



Improving Students' Writing Using Guided-Question Technique

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Abstract: *This research aims at knowing whether guided-question technique can improve students' ability in writing narrative text and also finding out the students' responses in applying guided-question technique in their writing. This experimental research was conducted at SMPN 1 Indrapuri. The sample of the research was class VIII-1 (experimental class) and class VIII-2 (control class), with the number of student was 40 students. In collecting the data, tests and questionnaire were used. Based on the result of data analysis, the students of the experimental class achieved the improvement from 65,23 to 76,66, while the control class students only showed a slightly improvement (from 65 to 66). It can be concluded that guided-question technique can improve students' ability in writing narrative text. The students were able to generate ideas and details by asking some questions about the subject in their writing process. The questionnaire results revealed that guided-question technique can motivate and make the students are interested in writing. So, the teacher of the school may use this technique in improving the students' ability in writing narrative text.*

Keywords : *Writing, guided-question, narrative text*

In Indonesian junior high school curriculum, the students should master various texts in writing, namely: descriptive, narrative, recount, and report text. Among those texts, narrative is the most important one which they need to learn because the students will use it more often than others. The students are used to writing narrative text to write their past time story or experience. The text also strongly contains of art values which involved the learners' imagination. It becomes a reason why the students need to learn how to write the narrative text well. In writing narrative text, there are some

purposes and various ways to organize the sentences. According to Wardiman (2008), narrative is a text that tells the reader about a story, action or activity. Gibbons (2002) also conveys that narrative like all text types, has a purpose, which may be to entertain or perhaps to teach (as fables do). The goal of narrative text is to entertain or inform the reader. It can be based on the author's personal experience (not always factual) or historical event. The sentences in the narrative text are usually organized according to time order or chronological order. It can be fiction or non fiction

(Suryani, 2018).

Since writing narrative text has been one of important skills for junior high school students, yet they usually get some difficulties in writing this text. There are three obstacles in writing that students usually have, namely: organizing the ideas, mastering vocabulary and grammatical rules, and having low motivation in writing. In case of motivation, students are not likely to do the task since the writing activities are not interesting. Usually, the students are asked to write sentences and paragraphs without being given some clues so that it is difficult for them to express their ideas on the paper. Hence, we would like to implement a guided-question technique in the teaching of writing narrative text. It is hoped that the technique would solve the students' obstacles in writing narrative text as mentioned above.

Barnes (2006) states that guided-question is a technique that helps students in thinking ideas, ordering, considering vocabulary and grammar, cooperatively preparing notes and draft copies through questions as an alternative to simply giving students an essay title and leaving them to get on with it. The technique helps students in generating their ideas into a paragraph. Moreover, it can be used to overcome the obstacles that students usually face in writing. They should not be worry of the systematical ideas since the guides for their writing would stand for them. As a result, the students can construct their ideas and knowledge during learning narrative text easily by using guided-question technique.

There are many studies conducted by other researchers about the efficacy of guided-question

technique in improving students' writing ability. For example, Nawawi (2010) conducted a research by the title "Improving Students' Writing Ability of Descriptive Text through Guided Questions". The study revealed that guided question is an effective technique to improve students' ability in writing descriptive text. The similar study was also conducted by Husin, Meliyanti, and Sutapa (2014) by the title "Improving Students' Recount Text Writing Ability through Guided Question Technique". The study proved that guided-question technique successfully helps the students in generating their ideas in writing. In reference to the studies above, the writer assumes that it is necessary to conduct an experimental research to improve students' writing ability of narrative text in the class VIII of SMPN 1 Indrapuri. Therefore, this study is aimed to answer these two research questions:

1. Does the guided-question improve the students' ability in writing narrative text?
2. What are the students' responses in writing narrative text through guided-question?

LITERATURE REVIEW

Writing skill is a communication skill that represents language through the signs and symbols because the writing is a language form. Within a language system, writing relies on many same structures as speech, such as vocabulary, grammar, and the added dependency of a system of signs or symbols, usually in the form of a formal alphabet. According to White as cited in Nawawi (2010), writing is more than public communication, it is a way of thinking. It means that writing is an activity

to express ideas, issues, events, feelings or thoughts to the others through written form. Cohen and Riel (1989) say that writing can be defined as communicated act, a way of sharing observations, thoughts, or ideas with ourselves and others. It is a tool of thinking. By writing, we can tell about people, remember the facts and ideas.

In expressing ideas, there are some aspects that should be considered by the writer, including: the use of vocabulary, structure of the sentence, composition of the sentence, spelling, punctuation and so forth. These aspects are important to master in order to be able to produce a good writing. Besides some explanations of writing, there are some kinds of text in writing which are divided into four types. According to English Syllabus of recent curriculum (K-13), the teaching of writing for junior high school students involves the teaching of paragraphs or text. The texts are: narrative, recount, procedure and report. This study focuses on narrative text. Narrative text is kind of text that tells a story. It is developed in some steps: orientation, complication, and reorientation. Narrative text has a purpose to entertain the reader. Anderson (1997) explains that a narrative is a piece of text which tells a story and, in doing so, entertains or informs the reader or listener. Gibbon (2002) also says that narratives like all text types have a purpose which may be to entertain or perhaps to teach (as fables do). It becomes the reasons why a narrative has a social function in entertaining, amusing, and dealing with actual or various experience in different way.

