



ARTICLE

**THE INFLUENCE OF GUIDED QUESTION TECHNIQUE TO TEACH
WRITING TO THE STUDENTS AT SMPN 2 JATIKALEN**



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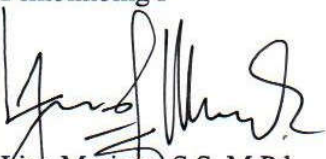


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THE INFLUENCE OF GUIDED QUESTION TECHNIQUE TO TEACH WRITING TO THE STUDENTS AT SMPN 2 JATIKALEN

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ABSTRACT

Writing is a process of expressing of ideas in written form. There are some problems faced by the students in learning writing. The students do not know how to explore their idea, vocabularies, and they are confused about the structure and also difficult to arrange the sentences. In order to solve the problems, the researcher offers solution to teach writing by using Guided Question Technique. The purpose of this research were to find out the influence of Guided Question Technique to the students' writing ability at SMPN 2 Jatikalen. This research used experimental research and quantitative approach with one-group pretest posttest design. The subject was eighth grade students. The population was consisted of 74 and the sample was 21 students from C-class. The students were given pretest, treatment, and posttest. The treatment was conducted in order to know whether there is any significant effect of using Guided Question Technique to the writing ability. The data of this research was analyzed using Paired-Sample-T-test. The results of the research shows that the students' mean score is increased 31,048. It is from 33,90 in the pretest becomes 64,95 in the posttest. Moreover, from the calculation of t-table and t-test. It can be seen that the t-score was 14,182 at the degree of freedom 20 with t-table 2,086. The score of sig (2-tailed) is 0,000 is lower than the level of significance 5% ($0,0000 < 0,05$). Hence, the alternative hypothesis (H_a) is accepted and null hypothesis (H_o) is rejected. It can be concluded that Guided Question technique gives significant effect to the students' writing ability.

Key words: Writing, Teaching Writing, Guided Question technique

I. INTRODUCTION

Writing is the process of expressing of the ideas in written form. It is a combination activity of collecting ideas and expressing the ideas into a written product. This idea is supported by Linse and Nunan (2005: 98) who say: "Writing is a combination of process and product, the process refers to the act and gathering ideas and working with until they are presented in a manner that is polished and

comprehensible to the readers". The process of writing cannot be separated from the ideas. It means that without an idea, students are not able to develop their writing well. Whereas, in writing process there are some steps that must be passed by the students when they write. This is like what Oshima and Hogue (2007: 15) stated that writing is never a one-step action, which is need ongoing creative measure. They are; students must create ideas,

organize ideas, write roughly draft and finishing the rough draft became good paragraphs.

Meanwhile, according to Permendikbud No 21 Tahun 2016 *tentang Standar Isi Pendidikan Dasar dan Menengah of Junior High School in English lesson*. It is stated that students of Junior High School are expected to be able to: *“Menyusun teks lisan dan tulis, sangat pendek dan sederhana, dengan menggunakan struktur teks secara urut dan runtut serta unsur kebahasaan secara akurat dan berterima”*. It means that students are asked to create oral and written text, very short and simple, using text structures in sequence, coherence, and linguistic elements accurately and receptively. Thus, the students are able to create several kinds of text.

One of the texts taught to Junior High School students is recount text. Recount text is text that taught at the eighth grade of Junior High School. This text is written with the aim to tell the reader what happen in the past. It can be experiences or events. In line with that, according to Anderson and Anderson (1997: 47) recount text is telling other people about something that happened in your life. It might be tell about what you did at the weekend or about exciting things

that happened when you were on holiday last years.

But, not all students of the students have good ability in writing. There some difficulties that faced by the students while writing process. They do not know how to begin writing and evolve their ideas into text, it caused their writing not coherent. It is supported by Axelrod and Cooper (2008: 5) who stated that writing is the most difficult part in writing is begin a first sentence, but it could be coped if the students still start to write then carrying on what they want to deliver into a sentences. One of the techniques that can help the students' problem is Guided Question Technique. In this technique, the students can generate the ideas and details when they are writing an event or story by giving them 5W + 1H question. It supported by the theory from Lunsford (2010: 58) who said that asking and answering the question can help the students exploring a topic and generate ideas.

