


THE EFFECT OF GUIDING QUESTIONS TECHNIQUE IN TEACHING STUDENTS TO WRITE CONTENT OF RECOUNT TEXT AT SMP NEGERI 1 SUNGGUMINASA

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ARTICLE INFO	ABSTRACT
<p>Article history: Received: June 10, 2022 Revised: June 15, 2022 Accepted: July 22, 2022 Published: August 30, 2022</p> <p>Keywords: Guiding Questions Technique Recount Text Writing Ability</p>	<p>The objective of this research was to find whether there is significant effect of using Guiding Questions Technique in teaching students to write content of recount text at SMP Negeri 1 Sungguminasa. The method of this research was pre-experimental with one group pre-test and post-test design. The data gathered from pre-test, treatment, and post-test. The result of this research revealed that there was significant effect from students' writings after they applied Guiding Questions Technique to write content of recount text. It was proved from the results of pre-test mean score (48.33) and the post-test mean score was (81.67). Besides, the t-test value (15.418) was higher than the t-table value (1.6991). Based on the data results, it was concluded that Guiding Questions Technique brought significant effect while teaching students to write content of recount text.</p> <p style="text-align: right;"><i>This is an open access article under the CC BY-SA license.</i></p> <div style="text-align: right;">  </div>
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INTRODUCTION

English is important to teach for students since it has become a requirement subject in primary and secondary school (Hasan, 2013). Teachers in the school are required to establish an environment within the classroom that has a favorable influence on students' achievement and also capable of teaching effectively and efficiently to improve the learning process (Astuti, et.al, 2021). One of the aims of teaching English to students is to assist in providing them with the ability to impart in both spoken and written forms. Writing itself is one of the most difficult among the four language skills for students to learn. As according to Hestika, et al. (2021), the students frequently consider that learning English is difficult because of writing with varied readings, which has a significant impact on the

students' capacity in learning English. Nunan cited in Ningsih (2016) also stated that learning writing effectively and expressively in the first, second, or foreign language is more difficult among the four language skills for the students.

Writing is a way of creating a written text through arranging the words into sentences in order to transmit thoughts. There are some types of text that students should learn in junior high school, such as: narrative, recount, descriptive, report, and procedural text. Among these types, recount is the text that can make students difficult to write. Recount text, as defined by Grace in Sukma (2015), is a type of writing that informs about what has happened in the past comprised of sequence of events. The structure's completeness frequently causes students to become confused when writing its components. This makes it difficult for students to decide what concepts or ideas they desire to convey. This implies that the students will definitely encounter difficulties like developing content or getting ideas for what should to write.

The researcher selects a Guiding Questions Technique to tackle the students' problems of writing recount text. Traver (1998) defined guiding questions as fundamental questions that direct to search for understanding. A set of questions are included in this technique. It will guide students in writing text depending on a specific topic. Therefore, guiding questions is expected to serve as guideline in developing the students' thinking when they write the content of the text.

There are several previous research that carried out the technique of guiding questions. Julita (2018) stated that the score of students who had taught utilizing guided questions in experimental class was improved their score in writing. Another research by Millatina (2016) concluded that the findings results from students in experimental class achieved the significant improvement while control class results only got slightly improvement. The students developed their ideas while write the content by applying guiding questions. It means that the Guiding Questions Technique can bring significant results in writing process.

Based on preliminary research during internship program in SMP Negeri 1 Sungguminasa, the researcher realized that some of students had difficulties when writing recount text. They found difficulties on how to write next after written several lines, so they cannot develop their ideas clearly into paragraph. So, the researcher intends this Guiding Questions Technique to implement to the students there because it can help them to overcome their difficulties and make teaching and learning process more effective.

Therefore, from all the previous research brought positive impact after applying guiding questions. However, different between former researches, this is concentrates on the use of Guiding Questions Technique in teaching students to write recount text and use pre-experimental research which is the location to do is in SMP Negeri 1 Sungguminasa. The researcher also concerns with the content so students can gather their ideas into a good text recount. The researcher desires that this technique can be applied as appropriate technique in making students more guided to write content of recount text and make them more interested during teaching and learning process.

RESEARCH METHOD

The researcher conducted pre-experimental research with a one group pre-test and post-test design to know the effect of Guiding Questions Technique on students' results of writing recount text focused on content. In collecting the data from this research, a writing test was implemented as an instrument. Pre-test was offered before students got the treatment while post-test was provided when they have received treatments by applying Guiding Questions Technique. The treatment results can be more accurate because it was compared with situation before students got the treatments. Indeed, after scoring the students' results of writing recount text, the researcher applied the formula to analyze the data.

