

THE IMPLEMENTATION OF GUIDING QUESTION TECHNIQUE TO TEACH WRITING RECOUNT TEXT FOR THE EIGHTH GRADERS OF JUNIOR HIGH SCHOOL

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Abstrak

Menulis adalah kegiatan di mana seseorang mengekspresikan ide-idenya, pikiran, ekspresi, dan perasaan yang digunakan untuk berkomunikasi dengan para pembaca dalam bentuk kata-kata tertulis. Namun, menulis adalah aktivitas aneh bagi siswa karena mereka jarang menulis bahkan dalam bahasa mereka sendiri. Sulit bagi mereka untuk mulai menulis. Berdasarkan permasalahan tersebut, guru harus menggunakan teknik yang tepat dalam pengajaran menulis. Dalam penelitian ini, teknik pedoman pertanyaan ditawarkan untuk mengajar menulis teks recount. Hasil pengamatan menunjukkan bahwa pedoman pertanyaan diimplementasikan untuk membimbing siswa dalam menulis komposisi mereka. Pelaksanaan teknik pedoman pertanyaan dapat merangsang ide siswa. Hal ini juga membuat mereka mudah untuk menulis paragraf karena mereka dapat mengembangkan cerita mereka dengan menjawab pertanyaan yang diberikan. Hasil tugas siswa menunjukkan bahwa teknik pedoman pertanyaan dapat membantu siswa untuk meningkatkan pemahaman mereka menulis teks recount. Kemampuan siswa akan lebih baik setelah pelaksanaan membimbing teknik tanya. Hal ini dapat dilihat dari hasil tulisan mereka pada pertemuan pertama dan kedua.

Kata Kunci: teknik pedoman pertanyaan, teks *recount*, menulis

Abstract

Writing is an activity in which a person expresses his ideas, thought, expressions, and feelings which is used for communicating to the readers in the form of written words. However, writing is a weird activity for students because they seldom write even in their own language. It is hard for them to start writing. Based on that problem, the teacher should use an appropriate technique in teaching writing. In this research, guiding question technique is offered to teach writing recount text. The result of the observations show that guiding question is implemented to guide the students to write their composition. The implementation of guiding question technique can stimulate the students' idea. It also makes them easy to write the paragraph since they can develop their story by answering the questions given. The result of students' tasks show that guiding question technique can help students to improve their comprehension of writing recount text. The students' ability gets better after the implementation of guiding question technique. It can be seen from their writing at the first and second meeting.

Keywords: guiding question technique, recount text, writing

INTRODUCTION

The teaching and learning of English as a foreign language in Junior High School focuses on developing communication competence in the form of spoken and

written texts to achieve the level of functional literacy (Depdiknas, 2006). It is important to teach writing since it overcomes such problems and allows communication across space and through time. Writing permits a society to permanently record its literature, its history and

science, and its technology (Fromkin, Rodman, & Hyams, 2003: 546). Based on English standard competence (2006: 309-314) one of the texts that has to be learnt by the eighth graders of Junior High School is recount text. Recount is a text, which retells events or experiences in the past. Its purpose is either to inform or to entertain the audience. The students have to be able to understand and create a recount text cohesively based on the social function and generic structure of the text.

In fact, this objective is very hard to achieve. Most of the students' skills are far away from their learning target. Diharyono (1991: 1) says that students know or have the ideas what they are going to write but they do not know how to put them into words. They cannot build a good sentence. Most of the students were also not able to construct sentences in past tense and arrange the sentences coherently (Wiliyanti, 2006). They could not express their idea smoothly in written form although they had been given a topic to write. They could not automatically start their writing assignment. In other words, although they have written several lines, they mostly find difficulties on how to continue their writing. These frustrate the students and as the result, they tend to stop their writing. Other cause is many students consider that writing is a difficult subject to learn even in their own language (Harmer, 2004; Alwasilah, 2005). Harmer (2004) states that writing is a weird activity for students because they seldom write even in their own language. It is hard for them to start writing. Langan (1987: 137) says that expressing thought in writing is a complex subject, which involves organization of thought, sound usage of English, and imagination. Moreover, writing in second language such as English is more complicated. Good writing in English requires that you organize your thoughts in ways that are familiar to native speaker (Hogue, 2003: 255). Further, Hogue (2003: 254) states that English writing is different from other language. English writing is direct: you state your thoughts in a straightforward and forceful manner.

Young and Savage (1982: 135) state that writing skill could not come automatically. It requires some experiences, attention, and a lot of regular training. According to Byrne (1993), there are three headings caused difficulties in writing. They are psychological problems, linguistic problems and cognitive problems. First, psychological problems are related to the absence of the reader who gives feedback directly to the writer. It means that there is no interaction between the writers and the readers. Second, linguistic problems are related to the sentences that are incomplete or ungrammatical form, which are unnoticed by the writer. Third, cognitive problems are related to the custom. Writing is learned through a process of instruction: one has to master the

written form of the language and to learn certain structures which are less used in speech, but which are important for effective communication in writing. He also has to learn how to organize ideas in such a way that a reader who is not present can understand them and perhaps by a reader who is not known to him. In line with this statement, writing is more emphasis in process. Harmer (2004) states that making good writing is more complex than producing good speaking. In order to have a product of writing, someone should follow some steps such as brainstorming, pre-writing, drafting then revising till he/she get the final product of writing (Spratt, Pulverness, Williams, 2007).

