

ARTICLE

The Effectiveness of Guided Question Technique on Students' Writing Skill of Recount Text to The Eleventh Grade Students of SMAN 3 Kediri in Academic Year 2018/2019



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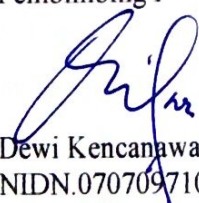
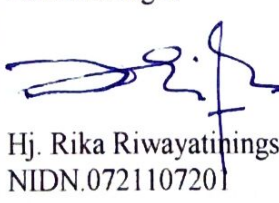
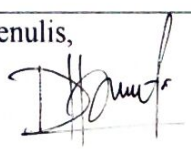
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ABSTRACT

Harmono, Devita Darmawati: The Effectiveness of Guided Question Technique on Students' Writing Skill of Recount Text to The Eleventh Grade Students of SMAN 3 Kediri in Academic Year 2018/2019

Writing is not an easy skill to acquire for Senior High School students, especially without intense help from teachers. This research was aimed to find out the effectiveness of guided question technique on students' writing skill of recount text at the second grade students of SMAN 3 Kediri by using Guiding Questions technique or not. To do so, the researcher used factual recount text. In addition, the researcher employed quantitative research with one group pretest and posttest.

Through clustering sampling, the researcher took XI IPS 3 students of SMAN 3 Kediri to be involved in this research. According to the result of statistical calculation, it showed that t-test is 4.755 and the t-table with degree of freedom 34 is 2.042 at the level of significance of 5%. It means t-test was higher than t-table ($4,755 > 2,042$). It means that t was higher than t_t ($t > t_t$).

Thus, the alternative hypothesis (H_a) is accepted and null hypothesis (H_0) is rejected. Therefore, it can be concluded that the use of Guiding Questions technique in teaching writing improves the students' writing performance. Moreover, out of all the writing aspects, content and organization are two of the highest improved aspects. Hence, Guiding Questions technique is recommended as a good technique in teaching writing.

Keywords: *Guiding Questions Technique, Writing Skill, Recount Text*

I. BACKGROUND

In English, people need to master four language skills to get complete communication. One of them is writing, writing is widely used in printed media as a tool for communication around the worlds, especially if people write in English language. Writing in English skill is important, it is taught for Indonesian students particularly since they are in the Senior high school. Based on 2013 Curriculum, Senior High School students are taught about writing texts in English. The students are expected to be able to write sentences and generate them into

paragraphs, then develop the paragraphs into several kinds of text. One of them is recount text which is taught at the second grade of Senior High School.

According to Mark and Anderson (1998: 24) text is a kind of text that retells past event and it is usually based on sequence of the story occurred.

It is stated in Standard Basic Competence (2013: 70) at the second grade of Senior High School that the students should be able to compile short and simple recount text in oral and written about experience/activity/event by paying attention to the purpose, organization, and

language feature of the text accurately and contextually.

Even the students are taught about recount text, most of them still get low achievement because they have several difficulties in writing the text. There are some problems faced by students in writing process. One of the problems faced by the second grade students of SMAN 3 Kediri is writing recount text. According to the interview, the researcher asked some questions to the teacher, the question are about general condition in teaching learning process of English material especially in writing subject, about the students and their participation and also the strategy that use by the teacher in writing. The teacher gives some arguments, which are as it knows that writing skill is considered difficult by the students for some reasons, those reason are that the students usually get difficulties in starting their writing, they don't have an idea about they want to write, sometimes they have an idea, but they are still confused how to develop it as the correct one so they can't make a good paragraph.

There are many techniques actually in teaching writing and one of them is guided question technique. According to Traver (1998: 1) guided question is the

basic question that directs students for understanding. This technique can lead students in order to choose, find and create the ideas of writing and then develop students' ideas. This technique can also guide and help students in organizing and generating their ideas. Besides, students can express their ideas easily by answering the questions given and make their writing will be better organized.

To overcome this problem, the teacher should use an appropriate technique to guide students and make them easier in writing recount text. According to Hyland (2003: 12) teacher has an important function to guide students in writing process and help them build up strategies for generating, drafting, and refining ideas.