RESULT AND DISCUSSION

This research was carried out on the eighth grade students of SMP Negeri 1 Sungguminasa in academic year 2021/2022. The chosen class consisted of 30 students as sample. The result of data analysis found that there is significant effect by using Guiding Questions Technique to teach students in writing content of recount text.

Students' Writing Result of Content in Recount Text Using Guiding Questions Technique

The students' result of writing content in recount text by using Guiding Questions Technique could be seen in the table below.

Table 1. Students' Writing Result of Content in Recount Text

Component of Writing	Students' Mean Score		Improvement
	Pre-Test	Post-Test	
<i>Content</i>	48.33	81.67	68.98%

Table 1 shows the mean score of students in pre-test is 48.33 and post-test mean score is 81.67. The improvement from both tests is 68.98%. The data result shows that students' post-test score increases after teaching students by using Guiding Questions Technique in writing content of text recount. It could be seen in more details below.

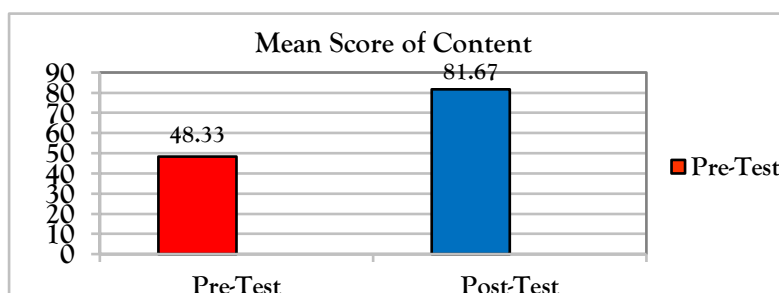


Fig. 1. Chart Mean Score on Students' Writing Recount Text of Content

The chart above shows that there is an improvement in students' writing recount text of content by using Guiding Questions Technique. It is shown from pre-test mean score (48.33) and students score of post-test (81.67).

Table 2. Classification on Students' Writing Recount Text of Content

No.	Classification	Score	Pre-Test		Post-Test	
			Frequency	Percentage (%)	Frequency	Percentage (%)
1	Excellent	96-100	-	-	-	-
2	Very Good	86-95	-	-	9	30
3	Good	76-85	-	-	14	46.7
4	Fairly Good	66-75	5	16.7	5	16.7
5	Fair	56-65	2	6.7	2	6.7
6	Poor	36-55	16	53.3	-	-
7	Very Poor	0-35	7	23.3	-	-
Total			30	100	30	100

Table 2 shows the classification on score of students' content from pre-test. It is found that there are 5 (16.7%) students got fairly good, 2 (2.67%) students got fair, 16 (53.5%) students got poor, 7 (23.3%) students got very poor, and no one students got excellent, very good, and good score. Then, in post-test, there are no students got excellent, there are 9 (30%) students got very good, 14 (46.6%) students got good, 5 (16.7%) students got fairly good, 2 (6.7%) students got fair, and none of them got poor and very poor score. It indicates that students' writing results of content in recount text had significant effect after teaching them by using Guiding Questions Technique.

Hypothesis Testing

The researcher gave a writing test in class VIII F and they were taught by implementing Guiding Questions Technique. In order to analyze the data for result, this research uses t-test analysis to know significant difference between students' pre-test and post-test mean score, and apply t-test analysis to the level of significance (p) 0.05 while the degree of freedom (df) = $N-1$ (N = number of students) which consisted of 30 students, and the t-table value is 1.6991. The results of t-test analysis of students writing result shows as follow:

Table 3. The Significance between Pre-test and Post-test Mean Score of Content

	Mean	Std. Deviation	Std. Error Mean	Paired Differences		t	Df	Sig. (2-tailed)
				95% Confidence Interval of the Difference				
				Lower	Upper			
Pre_test of content - Post_test of content	-33.333	11.842	2.162	-37.755	-28.912	-15.418	29	.000

The result from t-test analysis in writing recount text focused on content could be seen as follow:

Table 4. The t-test Value of Students' Writing Result

Components	t-test Value	t-table Value	Comparison	Classification
Content	15.418	1.6991	t-test > t-table	Significantly Different

Table 4 shows that the t-test value of content is higher than the t-table value (15.418 > 1.6991) thus the alternative hypothesis (H_1) is accepted and null hypothesis (H_0) is rejected. It concludes that there is significant result between the students writing content of recount on pre-test and post-test score using Guiding Questions Technique.

