

The Influence of Using Guided Questions Technique Towards Students' Procedure Text Writing Ability

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Abstract : One of the most important skills in English is writing. It is often considered as the most difficult skill by the students. This problem was also faced by the students of the eleventh grade of SMA Tamansiswa Teluk Betung Bandar Lampung. To overcome that problem, the teachers should provide some appropriate techniques. One of the techniques is Guided Questions. The objective of this research is to know whether there is significant influence of using Guided Questions toward students' procedure text writing ability or not. The design of this research was post test only design. The population of this research was the students of SMA Tamansiswa Teluk Betung Bandar Lampung at the eleventh grade. The writer chose the sample randomly by using cluster random sampling technique. The writer used Guided Questions in Experimental class as a treatment and lecturing technique in control class. In collecting the data, the writer used instrument in written form. The instrument was used for the post test. The writer did the post test to find out the students' procedure text writing ability after conducting the treatment. After giving the post test, the writer analyzed the data by using independent sample *t*-test. It was found out that result of Sig (Pvalue) = 0.000 < α = 0.05. It means that H_0 is rejected and H_a is accepted. To sum up, the use of Guided Questions toward students' procedure text writing ability had significant influence. The conclusion of this research is Guided Questions is effective to be used toward students' procedure text writing ability

Keywords: Guided Questions, Procedure Text, Quasi Experimental, Students' Writing Ability

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I. Introduction

Mastering English has been a necessity for many people in this world. English is one of the international languages that is used and studied all over the world. By English, people can communicate one another. Harmer states that language is used widely for communication between people who do not share the same first (or even second) language.

To master English, there are four basic skills that should be mastered. The skills are listening, speaking, reading, and writing. Writing is the process of transferring idea on the paper. Raimes (1983) states that writing is a skill which expresses the ideas, feelings, and thoughts arranged in words, sentences, and paragraph by using eyes, brain, and hand. However, Writing is believed as the most difficult skill. It is because in writing, people will not only write the idea they think, but they also need to pay attentions on accurate grammar, vocabulary, and so on. Jacobs. Et.al (1981) states that Writing is the last basic language skill that considered being the most difficult one and it is also more complex than other skills because the writer must have the ability to express the ideas and use an appropriate vocabulary and accurate grammar so the readers will be easy to understand the language used in written communication.

Spekova and Hurt also stated in their research about teachers' attitude to skills and writing process in Latvia and Portugal that writing is the most difficult skill in English. The problems happen in writing also happen in Indonesia. Most of Indonesian believed that writing becomes the most difficult skills. It is because in writing, we do not only need the correct grammar, punctuation, and other English component, but also having good idea is also needed in writing.

To have good writing, the students should do it in some stages that are called the writing process. They are prewriting, drafting, revising, editing, and publishing. To have a good idea in writing, students could use some of the guided questions to help them in gathering ideas. The guided questions could be implemented in the beginning of writing process. The aim of this technique is to help the students in gathering idea before starting to write.

Guided questions are used to help the students in getting and gathering ideas. Raymond (1980) says that questions can be a way to help exploring idea in writing. By using guided questions, the students will not feel bored and they will be more active in learning English because, in this technique, students will be center of learning. When they feel interested in learning English, the teacher will be easier to deliver the material and

reach the goal of teaching and learning. Guided questions are effective to be implemented in teaching learning writing. It has been revealed by previous research conducted by Nawawi (2011) about improving students writing skill of descriptive text through guided questions. This technique is effective in enhancing the students' writing skill of descriptive text because it makes students easier in making descriptive paragraph, and makes them easier in exploring their idea in making paragraph. The technique could also improve students' achievement significantly in writing skill of descriptive paragraph.

In addition, another research conducted by Yulia, Rufinus and Lufita (2012) about improving recount text writing ability by guided questions-word questions also revealed that question words can help and guide the students to write much more rather than without any clues. By giving students some question words can guide and help the students to write more, particularly in recount text writing.

From this learning technique, the writer assumed that Guided Questions technique can minimize the student problem in language especially in writing. Starting from this problem, the writer held research about how is the influence of using Mind Mapping technique towards students' ability in writing at second semester of the eleventh grade of SMA Tamansiswa Bandar Lampung.

II. Review Related Literature

2.1 Writing

Brown (1993) states that Writing is important in human live and as a communicative act that transmit information and link people together. Accordingly, students are expected to convey the ideas, feelings, and knowledge in written language. Harmer (2006) states that writing is language skill that involves language production and therefore as productive skill. It means that writing will show many things about the writer, such as the way of thinking, knowledge, problem solution and others.