There are many kinds of narrative text, namely: legends, fables, fairy stories, ballad, and personal experience. Neo (2005) mentions that

there are many different types of narrative text, among others are humor, mystery, romance, fantasy, crime, science fiction, diary, novels, theoretical fiction and adventure.

The characteristics of narrative text are firstly, it has a conflict and solving problem, and finally it is systematic. Keraf (2001) adds that the characteristic of narrative are: 1) concern to actions, 2) set in the time sequences, 3) try to answer the question, what happen? and 4) it has a conflict. Semi (2005) states another characteristic of narrative is aesthetic; it should be imagery to increase the reader's interest. In doing this research, the researchers teach students to write narrative text by guided-question technique. The explanation about guided-question will be elaborated below.

Guided-question is a technique for teaching English which some questions are given by the teacher to the students to apply a topic in teaching writing. Traver (1998) says that a guided-question is the fundamental query that directs the research for understanding. Everything in the curriculum is studied for the purpose of answering it. Students can construct their knowledge during learning narrative text easily by using guided-question technique.

RESEARCH METHOD

The research design used in this research is an experimental research. A true experimental research design is used. According to Arikunto (2010), the true experimental design is a complete design which involves another class (control class) besides an experimental class in the study. By using the control class, it helps the researcher to

know the effect of the treatment in the experimental class. It is intended to obtain the information about the improvement of students' writing ability on narrative text through guided-question technique for second year student of SMPN 1 Indrapuri.

The design covers a quantitative research in analyzing data. According to Sugiono (2010), quantitative research method is a research method used to observe specific sample or population by using numerical data in analyzing the data. Technique of sampling in quantitative research method is done by random sampling, the data collection uses research instrument, and analyzing data in quantitative or statistic term. Quantitative approach is used for analyzing the statistic data of students' pre-test and post-test score. By that score, the researchers can analyze whether guided-question technique influences students' writing ability or not. The researchers also analyze the students' responses toward the application of guided-question technique in their writing.

The sampling technique that used in this research is purposive sampling. Arikunto (2010) mentions that purposive sampling is done by taking the subject which is not based on the strata, random, or region but it is based on the existence of a particular purpose. Based on the English teacher's recommendation of that school, there are two classes which generally has the same level (in term of cognitive and their responsibilities in learning) that can be used in this study. These classes are chosen become the sample of this study in which class VIII-1 consisting of 21 students is treated as an experimental class, and VIII-2

consisting of 19 students as a control class.

In this study, test is the most important instrument to collect the data. Test is used to find out the influence of guided-question technique on students' ability in writing. There are two kinds of test used namely, pre-test and post-test. Pre-test was given to the students in the first meeting before the treatment, and post-test was offered at the end of the meeting after the treatment.

The researchers also used a questionnaire as a tool to find out the students' general responses toward the use of guided-question technique in writing narrative text. Questionnaire was constructed by using Likerts scale. Sugiyono (2009) states that Likerts scale is used to measure someone or class of people attitudes, opinions, and their perceptions related to social phenomenon. Through this instrument, the researchers focused on the students' responses toward the application of guided-question technique in writing narrative text.

RESULT AND DISCUSSION

Result

Based on the result from the mean score of the tests in the experimental class, it shows that the students' post-test score (76,66) was higher than the pre-test's (65,23). While the mean score of the control class tests revealed that the post-test score (66) was slightly higher than the pre-test's (65). The students in the control class did not show a significant improvement. Referring to the results of both tests in both classes, it revealed that the implementation of guided-question technique had influenced the students' ability in writing narrative text especially in the experimental class. This

finding also proved that guided-question technique enhanced the students' ability in writing narrative text. The student can generate ideas and details by asking questions about the subject in their writing.

In addition, the questionnaires were distributed to experimental class in order to know the students' responses toward the implementation of guided-question technique. This questionnaire also had a purpose to support the data related to the students' achievement in writing. From the questionnaire analysis, it was found 95,23% (33,33% students strongly agree and 61,90% agree) of students were interested in learning writing through guided-question. They also believed that guided-question was an appropriate technique to help them in developing ideas and improving their writing progress independently because they could move from one to another question systematically.

Based on data analysis from questionnaires, it can be concluded that almost all of the students agreed that guided-question help them in organizing their ideas, mastering of vocabulary and using a good grammatical rules, and increasing students' motivation.

CONCLUSION AND SUGGESTION

Conclusion

From all the data analysis about applying the guided-question technique to increase the students' writing ability in VIII year at SMPN 1 Indrapuri, it can be concluded that guided-question brings an outcome in increasing students' writing ability. The fact is proved by the post-test score at the experimental class which has a sufficient improvement and outperforms the control class.

Writing narrative text by using guided-question technique also delivers a positive response from students. They also believe that guided-question is an appropriate technique to be applied in writing narrative text.

Suggestion

Guided-question technique can be used by English teachers as a reference in teaching writing, because students also need guidance in organizing their ideas of writing. It is expected that the next researcher to conduct the similar study related to the use of guided-question technique in another setting involving wider respondents. Also, the next researchers can conduct similar study using other research design.

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