DISCUSSION

Based on the findings, the researcher used appropriate technique during writing process. As research by Jumiatiy, Atmowardoyo, and Salija (2021) showed, writing difficulties often faced by the students made them to determine appropriate technique in order to make success of teaching writing. While in this research, the researcher applied Guiding Questions Technique to know the effect of using this technique in teaching students to write content of recount text.

Based on table 1, it shows that the students writing results in pre-test mean score is 48.33 (poor) score. Thus, the result concludes that students' mean score of pre-test in writing content is categorized poor. In the pre-test of content, the students are lack of how to write the recount text particularly in developing the text or paragraphs based on the topic given. The students' writing is not point out the whole text with the topic given, and their writings' is not reflected careful thinking or just hurried in writing. Besides that, it shows inadequate effort in content and elaboration of idea is yet incomplete. Therefore, the researcher actually found that in the first treatment most of the students confront difficulties in writing recount text. It was because most of the students still lack on how to write their idea into the text or paragraph.

In order to solve the difficulties of students, the researcher conducted four treatments to the students. Start from the first to the last treatment, the students tried to write recount text correctly by giving more attention to the material given by researcher which of course used Guiding Questions Technique. This technique is provided useful questions to guide the students in order to write recount text. As research by As research by Burhanuddin, et al. (2020) showed, that the questions given can be the useful to assist students about what they had already known and arranged them to think more about the topic given. During the treatments, the students were given the familiar topic so they can come up with their own thoughts or their ideas. Considering a topic that is known to students may help them to come along every step of the learning process because when the topic is unfamiliar, they can only guess, not to bring up their prior knowledge (Irwin Maulana, et al., 2021).

Thus, after the students were given the treatments by using Guiding Questions Technique, the students' mean score of post-test in writing recount text was greater than the students' pre-test score. The students' mean score post-test in this research is improved from 48.33 (poor) to become 81.67 (good) score while the percentage of students' improvement is 68.98%. As the result from the post-test in order to achieve good content in writing, the students' development of ideas in their writing has been more developed; there are some extraneous materials or additional sentences are presented which made it complete; and their writings' integrated with the topic. This is in line with the previous research outcomes by Millatina (2016) that Guiding Questions Technique helps the students to develop their ideas based on topic and made it focus on content because the list of questions can be the guide to direct them in their writing.

The set of questions included in the Guiding Questions Technique assisted students in making predictions before starting to write proper paragraphs. As explained by Hasruddin, et.al (2021) prediction could cause students to interact with essential concepts while also activating previous knowledge and presenting the concepts to students in order to sort things out. During applying the Guiding Questions Technique, the students also learn on how to make connections with their prior knowledge in the text. As according to Ariana & Ardiana (2021) stated that making connections allows students to create the text quite relevant to them and to relate with it more clearly. Whereas Sepianita (2010) had explained that good content of writing should be properly integrated or connected and made it complete so it would make the substance of writing being clearly and understandable to the readers.

Refers to the students' writing results of content in writing recount text, the researcher concludes that Guiding Questions Technique improved the students writings of content. It is fully supported by the t-test value of content which is higher rather than t-table ($15.418 > 1.6991$) which is showed that null hypothesis (H_0) is rejected meanwhile the alternative hypothesis (H_1) is certainly accepted. It also could be shown from students' writings results from pre-test and post-test. In the pre-test, some students get difficulty in writing recount text in terms of content but on students' post-test they better understand how to write good content. It is related with the previous study result by Firdani & Fitriani (2017) that Guiding Questions Technique brought effect to improve students writing ability especially on generating ideas in content.

Based on the data results, it concludes that there is significant effect of using Guiding Questions Technique when teaching students to write content of recount text at the eight grade students of SMP Negeri 1 Sungguminasa in academic year 2021/2022. It is proved from the significance difference between the students' writing result before and after they were taught by the researcher using Guiding Questions Technique.

CONCLUSION

Guiding Questions Technique was effective to improve students' ability in writing content of recount text at the eight grade students of SMP Negeri 1 Sungguminasa. It was proved by the mean score of content before and after giving the treatments to the students

from pre-test score was classified as poor score to become classified as good score in post-test. As the result, Guiding Questions Technique successfully helped the students in developing their ideas in writing content and integrated it with the topic given. It meant that students' writing results were significantly improved by looking for percentage of students' improvement of post-test score was higher than the students' improvement in pre-test score. It also supported by the t-test analysis of content which indicated higher than the t-table value.

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