so, the researcher used quantitative-experimental research study, the researcher also used pre-test and post-test design.

A pre-test was administered to all subjects before the treatment to assessing their knowledge. A post-test was administered to measure the treatment effect [3].

Chronologically, the design involves one group to which the researcher administered a pre-test, exposed a treatment and administered a post-test. The success of the treatment is determined by comparing the result of the pre-test and the post-test, the design can be represented as follow:

Pre-test	Treatment	Post-test
O1	X	O2

Notes :
O1 : Pre-test
X : Treatment/ Experiment
O2 : Post-test

1 Population and sample are necessary in research. The population of this research is the third-grade students of SMP Negeri 4 Tombariri in academic year of 2018/2019. The writer only takes a class as the experimental that will give the treatments. Data Collecting Technique. When pretest the writer give pretest in order to know the basic ability of the students. It takes 90 minutes. This test the writer assign topics and ask the students for write a personal recount text according the topic they have chosen 2. The posttest is to reveal the result of learning and teaching process after being given a treatment by using guiding questions technique. In this test the writer gives the same topics to the students like in pretest and then the all the students will choose a topic and develop it into personal recount text for 90 minutes.

To find out whether the objectives of this study were successful or not, the writer arrange the instrument of this research in the form of a written test. This test is given in the first meeting for pretest and the last meeting for posttest after the treatment. Pretest shows the ability of students before the treatment, the writer ask all students to write their personal recount text by using their own technique.

The writer gives topics and all the students must choose one topic, then the students write a personal recount text according a topic they have chosen. In the posttest, the writer asked the students to write personal recount text using the guiding questions technique they had obtained during the treatment.

2 In analyzing students' individual standard score in pre-test and post-test the researcher applied the following formula by Arikunto[4]

$$\Sigma = \frac{\Sigma X}{N} \times 100$$

Note :
 Σ : standard score
X : raw score
N : maximum score

In order to compute the mean score of the students, the researcher used the following formula proposed by Best.[5]

$$M = \frac{\Sigma X}{N}$$

Note :
M : mean of the score
 Σx : sum of the score obtained by the students

N : number of the students
Then to compute the mean of deviation between pre-test and post-test, the researcher used the following formula by Arikunto.[4]

$$Md = \frac{\Sigma d}{N}$$

Note :
Md : mean of deviation
 Σd : the total score of deviation
N : number of the students

After that, the square deviation computed by using the following formula proposed by Arikunto[4].

$$\Sigma x^2 d = \frac{\Sigma d^2 - (\Sigma d)^2}{N}$$

N : number of students
Note :
 $\Sigma x^2 d$: sum of square deviation
 Σd^2 : sum of deviation

III. RESULTS

This chapter presents the result of the findings in the fields about guiding question technique to improve students' writing recount text in teaching writing among students third grade of SMP Negeri Tombariri. In this study, quantitative method used that measured by t-test formula that applied to calculate the result of pretest and posttest from one experimental group. This study was conducted to find out does students' ability in writing personal recount text improve after using guiding question technique? the sample was divided into experimental group, the group was given pre-test and post-test the students were taught by using guiding question technique and brain storming.

The research was conducted during in one month, within two treatments which includes four meeting also. After the students were given essays writing test form on the pre-test and post-test.[5] Pretest was administered

directly by the researcher, asked the students to arrange an essay about their unforgettable experience consists of approximately 150-200 words.

Table. Score of the test Guiding question technique

NO	STUDENTS' NAME	PRE-TEST	POST-TEST
1.	Adriano	55	77
2.	Afria	57	78
3.	Anastasya	62	77
4.	Angelina	67	81
5.	Ariel	82	92
6.	Christina	59	79
7.	Febrian	56	76
8.	Fernando	50	65
9.	Gabriel	45	60
10.	Gabriella	48	76
11.	Gladys	42	55
12.	Gland	46	77
13.	Indri	59	78
14.	Margaretha	35	60
15.	Monica	54	79
16.	Muhammad	64	90
17.	Nathanael	55	78
18.	Pungky	37	62
19.	Renata	55	80
20.	Syalomitha	79	91
Σ Average		1,107 55,35	1,511 75,55

Based on the table above, the student's achievement by using guiding question technique in writing recount text showed the lowest score of pretest was 35, and the highest score of pre-test was 82 and the average of pre-test was 51,4 In the Pre-test the students score include to the low result, because in pre-test the students did not understand yet about the material, it gave influence in Students' achievement.

In the Post-Test the students score got increasing. students had given the reaction to pay more attention to express their ideas into writing form and the reaction of the students gave influence in students' achievement to increase. From the table it showed in the post-test there are 15 students who able to pass the passing grade. The following section presents the result of the tests (pre-test and post-test). The calculation of the mean score of the students in the pre-test is 55,35 and the mean score of the post-test is 75,55.

This research focused on the effectiveness of used guiding question technique to improve students' writing recount text. The researcher limited her research only on the content. Researcher followed the process of conducting the research. First, gave pre-test to the students to find out their ability in writing before treatment.

The students who got pre-test were 20 students. Based on the result of pre-test, there were 2 students got greater score while 18 students got lower score. After getting and seeing the result of the students' pre-test, second, the researcher gave the treatment to the students to solve their problem, in treatment, first, researcher explained the material about writing recount text. Second, asked the students to write a personal writing recount text based on the theme given to improve their writing skill. Then, the students wrote a personal writing recount text based on the theme given.