Further, questions have an important role in guided writing. Question recalling data or facts. Question also establishing the students' background of experience in an area. This technique can be used to select, discover and create ideas and then develop student ideas. This technique can also guide and assist students in organizing and developing their ideas. In addition,

students can express answers easily with the answers given and make their writing more organized. The purpose of this research is to know the writing ability of the student eighth grade of SMPN 2 Jatikalen before and after being taught using Guided Question Technique, and describe the effect of using Guided Question Technique in students' writing ability of SMPN 2 Jatikalen.

II. METHOD

This research used quantitative approach and experimental research which consist of two variables, they are Guided Question Technique as independent variable and students' writing as dependent variable. The place was carried out at SMPN 2 Jatikalen which located at which is located at Ngasem Village, Jatikalen District-Nganjuk. The population of this research are all the students in the eighth grade of SMPN 2 Jatikalen who are consist of three classes, they are VIII-A, VIII-B, and VIII-C. Total of the students are 74 students. In addition, sample is the small group that is observed or a portion of a population Ary, Jacobs, and Sorenson (2010: 148). The researcher took one class as a sample that is VIII-C which consists of 21 students, contain 10 girls and 11 boys. In collecting data, the researcher used test as an instrument that is Pre-test and Post-test.

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After the researcher gets the students' score from pre-test and post-test, then analyzed it into SPSS analyze version 16. Kinds of software is used dependent sample T-test to know whether or not there was an effect or impact in using Guided Question Technique and the significance differences between pre-test and post-test.

III. RESULTS AND DISCUSSION

Based on the data analysis from SPSS version 16, the researcher got the data which concern on the students' writing ability before and after being taught using Guided Question Technique by comparing both of them. When the students did the pretest, they had low ability in writing. Most of them got difficulty to begin writing because they could not explore their thought into words. They also got a problem in relating the idea to each paragraph. Therefore, it made the content not coherent. They could not organize their ideas well. After they were given treatment, the result increased. It could be seen from the aspect of writing that the content of the sentence higher than the other aspect, the score total was 85, while for the organization the total score was 71, for the vocabulary the total score was 76, for the language use the total score was 63, and the mechanic the total score was 56. There was 1 student got score 48,

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1 students got score 52, 3 students got score 56, 6 students got score 60, 4 students got score 64, 1 student got score 68, 1 students got 72, 1 student got score 76, 1 student got score 80, 1 student got score 88, and 1 student got score 96. The students' score of pre-test shows that not good enough, it is proven by total score are 1364. Then, the students' score of posttest was increasing after using Guided Question Technique with total score of posttest are 3164. Furthermore, from paired sample test table the mean presents the differences between pretest minus post-test. It showed that t-test is 14.182 with the degree of freedom 20 is 2,086 and the significant is 5%. It means that t-test is higher than t-table ($14,182 > 2,086$). It can be inferred that t-test is higher than t-table, so H_a is accepted.

Thus, Guided Question technique helped the students' problem in expressing and generating their ideas into text easily. The finding support Lunsford's idea (2010: 58) who said that asking and answering the question can help the students exploring a topic and generating ideas. Meanwhile, Hidayah (2015) and Amalia (2017) found that Guided Question Technique is the effective technique to improve the students' writing ability. Moreover, Yulianingsih (2017) claimed that Guided Question Technique could increase the

writing ability of the students, particularly in the aspect of content. Hence, this research finding supports research conducted by Hidayah (2015), Amalia (2017), and Yulianingsih (2017).

IV. CONCLUSION

In conclusion, the researcher found some findings. Firstly, Guided Question Technique give significant effect to the writing ability of the eighth grade students at SMPN 2 Jaticalen. Then, students' writing ability are increased after being taught by using Guided Question Technique. Teaching writing using Guided Question Technique help students to solve the problem. It is also gives good effect to make them easier to get idea, and develop the idea into a text coherently. In addition, this technique has suggestion to the teachers, the students, and the other. The teacher should make sure whether the students have understood about the question before they answer those question. The teacher should give some example of connector words. The teacher should give example of connector words in order to the students are able to produce a text which is unity and coherent. Then to the students, they should learn more about the language use by themselves in order to the students are able to compose sentence which are grammatically and easy to be understood. The last to the other



researchers, they should use Guided Question Technique in different text or modified it as long the students can understand it and can be reference to them in doing the same research.

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