

**THE EFFECT OF USING GUIDED QUESTIONING TECHNIQUE TO THE
STUDENTS WRITING ABILITY ON RECOUNT TEXT AT TENTH GRADE**

STUDENTS OF SMAN 4 KEDIRI IN ACADEMIC YEAR 2014-2015

THESIS

**Presented As Partial Fullfilment Of The Requirements To Obtain The Sarjana Degree Of Education Of
English Department Faculty Of Teacher Training And Education UNIVERSITY OF NUSANTARA PGRI
KEDIRI**



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ENGLISH DEPARTMENT

FACULTY OF TEACHER TRAINING AND EDUCATION

UNIVERSITY OF NUSANTARA PGRI KEDIRI

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APPROVAL PAGE

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Approved by the Advisors to be proposed to
the English Department Examination Committee of
University of Nusantara PGRI Kediri

Kediri, May 13th 2014

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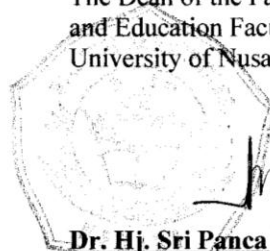
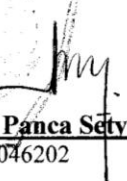
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ABSTRACT

MARIANA NINGRUM.10.1.01.08.0155 The Influence Of Using Guided Questioning Technique To The Students Writing Ability On Recount Text At First Grade Students Sman 4 Kediri In Academic Year 2014-2015

This research is conducted because of a tendency which scattered that writing is considered as the most difficult and complex skill to learn. This problem occurs because the English teacher feels difficult to choose the appropriate technique to teach writing. Therefore, the purpose of conducting this research is to investigate the effective of Scaffolding technique as the technique that can help students to have better ability in writing recount text in terms of content, organization, grammar, vocabulary, and mechanics, also its effect to their attitudes toward writing recount text.

In conducting this research, the researcher employed the pre-experimental research and one-group pretest-posttest design. The population of this research includes 6 classes of the first year students of SMAN 4 Kediri in academic year 2014/2015 divided into 3 classes of Science, 3 classes of Social. By using cluster sampling, the researcher decided to choose Language class consisted 24 students. This research was held in four meetings involved pre-test, first treatment, second treatment, and post-test. The researcher used the form of essay test writing recount as the instrument to collect the data. The instrument of essay test recount was used to know the students' ability in writing recount, while to know the students' attitudes toward writing, the questionnaire consisted of 20 questions based on the three components of attitudes (affective, behaviour, cognitive) were distributed. To analyze the data, the researcher used t-test computation and the percentage.

The statistical data in the research result data showed that the mean score of pre-test was 60 and post-test was 80. From this result the researcher found that the t-score (13,032) > t-table 5% (2.064) or 1% (2.781). It can be concluded that the Null Hypothesis (H_0) was rejected and the Alternative Hypothesis was accepted. The students taught by Guided Questioning technique have better ability in writing recount text than those taught by Guided questioning technique in the term of content, organization, grammar, vocabulary, and mechanics.

It can be concluded that Guided questioning technique gave very significant effect to teach writing recount text because it developed significantly the students' ability in writing recount text; also it affected positively their affective and cognitive attitudes. So, it is suggested that English teacher should apply Guided Questioning Technique to teach writing recount text.

Key word: Writing, Guided Questioning technique, Recount Text

I. BACKGROUND OF THE PROBLEM

Alexander LG (1975) said that all of four basic language skills are Understanding, Speaking, Reading and Writing. In his book he also said that the most important of all basic language skills are speaking and writing. "Speaking and writing are the most important of these skills, since to some extent they presuppose the other two". In this section, the writer focuses on Writing skill. Writing is one of the language skills that should be taught besides the other skills. Writing as a productive skill aims at helps students in expressing their idea written. Therefore, the students must have extensive knowledge if they want to write something.

There are four standard competences in curriculum based on competences in Curriculum 2013 . One of them is writing. In writing students are hoped to be able to express many written meanings that have purposes in communicative, text structure based on Competence 2013 . According to Departemen

Pendidikan Nasional , The students have to master their writing in the forms of genre (kinds of text) such as: narrative, descriptive, recount, news items, etc as a means of communications. One of genres is recount.

There are some problems in writing faced by some students in Senior high school. Based on Nguyen thi tu (2010:2) stated that there are three main problems in Writing encounter by Secondary school students. The first is The lack of concision. In writing a text, students fail in mastering enough the exact main ideas. In the other words, they cannot include only one statement of the passage. They often wander to incorporate the ideas without focusing on the main ideas covering the whole reading selection. The second mistake is The lack of accuracy. Students also have difficulty in expressing the main ideas clearly and reflecting the author emphasis exactly. Generally, they concentrate so much on the unimportant points and go into misleading of the passage. This influences negatively on their summary since they will