The next step is the researcher gave post-test to the students after treatment conducted. The purpose of this test was to find out the students' ability in writing skill after treatment or to find out the effectiveness of the treatment. The students who got pre-test were 20 students. Based on the result, it showed that there were 15 students got greater score while 5 students got lower score. The result of analysis data showed that there was progress in students score. Their score increased from the pre-test to the post-test. It was proved by the students' mean score in pre-test was 1,107 and in post-test was 1,511.

By seeing the results, used guiding question technique to improve writing skill of Grade IX students of SMPN 4 Tombariri. Guiding question technique is suitable technique for develop students' writing skill because it can make the students to be more motivated, easier, effective, creative, and enjoy to express their ideas and feelings.

IV. CONCLUSION

This research was aimed helped the third grade students of SMP N 4 Tombariri to arrange better writing form especially in personal recount text by using guiding question technique. The result of the study showed that there were some improvements related to their writing ability it is proved by the result of the students' mean score of the post-test Guiding question technique (75,55).

Based on the conclusion above, the researcher would like to give some suggestions with a purpose that are useful in learning and teaching process. Writing is mostly known as difficult subject. English teacher should be creative to make an interesting learning like interesting technique and the students should be given more exercises concerning to the material about the past tense.

The students need to broaden their experience in writing activities and discover their own best way in learning writing. They should practice regularly to improve their writing skill. It is suggested that the students need to use the guiding question techniques and brainstorming in writing that make them feel at ease and enable them to generate ideas to compose writing.

REFERENCES

- [1] J. Harmer, *How to teach English*. Harlow: Pearson Education Limited, 2007.
- [2] N. C. Stageberg, *An Introductory English Grammar*. USA: Holt, Rinehart and Winston, Inc., 1981.
- [3] J. W. Creswell, *Research Design Pendekatan Kualitatif, Kuantitatif, dan Mixed*. Yogyakarta: Pustaka Belajar, 2010.
- [4] S. Arikunto, *Prosedur Penelitian: Suatu Pendekatan Praktek*. Jakarta: Rineka Cipta, 2006.
- [5] J. Best, S. Faisal, and M. G. Waseso, *Metodologi Penelitian & Pendidikan*. Surabaya: Usaha Nasional, 1982.
- [6] M. Rhodes, "An Analysis of Creativity," vol. 42, no. 7, 2014.

The Effectiveness of Guiding Questions Technique To Improves Students' Writing Recount Text

ORIGINALITY REPORT

14%

SIMILARITY INDEX

11%

INTERNET SOURCES

8%

PUBLICATIONS

%

STUDENT PAPERS

PRIMARY SOURCES

1	repository.uin-suska.ac.id Internet Source	2%
2	simki.unpkediri.ac.id Internet Source	2%
3	ir.lib.hiroshima-u.ac.jp Internet Source	1%
4	journal.unika.ac.id Internet Source	1%
5	Hualing Xie, Shengtao Wang, Xiaoli Chen, Jingjing Wu. "Bibliometric analysis of "Internet-plus"", Information and Learning Science, 2017 Publication	1%
6	Lecture Notes in Computer Science, 2011. Publication	1%
7	Puput Karunia Dewi, S Sumani, Brigitta Septarini. "The implementation of sandwich graphic organizer in teaching writing to the tenth grade students of SMAN 1 Jiwan",	1%

English Teaching Journal : A Journal of English Literature, Language and Education, 2019

Publication

8

Sinta Pertiwi, Evie Kareviati. "THE IMPLEMENTATION AND THE STUDENT'S RESPONSES OF GUIDED QUESTION TECHNIQUE IN TEACHING WRITING RECOUNT TEXT", PROJECT (Professional Journal of English Education), 2021

Publication

1 %

9

digilib.uinsby.ac.id

Internet Source

1 %

10

Eka Rifael Dipriyansyah. "The implementation of inquiry based learning in teaching speaking to narrative text by using fairy tale for the eighth grade students of SMPN 2 Jiwan Madiun", English Teaching Journal : A Journal of English Literature, Language and Education, 2017

Publication

1 %

11

www.gavinpublishers.com

Internet Source

1 %

12

garuda.ristekbrin.go.id

Internet Source

<1 %

13

repository.iainpurwokerto.ac.id

Internet Source

<1 %

14

Alil Rinenggo, Intan Kusumawati, Zaenul Stiyawan, Sutiyono Sutiyono. "ANTI-CORRUPTION EDUCATION IN THE FAMILY, COMMUNITY, SCHOOL, AND STATE", Academy of Education Journal, 2022

Publication

<1 %

15

Van Bossuyt, Douglas L., and Irem Y. Tumer. "Toward Understanding Collaborative Design Center Trade Study Software Upgrade and Migration Risks", Volume 11 New Developments in Simulation Methods and Software for Engineering Applications Safety Engineering Risk Analysis and Reliability Methods Transportation Systems, 2010.

Publication

<1 %

16

Yuda Anggara, Acep Haryudin. "AN ERROR ANALYSIS OF WRITING RECOUNT TEXT BASED ON GENDER", PROJECT (Professional Journal of English Education), 2020

Publication

<1 %

17

ijtee.org
Internet Source

<1 %

18

R. G. Gabb. "Student Rating of the Components of a Successful Self - instructional Course", Programmed Learning and Educational Technology, 2006

Publication

<1 %

19

Yanti - Rosalinah, Tiara Apriella, Aloysius
Rangga Aditya Nalendra, Retno
Rahayuningsih. "TEACHING RECOUNT TEXT
THROUGH BRAINSTORMING (A Classroom
Action Research at the 8th Grade Students of
Madrasah Tsanawiyah Al-Husna Depok)",
Wanastra: Jurnal Bahasa dan Sastra, 2020

<1 %

Publication

Exclude quotes On

Exclude matches < 5 words

Exclude bibliography On