Writing is a progressive activity. When you first write something down, you have already been thinking about what you are going to say and how you are going to say it. After you have finished writing, you read over what you have written and make changes and corrections (Oshima and Hogue; 1999). It means that writing is an activity that use thought, mind, and feeling based on what we want to write.

Raimes (1983) states that writing is a skill in which we express ideas, feelings, and thoughts that are arranged in words, sentence and paragraph by using eyes, brain and hand. In addition, Elbow (1980) says that writing is the ability to create words or idea of the writer. It means that writing ability is one of English skill that aims to express the ideas, thoughts, and feelings in order to the readers can understand about the writers' ideas, thoughts and feelings.

Based on several definitions about writing above, it can be conclude that writing is not simple because writing requires some aspects not only grammar, rhetorical devices, vocabulary, but also other elements. The writing is one of language skills besides listening, speaking, and reading. It is used to communicate or express our idea, thinking, and feeling indirectly to another person as a reader.

2.2 Guided Questions Technique

2.2.1 Concept of Guided Questions Technique

Guided question is a technique in teaching learning writing by using some question to help writing. Guided questions can help the students to explore their idea in learning writing skill. Raymond (1980) says that questions can be a way to help exploring idea in writing. Guided question is a technique for teaching English in which the teacher gives some questions to the students applied to a topic in teaching writing. Axelrod and Choper (1985) say that asking questions about a problem or topic is a way to learn about it and decide what to do or say. It is useful and systematic approach to exploring a problem.

Guided question can help the students to explore the idea in learning writing skill. Asking question can be way of playing with a material before deciding what you want to make of it. Longan (1942) says that you can generate ideas and details by asking questions about your subject. Some of the questions that can be used in helping writing process are like *What, why, when, where, who, and how (WH Questions)*.

Using guided questions before doing the writing activities will have some advantages. These are some functions of guided questions based on Gould (1989) as follows;

1. Guided questions move the writer from observing simple physical details to discovering complexities inherent in a topic and its environment.
2. Guided Questions encourage the writer to reevaluate the writers' understanding of a topic and see it from differently.
3. The writer can generate materials of writing.
4. The Writer can see the topic from different point of view.
5. Guided questions may help the writer to clarify our position in a topic.

2.2.2 Teaching Writing Using Guided Questions Technique

Guided questions technique is used to help the students in gathering idea by giving some guided questions. In teaching English procedure text by using guided questions, the teachers have to provide the guided questions in order to help the students in gathering idea easier in learning it. In learning writing by using guided questions, the students are going to write by answering the first question and so on. By answering the guided questions provided by the teacher, it can help the students in writing coherently.

To apply Guided Questions in teaching procedure text, the writer proposes some steps as follows:

1. The writer explains about procedure text.
2. After explaining about procedure text, the writer explain about Guided Questions,
3. Then, the writer explains and gives the example of making procedure text by using Guided Questions.
4. The writer asks the students to make procedure text.
5. The writer guides the students in gathering ideas to make procedure text by using Guided Questions.
6. The writer asks the students to present the procedure text they made.
7. The writer and the students check the result together.
8. The writer gives feedback to the students.

III. Research Method

In this research, the writer applied quasi-experimental post-test only design to know whether using guided questions can influence students' writing procedure text ability or not. The writer chose quasi experiment design because the writer just random the existing classes. The main characteristic of this method was having control group and the sample was chosen randomly. In this research, the writer used two classes. One of them was control class and the other was experimental class. In the experimental class, the writer taught procedure text by using Guided Questions technique, but in the control class, the writer taught procedure text using lecturing technique. This technique was usually used by English teacher of SMA Tamansiswa. The writer used post test only designs because the writer got the data from preliminary research about students' writing procedure text ability. So the writer did not need to use pre-test to know students' writing ability. In this research, The writer gave the post-test to the students to know their writing procedure text ability after giving treatment through guided questions. The post-test conducted for control and experimental class.

The aim of this research was to find out the result of using Guided Questions technique towards student's procedure text writing ability. This research has two variables; independent variable and dependent variable. The independent variable was the use of Guided Questions technique and the dependent variable was the students' procedure text writing ability.

Fraenkel and Wallen (2009) say that a sample in a research study is the group on which information is obtained. The larger group to which one hopes to apply the results is called the population. Population of this research was the students at first semester of eleventh grade SMA Taman siswa Teluk Betung in the academic year 2015/2016. The population of this research consisted of 73 students including two classes.

The sample of the research would be two classes, one class was as the experimental class and another was as the control class. Because there are only two classes of eleventh grade at SMA Tamansiswa, the writer took both classes.

