

ARTICLE

THE EFFECT OF GUIDED QUESTIONS METHOD IN WRITING SKILL AT SECOND GRADE STUDENTS OF SMP NEGERI 4 KERTOSONO ACADEMIC YEAR 2016/2017



By :

LURIKA KUSUMANING UTAMI

NPM: 12.1.01.08.0114

Advised by:

1. Khoiriyah, M.Pd
2. Sulistyani, M.Pd

**ENGLISH EDUCATION DEPARTMENT
FACULTY OF TEACHER TRAINING AND EDUCATION
UNIVERSITY OF NUSANTARA PGRI KEDIRI**

2017

SURAT PERNYATAAN ARTIKEL SKRIPSI TAHUN 2017




Yang bertanda tangan di bawah ini:

Nama Lengkap : Lurika Kusumaning Utami
NPM : 12.1.01.08.0114
Telepon/HP : 085736149232
Alamat Surel (Email) : lurikakusumaningutami@gmail.com
Judul Artikel : The Effect of Guided Questions Method in Writing Skill
at Second Grade Students of SMP Negeri 4 Kertosono
Academic Year 2016/2017
Fakultas – Program Studi : FKIP – Pendidikan Bahasa Inggris
Nama Perguruan Tinggi : Universitas Nusantara PGRI Kediri
Alamat Perguruan Tinggi : Jl. K.H. Ahmad Dahlan No. 76, Mojoroto, Kediri, Jawa
Timur 64112, Indonesia

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**THE EFFECT OF GUIDED QUESTIONS METHOD IN WRITING
SKILL AT SECOND GRADE STUDENTS OF SMP NEGERI 4
KERTOSONO ACADEMIC YEAR 2016/2017**

Lurika Kusumaning Utami
12.1.01.08.0114
English Education Department
lurikakusumaningutami@gmail.com
Khoiriyah, M.Pd and Sulistyani, M.Pd
UNIVERSITY OF NUSANTARA PGRI KEDIRI

ABSTRAK

Writing is form of written communication to express feeling that must be mastered because writing is used to communicate with other people around the world. A written communication used to express persons' idea to the reader. Moreover, in writing, learners can express their ideas, emotions, opinion, and they can get many vocabularies in learning writing. Then there are some problems that appear when teaching writing learning process, such as; the students do not know how to explore their idea, minim vocabularies, confused about the structure and difficult arrange the sentences. One of the method can be used by the teacher is guided questions method to solve the problem. This research is the effect of guided questions method in writing skill at second grade students of SMPN 4 Kertosono academic year 2016/2017. This research uses quantitative method especially uses pre-experiment-design in the form of one group pretest – posttest design. The subjects of this research is the second grade students at SMPN 4 Kertosono and the sample uses a class and consist of 32 students. The data analysis was done by test. The result of test was analyzed by using SPSS version 17.0. The researcher concludes that this research will be useful in the teaching writing for the purpose of improving the students English achievement and the researcher also hope that this research can be useful to the teachers, students and the readers. The researcher suggestion for English teacher should give motivation to the students in teaching writing and also they may have some creative teaching in learning writing so that the students do not bored.

Keywords: Writing Skill, Guided Questions

I. BACKGROUND

Writing is an important aspect in language teaching and learning. According to Richard and Renandya (2002:303), "writing is the most difficult skill for second language learners to master. The

difficulty lies not only in generating and organizing ideas, but also in translating these ideas into readable text." Because it is the most difficult skill to be learnt, it needs hard thinking in producing words, sentences, and paragraph at the same time.

It means that the difficult things in writing are generating, organizing and translating the idea. Through writing writer can inform to others, tell about everything, and learn how to combine through, ideas, and lives. Thus, writing is considered more complicated than three other skills (reading, speaking, and listening). They are expected not only being able to read but also to write well. Therefore, teacher has a responsibility to teach four skills systematically especially in teaching writing.

Teaching writing is useful in the teaching learning process, based on teaching writing, the teacher can help the learners easier to know what is writing and the importance of writing. Teaching is the action of a person who teaches. When teaching writing, educators must be sure to select resources and support materials that not only aid them in teaching how to write, but that will also be the most effective way in helping their students learn to write.

When it comes to creative writing, students may face a lack of ideas or have so many that they can't narrow them down. Creative writing prompts, such as odd situations, or suggestions of unusual characters often start the ideas flowing. It may take a push to get the imagination in gear, but once it's active, students and creative writing ideas both take off, and

there's no stopping them. In the true situation every student finds difficulties to explore their ideas, does not know about grammar and the use of suitable tenses, is confused to arrange a text, etc.