Research problem of the study is formulated in the following questions: (1) How is the second grade students' writing skill of recount text before being taught using guided question technique at SMAN 3 KEDIRI in academic year 2018/2019? (2) How is the second grade students' writing skill of recount text after being taught using guided question technique at SMAN 3 KEDIRI in academic year 2018/2019? (3) Is the guided question technique effective on

developing students' writing skill of recount text at the second grade students of *SMAN 3 KEDIRI* in academic year 2018/2019? The results of this study are expected to: 1) Theoretical significance: The result of this study is expected to enrich the literature about learn of English, especially the effective of teaching writing through guided question. Practical significance: 1) Students: this results of research are expected to make process of learning writing is easier for them and increase their interest in writing. 2) Teacher/ instructors: They can take its information as a kind of teaching technique and they can evaluate whether this technique is better to be applied in the classroom or not. 3) Researchers: this research would give information to the next researcher about the effectiveness of guided question technique in teaching writing.

II. METHOD

This research is classified as quantitative research and use pre experimental research. It describes and explains about facts of the result that happened in the field naturally when the researcher collecting the data using numeric and score. The researcher filters the data based on the pretest, giving treatment, post test and document as the methods of collecting the data. There are several points concluded by the researcher from research findings and discussion

about The Effectiveness of Guided Question Technique on Students' Writing Skill of Recount Text to The Eleventh Grade Students of *SMAN 3 Kediri* in Academic Year 2018/2019, they are: The effectiveness of guided question technique in teaching writing recount text by using description of the data and how far is guided question technique contribute to the students writing ability by comparing students score between pretest and post. The researcher plays an important role as an observer who conducting the teaching learning process. To get the reliable and proper the data, the researcher had to capture all of important data. The ways how to get all of important data were collecting and analysis the data of pre-test and post-test, and also manage the situation happen in the classroom. The researcher finished it during teaching learning process.

The techniques which used by the researcher were through the pre-test, giving treatment and post or students' final product writing recount text through guided question technique.

III. FINDINGS AND DISCUSSION

Based on the data that has been analyzed by using SPSS version 21 the purpose of the researcher was to find out the answer of question study were from paired samples test table above, it showed that t-test is 4.755 and the t-table with degree of

freedom 34 is 2.042 at the level of significance of 5%. It means t-test was higher than t-table ($4,755 > 2,042$) and Sig. (2-tailed) is 0,000 was lower than 0,05. It means differences between pre-test and post-test score was -1.4628631. The Result of Writing Aspect Score in Pretest and Posttest :

Paired Samples Test

	Paired Differences					t	df	Sig. (2-tailed)
	Mean	Std. Deviation	Std. Error Mean	95% Confidence Interval of the Difference				
				Lower	Upper			
Paired Samples 1: PRETEST - POSTTEST	-1.4628631	18.20001	3.07636	-20.88049	8.37665	4.755	34	.000

According to researcher's research finding and the data supported above, it can be concluded students' writing skill before being taught through guided question technique was low, and students' writing skill after being taught through guided question technique was increased and also there was significant effect of using guided question technique as a technique on teaching recount text especially writing skill. So, guided question technique is the effective technique that can used to

overcome the student's difficulties in writing. The statement above can be proved, because according to the researcher's research, student can improve or explore their ideas when they wrote recount text through guided question technique because they can explore their ideas by the question which lead them to make sentences.

The researcher also find that students can get high score categories (92) in post-test, if the higher score of pre-test the student only get poor score categories (72), it means that writing skill of the students was increase after being taught writing recount text through guided question technique. The statement above can be proved by check and compare of mean score between pre-test and post test.

IV. CONCLUSION

Since t-score is higher than t-table it is accepted by alternative hypothesis that guiding questions technique improves students' ability in writing recount text. It can be inferred that the use of guiding questions technique implemented in teaching recount text writing effectively and successfully improves the writing skill of the second grade students of SMAN 3 Kediri.

From this study it can be concluded that: The aims to achieve in this study are: (1) The teaching of linguistic features characterizing recount text through guided question contributes significantly to the students' improvement in writing recount. Though the difference between the means of students' scores of pretest and post test was statistically significant. (2) The teaching of recount text through guided question contribute significantly influence, because the students can explore their ideas when they write recount text through guided question. 3) The researcher conclude that guided question is effective in teaching recount text at the eleventh grade students of SMAN 3 Kediri.

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