create some conflicts and misunderstanding for readers who read and evaluate their summary. This also a measurement of their understanding of the passage. The third is The lack of coherence. How can students make their text smooth, logical and consistent? Students are often not skillful in using suitable connections and they don't have a willingness of making a well-organized outline before they write a text or a story. They consider that writing a text is simply putting main ideas and supporting details incoherently together without connections. Among sentences, it is important to have suitable, logical transitions in order that their summary reaches clearness, condensedness and smoothness. Moreover, using connections proves that student have a good organization for their summary while writing it. Most of student think that writing is the most worried activity in learning English. They cannot think anything to write about. Even the teachers give them topics, students still feel confused to start writing. It is not because they don't like the topics but because they don't know how to start it and they don't know enough to write about it. It called by Lack of

ideas. Guided questioning technique is a method which is the teacher gives some question to the students applied in a topic in teaching writing. Rise B. Axelrod and Charles Cooper (1995:66) on their book that is "ST. Martin's guide to writing", they said that asking questions about a certain topic or problem is a way to learn about it and decide what to do or say. It is a useful and systematic approach to exploring a problem.

They also said that there are several steps in using questions for innovation. They first is think about your subject. (By "subject" it means any event, person, problem, idea, or issue. In other words, anything you might write about. the second is Start with the first question, and move right through the list. Try to answer each question at least briefly just with a word or phrase, not a sentence. and the last Write your responses quickly, without much planning.

There is another name of this method called by Lois Robinson (1987:31) called Guided writing or controlled writing. He said that Guided writing or controlled writing cannot make a serious error so long as he follows directions. This is the same method which give some questions about a

topic, called Guided Questioning Techniques.

Guided Questioning Techniques can help the students to explore their idea in learning writing skill like James C Raymond (1990:18) said that Question will be a good way to help exploring topic in writing skill. Asking question can be a way of exploring with the material before decide before what the student want to make with it. Meanwhile, John Langan (1989) also said that we can generate ideas and details by asking questions about our subject . Such as questions include *Why?When?Where?Who? and How ?*

Fred D White (1987: 45) in his book “The Writer’s art” also said that explained that the needs to know the topic might consider using the questions. He called this method by *5Ws and the H Grid*. It works because the questions provide a wrap around understanding the topics.

In learning recount text, students may have difficulties in learning it. Students may be confused what to write although they know the topic which has been given by the teacher. Because of that problem, the writer wants to try a method that is guided questions. The writer hopes by using

this method, the students can make it easier to write what should write in Recount text. This method is expected can help the students to make a Recount text. Based on the reasons stated above, the writer takes a title of this research **“The Effect of Using Guided Questioning Technique to the students writing ability on Recount text at Tenth Grade students SMAN 4 Kediri 2013-2014”**.

II. RESEARCH METHOD

In this research there are two variable, they are independent variable (X) and dependent variable. Independent variable is a variable that is supposed to influence the other variable, dependent variable.

From the title of the research, that is research “The Effect of Using Guided Questioning Technique to the students writing ability on Recount text at Tenth Grade students SMAN 4 Kediri 2013-2014”. the writer conclude that the first variable is Guided questionong technique as the independent variable and the second variable is Writing Ability on Recount Text as the dependent variable.

In this research, the researcher use technique of experimental quantitative because variable in this research is treaten to know certain result before and after giving

treatment. The researcher give treat to the students of SMAN 4 Kediri to know their ability in writing recount text, after that the researcher give the score which use as the data to be measured and to get the corelation between to variables.

In this research, the researcher use pre-experiment method by using pre-test and post-test design, where the researcher do an experiment in a single group only.

III. RESEARCH FINDINGS AND CONCLUSION

The conclusion deals briefly about the result of the research based on the formulation of the problem. Based on the data analysis during the research, the researcher concludes that before the students taught by using Guided Questioning Technique, they have problem in writing recount text generally in constructing ideas, structure, word choice or vocabulary, and even ignore the mechanics especially at the tenth grade students of SMAN 4 Kediri in academic year 2014/2015. The students have difficulty to develop their ideas into sentence, they have no ability to comprehend past sentence, the have no understanding about recount organization, they have very limited

vocabulary, even ignore the punctuation and capitalization.

The progress happens after the researcher gives the the treatment twice. In the first treatment, the students are able to have understanding about recount organization, language features, and how to proceed their ideas in sequences of process. They comprehend about the aspects in writing recount text based on the model text given by the teacher as they do in group. In the second treatment, the students begin to practice their understanding based on the researcher's explanation using Guided Questioning Technique by constructing recount text based on their experience individually. The result can be seen in the post-test score in the following meeting. Their ability in writing recount text developed significantly.

Therefore, the Guided Questioning Technique is compulsory to be applied to teach writing especially recount text at tenth grade students of SMAN 4 Kediri. It is important to be regarded as an appropriate technique to teach writing because this technique can make the students have better in writing. By using this technique,

there is collaboration between teacher and students to learn how to write recount text and the students more focus and concentrate in the process of writing. in short, the researche concludes that the Guided Questioning Technique gave significant effect to the students' writing recount ability at tenth grade students of SMAN 4 Kediri in academic year 2014/2015.

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