The problems above can give bad effect to the students. Firstly, obviously the students are afraid to ask the teacher when they do not understand about the exercise that the teacher gives. Secondly, they do not pay full attention to the teaching learning process. Third, they do not know the correct ways to make a text, and the will be difficult to express their ideas and their imagination. It makes the students think that learning writing is not important and they are not interested in learning writing. They also get low vocabulary mastery, bad written form, and sometimes students are trying to translate from their mother tongue into English. Thus, faces problem with writing text, the researcher decided to help solve the problem by applying the use of guided questions method in the process of teaching writing. There for knowing that only a few of the students made an outline in writing before and that the proposed method has never been applied in that school.

Then, a common problem for teachers is dealing with a passive class, where students are not responsive and avoid interaction with the teacher. This is

especially true when the teacher is having a class. Once the teacher entered the class and just gave the students exercise to write some texts without clear explanation and ask the students to collect the text. Then after the students collect their text, there is no clear explanation again for the students, so the students do not know whether their writing is correct or not.

In this case, the teacher should give the students easy writing as often as possible on everyday topics, making a learning community, and come into their English club classes. According to Nunan (2003: 106), “helping students understand the process of writing by guiding them through the steps of invention, drafting, revision, and evaluation will help writing and make it an important part of their learning of English.” It means that solving the problem the teacher must guide the students using some steps of invention, drafting, revision and evaluation. The writer thinks that English teacher should make efforts to help the student’s increase their writing skills then students need variety of methods in the teaching learning process to make lively classroom. One of them is using Guided Questions Method.

Guided Questions method is a method for teaching English in which the teacher gives some questions to the students applied to a topic in teaching

writing. Thomas (2000: 26) said that “Questions have the advantage of focusing your attention. But a focused attention sees only what is under the lens, and that is a severe limitation.” It means that asking some questions can help the students focused on the students writing about a material given, according to the teachers’ questions given to the students and they know the difficult side in the students writing. Then using guided questions method in the teaching learning process can help the students in developing the power of expressions, to ascertain the personal difficulties, and to reflect student’s background and attitude.

Based on the explanation above, the writer will do the research about teaching writing problem students using guided questions method. And the research will be conducted in SMP Negeri 4 Kertosono Academic Year 2015/2016 especially in teaching writing skill for eight grade students in second semester.

II. METHODOLOGY

This research uses quantitative approach. In quantitative research, the data is presented in numeral stage. According to Ary (2006:22), quantitative research uses objective measurement to gather numeric data that are used to answer questions or test pre-determined hypotheses. It is

generally requires a well-controlled setting. The data is taken from the students' score in pre-test and post-test. And then, the researcher will find the result from counting the scores to know the effect of the strategy.

This research uses experimental design. According to Ary (2006:265), an experiment is a scientific investigation in which the researcher manipulates one or more independent variables, controls any other relevant variables, and observes the effect of the manipulations on the dependent variable(s). There are many kinds of experimental designs. The researcher uses pre-experimental design in the form of one group pretest – posttest design. So, in this research, the writer will give pre and post test to the students to know their writing ability and between them, there will be treatment.

Creswell (2012:142) said that “A population is a group of individuals who have the same characteristic.” The target of population of this research is the Eight Grade Students of SMP Negeri 4 Kertosono. The total of the population in this school is 96 students, and the class is class A – class C. They are the eighth grade students of SMP N 4 Kertosono academic year 2015/2016.

Creswell (2012:142) “A sample is a sub group of the target population that

researcher plans to study for generalizing about the target population”. It means that sample is a part of the whole population investigated. The sample of the research must be representative. The class observed as a sample is eight grade students in SMP Negeri 4 Kertosono Academic Year 2016 - 2017.

In this research, the writer just chooses one class as the sample to represent the whole population of the research, that is excellent class (8 – A) that consist of 10 male and 22 female students. Then the researcher took the sample by cluster system. The cluster system is took a sampling of the population in a parallel class.

In this case, the writer uses tests to measure the students' writing skill after being taught using guided questions method. This research will be conducted in three steps: pre-test, treatment, and post-test. The pre-test aimed to know the starting point of the student's grade on writing a paragraph. In the pre-test, students were asked to write a paragraph of the certain topics based on the course outline used in the semester. For this purpose, a topic were given for each student to make a paragraph. The number of the sentences was not considered but the students had to write a paragraph based on the given topics even though they did not

receive any materials yet. The type of the test here is essay written text. There are two kinds of tests that should be done by the researcher, those are pre – test in the beginning and post – test at the end of research. The researcher will use scoring rubric to measure the students' writing, the writer uses scoring rubric of writing that described by Heaton (1988).