In getting the sample from population, the writer used cluster random sampling. Fraenkel and Wallen say that the selection of groups, or cluster, of subjects rather than individuals is known as cluster random sampling. The experimental and control class were chosen randomly by using a small piece of paper. The name of each class was written in a small piece of paper and then the papers were rolled and shaken. The first paper was an experimental class and the second paper was control class.

In conducting this research, the writer applied some procedures as follows; 1. Finding the subject of the research; 2. Designing the instruments of the research; 3. Trying out the test; 4. Conducting the treatment; 5. Administering the post test; 6. Analyzing the result of post test.

A technique was needed to collect the data. In this research the writer used the data which come from test. The test was done to know the students' writing ability after they were taught by using guided questions. The writer provided some topics. Every student chose one of topics that were provided by the writer, and then made the procedure text based on the topic. In this research, the control and experimental class had the same test. The result of the test was written in the scoring column on the paper.

The instrument of this research was post test. The post test was in the form of written test. This post test was aimed at measuring the students' writing ability. The instrument of post-test was a test to compose a procedure text. The students were asked to write procedure text because the students were expected to be able to make a procedure text after giving the treatment.

In analyzing the score, There were five criteria of writing scales. They were, content, organization, vocabulary, language, and mechanic. In this research the writer used inter-rater to score the result of the test. It meant that, in scoring the test there were more than one rater. The writer used two people to score the test. The

scoring was done by the writer himself and another person who also score the test, the English teacher in the school. The scores of two raters was summed up and then divided into two. The score of the test was calculated based on the following system proposed by Tribble.

A good test is the test that has validity. Best and Kahn say that a test is valid if it measures what it claims to measure. It means that a good test must have validity so the test can measure the aspects that will be measured. To measure whether the test has good validity or not, the writer used the content and construct validity.

To measure the content validity of the test, the writer arranged the materials based on teaching objective in school for the eleventh grade students of SMA Tamansiswa. This teaching objective was based on the recent curriculum. The writer asked the English teacher at SMA Tamansiswa to check content validity of this test. He said that the tests were valid.

Construct validity concerned focused on the aspects of the test which can measure the ability especially for writing procedure text ability. In this research, the writer made a procedure text test that can measure the students' writing procedure text ability based on the criteria of writing procedure text's scoring rubrics. They consist of content, organization, vocabulary language and mechanics. The writer consulted the instrument to the English teacher to make sure whether the instrument contained construct validity evidence. After the teacher analyzed the instruments and she concerned that the instruments were valid.

Besides having good validity, A good test must also has high reliability. To get the reliability of the test, the writer used inter rater reliability. This inters rater reliability counts level of the reliability based on two series of score that are gotten by two raters or more simultaneously. They are the writer as rater one and the teacher as rater two. After calculating the reliability, the writer found that the Cronbach's alpha of reliability was 0.805. The writer concluded that the degree of the level of reliability of the students' writing was very high and sufficiently reliable.

In addition, the writer also conducted readability in order to see the clarity of the direction and readability test conducted before the treatment which is given by the writer. To know readability of the essay test instrument, the writer follows Kouame's research. Participants are asked to evaluate instruction and the understandability of each item on scale of 1 to 10. Point 1 describes that an item is easy to read and point 10 describes that an item is difficult to read. After giving the readability test to the students, the result showed the score of readability was 1.83. It means that the instruments of the test were readable.

Because this test intends to measure student's ability in using causative verbs at eleventh grade students of senior high school, the test measured the characteristic of student's ability in using causative verbs. The characteristics were ability to use causative verbs in active form, ability to use causative verbs in passive form, understanding the causative sentence, and mastery every causative verbs' form. The items of the test have been discussed by the expert English teacher in SMAN 1 Tegineneng and she said that the tests were valid.

IV. Finding and discussion

At the beginning of class, the students were taught through Guided Questions in the experimental class and lecturing technique in the control class. The material was three topics of procedure text for three treatments. Before doing Guided Questions the writer explained to the students what a guided question was and how the procedures of guided questions work.

After the writer gave the explanation about guided question and how to use it into writing procedure text at the experimental class, the writer asked the students to make procedure text by using the guided questions. At the first meeting, the students found difficulties about how to use this technique into writing. They also had problem of vocabulary. Then the writer asked the students to bring dictionary for the next meeting. At the second meeting, the problem happened at the first meeting didn't appeared anymore. It was because all students had brought dictionary. After knowing how to make a procedure text by using guided questions, the problem showed here by the students is in arranging text. At the last meeting, the writer helped the students' problem about arranging text by giving more examples about making procedure text by using guided questions. After the students knew how to arrange text and use guided questions toward writing procedure text, the problem happened in the last meeting was in developing text. In order to solve that, the writer guided the students in developing their idea so they also could develop their text. By the guidance of the writer in developing ideas by answering the questions, finally the students could make procedure text well.

