

THE EFFECTIVENESS OF GUIDING QUESTION TECHNIQUE IN TEACHING WRITING RECOUNT TEXT

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ABSTRACT

Writing skill became very important in the education field, the students need to be exercised and trained in order to have a good writing skill. 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 students' writing. By used guiding questions technique, the students would not be confused of what to write first and next because they have guidance in its process. The purpose of this research is to identify the effectiveness of guiding question technique for teaching writing. This research was a quantitative research which used a one group pretest-posttest design. The population of this research was the second grade students of SMP Negeri 5 Alalak in the second semester of academic year 2019/2020. The research took one class as the sample and it was VIII B which consisted of 26 students. A writing test of recount text was applied to collect the data. The data were use dependent t-test formula with the help of SPSS by using dependent t-test formula. The result of this research showed that the t value is 24.826 while the critical t-value of 5% from one tailed test is 2.060. This shows that the work hypothesis is accepted because the obtained t-value exceeds the critical t-value.

Keyword: *Writing, Guiding Question Technique, Recount Text*

INTRODUCTION

Language is one of the most important things in communication and it is used as a tool of communication among the nations in all over the world. As an international language, English is very important and has many interrelationships with various aspects of life owned by human being. In Indonesia, English considered as the first foreign language and taught formally from elementary school up to the university level.

English is used as a foreign language in our country. Although English is not used every day, but it has become more important and popular nowadays, because of it, the government has given a positive response. Especially an ministry of education (Khotimah, 2008:2).

In English, there are four skills that should be mastered, they are: listening, speaking, reading, and writing. Writing skill became very important in the education field, the students need to be exercised and trained in order to have a good writing skill.

According to Zamel (2007: 207), writing is a process which the people can explore and discover their thoughts and ideas in written form. (Harmer, 2004) states that writing is a way to produce language and express ideas, feelings, and opinions. According to Sari (2013: 2), there are three reasons that the students have difficulties in writing; they are: First, the students are lack of vocabulary mastery so they are not able to express their ideas in appropriating English words; Second, the students are lack of grammar mastery so they are not able to write grammatical sentence; Third, the students are lack of motivation in learning writing, so they have a bad performance in writing. So, to be a good writer is not easy because a writer must pay attention to principal purpose or writing and also must consider the aspects of writing in his writing. In writing, there are five aspects which should be concerned namely content, organization, vocabulary, language use, and mechanic.

Recount text is one of the texts that recalls and reconstructs events, experiences and achievements from the past in a logical sequence. The aim of recount text both

inform and entertain. Setiawan (2007:44) that recounts text generally has structure. The students should be guided by the purpose for an audience of their text in their use of the following structure.

Based on the researcher experience on PLP II, the researcher saw many students at SMP Negeri 5 Alalak are lack of their writing skill. It makes difficult for students to write like a word, sentence and paragraph. This is one of the reason their writing is limited. The researcher thinks to use technique which is students become easier in writing skill.

There are some techniques that can be used in teaching writing. One of them is guiding question technique. 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 students' writing. By using guiding questions technique, the students will not be confused of what to write first and next because they have guidance in its process.

METHOD

Research Design and Setting

The research design is quantitative research. Then, the researcher will use pre experimental research to analyzing how the students' writing recount text is before and after being taught using guiding question and to know the effect of guiding question on students' writing recount text. The instrument will use collect the data in this research is test which consists of pre-test, treatment, and post-test. This research was conducted at SMP Negeri 5 Alalak. The school located is at Handil Bhakti Desa Semangat Karya, Kabupaten Barito Kuala.

Population and Sample

The population of this research is all students at the eight grade of SMP Negeri 5 Alalak. They are divided into three classes. The total number of students is 84 students.