III. RESULT AND CONCLUSION

A. RESULT

In this chapter, the researcher will presents the result of the effect of using guided questions method in writing skill at second grade students of SMPN 4 Kertosono academic year 2016/2017. This report result will explain about the process of pre-test, treatment and post-test which had done in the last activity in SMP Negeri 4 Kertosono academic year 2016/2017. To count the t-test, the researcher analyze the data of students' writing ability before being taught using guided questions and the data analysis of students' writing ability after being taught using guided questions method.

According to the table analysis of pre-test and post-test score, the total score of pre-test is 1635 and the total score of post-test is 2406. In the pre-test, the researcher knows that the mean score in pre-test is 54,50, then the minimum score is 41 and the maximum score is 79 with

standard deviation 8,915. Then in the post-test, the researcher knows the minimum score is 75, the maximum score is 88, and then the standard deviation 4,398 with mean score 80,04. So, the post-test score is higher than the pre-test score. Moreover, the total score of D is 771, and the total score of D^2 is 22445.

From the t-test analysis it can be shown that t-test is 14,904 and t-table with degree of freedom 29 is 2,045 at the level of significance of 5%. It means that t-test more than t-table and significant from the table is 0,000 with 5% ($0,000 < 0,05$) level of significance so the alternative hypothesis (H_a) is accepted and null hypothesis (H_o) is rejected. So, it can be concluded that the result of this research is a significant difference of study before and after the students being taught by using Guided Questions method. Based on the statistical computed above, the researcher can conclude that there is significant effect of using guided questions method to the students writing skill in second grade students of SMP Negeri 4 Kertosono.

Moreover, using guided questions has many effects to the students in the teaching learning process such as can help the students to deliver their idea, easier to create some text especially in descriptive text, know many vocabularies, know the form of grammar used and more focus on

teaching learning process. It is supported by Thomas (2000: 26) who said that "Questions has the advantage of focusing persons' attention but it only what is under the lens and a severe limitation." It means that asking some questions can help the students focused on the students writing about a material given, according to the teachers' questions given to the students and they know the difficult side in the students writing.

Besides, the researcher needs previous study to support the theory. Then according to Nawawi (2011) did a research on Improving Students' Writing Skill of Descriptive Text through Guided Questions that the result showed the students report. The students score of pre-test was only 2 students (4,65%) passed the KKM and the mean score of pre-test was 45,46. Then in the result of post-test in cycle 1, there are only 6 students (13,95%) passed the KKM considering that their mean score of the test was 61,16. In the second cycle, there are 29 students (67,44%) passed the KKM with the mean score 69,76. Then the last cycle, there are 43 students (100%) passed the KKM with the mean score 81,86. It means implementing of CAR in developing students' writing skill of descriptive text by using guided questions in his research improved the students writing skills, was

very effective in teaching learning process, helped the students' problem in writing.

B. CONCLUSION

After the researcher knows the result of data analyzing in the previous chapter, it can be explained that writing is form of written communication to express feeling that must be mastered because writing is used to communicate with other people around the world. Without writing the students will get difficulties in making a written communication with other. When the students have good ability in writing, the reader will be more understand what the purpose written.

Furthermore, writing very important skill to mastery in the teaching writing but it is very difficult for learning. So, method is very important to help the teacher and the students in learning teaching writing. For the teacher it is can help the teacher during teaching writing process and for the students it can help they are easier to understand the material given. One of the best methods is Guided Questions Method. Using Guided Questions method in teaching writing especially in descriptive text it can increase the students writing skill and also motivates the students in learning English. Because asking some questions can help the students focused on the students writing about a material given and also it

can guide the students to create a good text. It can be seen from the significant improvement of students' result score between pre-test and post-test.

Moreover, the result of using guided questions method in SMP Negeri 4 Kertosono in teaching writing skill especially in descriptive text was very effect. Actually, after the researcher gave guided questions method to the students writing skill, they can be easier create some text, explore their idea, know how to arrange and write some text, and know about the structure used. Then, it can be proven by the score of t-test, the t-test shows that t-score was 14,904 was higher than t-table in the level of significant 5% (2,045). Because the result is t-score higher than t-table, so the result is very significant, it means the null hypothesis (H_0) is rejected and the alternative hypothesis (H_a) is accepted.

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