In doing the treatment at the control class, the writer also found difficulties when the writer asked the students to make a procedure text. At the first meeting, the problem happened was because of lack of vocabularies. In order to solve that, the writer asked the students to bring a dictionary at the next meeting so that they would not find difficulties related to vocabulary anymore. At the second meeting, all students had brought the dictionary. The problem happened in this meeting was not related to vocabulary anymore, but the students found difficulties in arranging text. The students did not know how to arrange the text well. Those problems could be solved by the guidance of the writer. Here, the writer also helped the students in arranging text. At the

last meeting, the students found difficulties in developing text. In order to solve that problem, the writer gave more explanation and example about procedure text.

The last of the research, post-test was given to measure the improvement of procedure text writing ability in both classes after treatment done. Based on the analysis of the data and testing hypothesis, the result of the calculation was found that null hypothesis (H_0) was rejected and alternative hypothesis (H_a) was accepted. From the analyzing above, the writer knew that the students who got high frequency of using Guided Questions got better score than the students who used lecturing technique. It was proved by the average score in both classes.

The average score of experimental class was 78.29 and the average score of control class was 68.86. Therefore, it can be concluded that using Guided Questions was one of good technique in motivating students in learning English, especially in writing by seeing the score in the experimental class that is higher than the control class. It means that Guided Questions could improve students' writing ability. In this technique, the students are supported to be active in the teaching learning process. It had been supported by the previous research conducted by Nawawi about The improving students writing skill of descriptive text through guided questions, this technique was effective in enhancing the students' writing skill of descriptive text, and another previous research conducted by Yulia, Rufinus and Lufita about improving recount text writing ability by guided questions-word questions was revealed that Guided Questions made the students were more active and enthusiastic in writing and increase their language skill.

After seeing the result of score between both classes, the writer concluded that the guided questions have significant influence toward students' procedure text writing ability. It happened because guided questions could solve the problem happen at that class especially the problem in teaching learning writing procedure text. Based on the results obtained in the independent sample t-test, the value of significant generated Sig (Pvalue) = $0.000 < \alpha = 0.05$. So, H_0 is rejected and H_a is accepted. Based on the computation, it could be concluded that there was a significant influence of using *Guided Questions* toward students' procedure text writing ability at the first semester of the eleventh grade of SMA Tamansiswa Teluk Betung Bandar Lampung in the academic year of 2015/2016.

V. Conclusion

5.1 Conclusion

At the end of the research, the post-test was given to measure the influence of students' procedure text writing ability in both classes after the treatments done. The mean score of post-test in experimental class was 78.29 and the mean score of post-test in control class was 68.86. It showed that the students' post-test score in experimental class was higher than students' post-test score in control class.

The result from Sig . (2-tailed) of the equal variance assumed in the independent sample test table where the Sig . (2-tailed) is 0.000. It is lower than $\alpha = 0.05$ and it means that H_0 is rejected and H_a is accepted.

Based on the result of data analysis, the writer concluded that there was influence of using guided questions toward students' procedure text writing ability at the first semester of the eleventh grade of SMA Tamansiswa Teluk Betung Bandar Lampung in the academic year of 2015/2016.

5.2 Suggestion

Based on the conclusion above, the writer would like to give some suggestions as follow;

5.2.1 Suggestion for Teacher

- a. In this research, the writer found out that *Guided Questions* can be used to develop and motivate the students' writing ability. Due the finding, English teacher can help students increase their writing ability by using *Guided Questions*.
- b. The English teachers should provide interesting activities and materials, in order to prevent the students from being bored and encourage the students' attention in learning English, especially in writing.
- c. Guided questions are a good technique to help students in increasing writing ability. It can be done by providing stimulators such as list of questions. It will help the teacher to make the students understand fast. However, this technique also has some weaknesses. The problem usually happens when using this technique is because the questions are too difficult for the students. To solve it the teacher must prepare the guided questions as well and the questions must suitable with the students' level.

5.2.2 Suggestion for the Students

The students should study hard and more practice in writing English to improve their writing ability. They also should be active and creative in learning activity.

5.2.3 Suggestion to the Further Research

In this research the writer focused on the influence of *Guided Questions* towards students' writing ability in procedure text. Therefore, it is suggested for the next writer to investigate the influence of other technique towards other English skills such as listening, speaking, reading or writing skill.

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