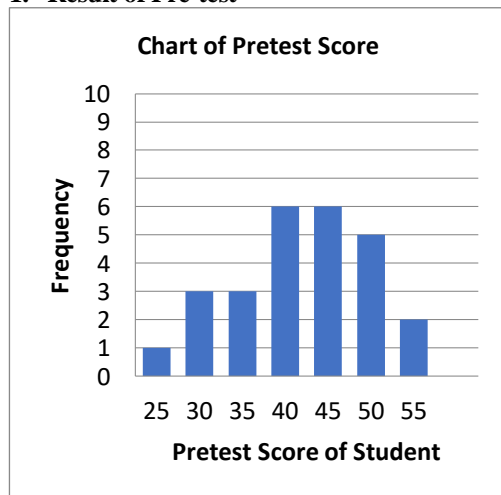
Sample of this research is VIII B class. The total number of students is 26 students.

Data Analysis

To analyze the data, the researcher used dependent t-test formula with the help of SPSS to find out the mean score of the differences, standard deviation of the differences, standard error of the mean for the differences and t-value.

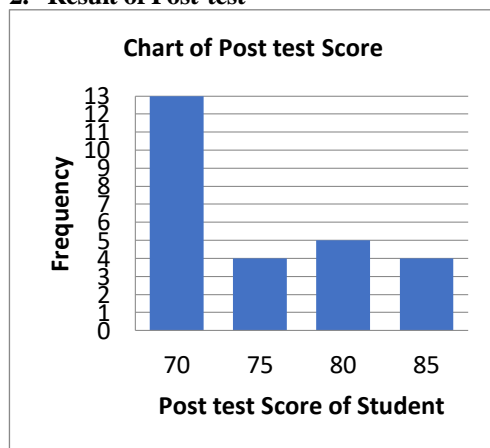
FINDINGS AND DISCUSSION

1. Result of Pre-test



Show in the chart above, it can be seen that the lowest student score is 25 with the number of 1 student, the highest student score is 55 with the number of 2 student, the most of data have 2 option that is 40 and 45 with 6 students and the median of data is 40.

2. Result of Post-test



Show in the chart above, it can be seen that the lowest student score is 70 with the number of 13 students, the highest student score is 85 with the number of 4

students, the most of data is 70 with 13 students and the median of data is 77,5.

From the calculation, the t value is 24.826 degrees of freedom (df) is 25 (obtained from N-1) = (26-1 = 25). Researchers used significance levels of 5% and 1%. In the significance table, it can be seen in df 25 and the significance levels are 2.060 and 2.787. When compared with the respective values of the significance level, the result is 2.060 <24.826> 2.787. The results of data analysis using the formula above shows that the coefficient is 24.826. This means that there is a significant improvement after using guiding question technique to teach writing.

CLOSING

Conclusion

The students' difficulty in writing recount text is due to several problems. One of them is students got confused of what they wanted to write and start writing. It was because they did not know the technique to start and organized their ideas easier in writing recount text. Thus, the researcher applied guiding question technique to make students easier to start writing. Guiding question technique gave a chance to the students to organize their ideas before writing recount text in paragraph.

In this research, researchers conducted experiments using tests. The tests were pre-test and post-test. According to the results of pre-test and post-test students at the eighth grade of SMP Negeri 5 Alalak, researchers found that students who were taught to write through the guiding question technique got higher results than students who were not taught to write through the guiding question technique.

Based on the data in this research the t-test proved that Ha was accepted. This can be seen by the t-test score. The score of the t-test was 24,826 and the t-table was 2,060. If the t-test score is higher than the t-table (24.826> 2.060), an alternative hypothesis can be stated that it is effective to use the Guiding Question as a technique for teaching

writing among eighth grade students of SMP Negeri 5 Alalak.

After doing this research and analyzing, it can be concluded that using guiding question technique is effective on students' writing skill of recount text at the eighth grade students of SMP Negeri 5 Alalak. It was proven by the research finding that the students showed their significant improvement in writing recount text.

Suggestion

After conducting the research, suggestions can be showed related to research findings and discussion as follows :

1. The teacher should use guiding question technique in teaching writing recount text to help students generate their ideas easier before making a recount text become a paragraph.
2. The teacher should be more creative in teaching writing because teacher has an important role in teaching writing.
3. The students should also have more practice in writing because writing is not an automatic process. They can have more practice in writing recount text by using guiding question technique.
4. Other researchers can use the guiding question technique to teach English, especially in writing skill.

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