Wiliyanti (2006) found that many junior high school students have difficulty to write a text. There are some reasons that can make the students do not enjoy writing activity: 1) they are consider that writing is a task; 2) there is less interaction between them in writing activity; 3) it needs extra skill or knowledge to write (Byrne, 1995). Many students are not able to construct recount text in a good composition. Even to write a simple recount composition, the students consume a plenty of time to finish it. The students confused what recount text is. Recount text is a kind of text dealing with the experiences happened in the past and focuses on a sequence of events related to the occasion, which the purpose is to informing or entertaining the reader (Competence Based, 2006). The generic structure of recount text is orientation, series of events and re-orientation (Anderson and Anderson, 1998: 28).

Cases above happened since teachers ask students to write in academic setting and force students to write (Alwasilah, 2001). Usually, the teachers give some theories on how to make good writing without any practice of writing itself. Furthermore, the students only know the theories of writing, and do not know how to express their ideas, thoughts, or feelings in written form. Therefore, they do not know how to arrange words into good sentences. Consequently, students do not have any clue when they are asked to compose a text.

Considering to the problems above, it is very important for the teacher to apply the best way to teach recount text in order to achieve the objectives stated on the curriculum. Teachers should consider to an appropriate activity and techniques. Referring to this, Wilkins (1983: 14) states that students' learning depends on the effectiveness of the teacher techniques. Therefore, the use of various teaching techniques is necessary for motivating students to learn English, as well as for adjusting the material and avoiding the students' boredom. By mastering a good technique, the teacher will be able to perform well in the teaching and learning

process and simultaneously will be able to achieve the target.

Concerning the problems that the students face when they try to express their ideas into written form, a teacher should choose an appropriate technique to teach writing recount text. One of the techniques, which can be applied in teaching writing recount text, is "Guiding Question". A guiding question is the fundamental query that directs the search for understanding. Guiding questions help provide focus and coherence for units of study (Traver, 1998). Guiding question can be defined as questions that mentally affect and lead the students' ideas to find the whole things that are questioning by the teacher (Wilhelm, 2007). The questions were constructed by the teacher in order to help the students to write (Rivers, 1964). The students can write a continue story by answering the questions.

The researcher assumes that guiding questions gives the opportunity for the students to develop their own idea freely by answering the questions given by the teacher. The researcher believed that by giving them such questions as a guide, then, the students follow the questions while they are writing. They will express the idea in form of writing easily and their piece of writing will be better organized. The assumption above supports Raimes (1983: 101) states that the guiding questions are used to allow students a little more freedom in structuring sentences. Carefully constructed questions will produce a coherent text.

Some researchers who conducted study found that guiding question technique is one of good alternative techniques in teaching learning writing. Budiantoro (2010) found that the application of guiding question technique was very motivating to the students in writing descriptive text. In line with Budiantoro, Syam (2011) found that guiding question could help students to write an English composition effectively. It is also helped the students to generate and organize their ideas. Kartiningsih (1997) conducted research to explore how guided writing in the form of guiding questions can develop the students' ability in writing. From the study, she only focused on the ability of the students of Vocational High School in writing letter, and she found that guided writing could develop the students' ability in writing letter.

Based on the descriptions above, the researcher wanted to know the implementation of guiding question technique in writing recount text and the students' composition after being taught by using guiding. Researcher believed that guiding question technique would help the students arrange their ideas coherently. The problems faced by the students when they do not know what they are going to write, would be solved since

the questions made before writing flow coherently from the beginning to the end of the writing.

RESEARCH METHODOLOGY

Research Design

The research design for this study was descriptive qualitative. In which descriptive research studies are designed to obtain concerning the current status of phenomena (Ary et. al, 1985:322). Sukmadinata and Syaodih (2005: 15) mention that descriptive research is a research which aims for describing a situation or nature phenomenon and it is done without manipulation or giving special attention to the subject at the research, because all of events or activities grow nature. Descriptive research purpose is to give description about something in non-statistic data analysis. While qualitative research is type of scientific research (Mack et. al, 2005: 1). Further Mack et. al, (2005:1) stated that the strength of qualitative research is its ability to provide complex textual description of how people experience a given research issue. Huda (1999) explained that qualitative research is frequently associated with the technique of analyzing data and writing research report. Sukmadinata and Syaodih (2005: 6) mentioned qualitative research have two main purposes. Those are to describe and explore and to describe and explain. In general, the researcher used descriptive analysis to find out the result of the implementation guiding question technique in teaching writing recount text for eighth graders students of junior high school. This research purposes to give description and explanation about the implementation of guiding question technique to teach writing recount text and the students' composition as the result of teaching writing recount text by using guiding question technique.

Subjects of the Study

The subjects of this study were the English teacher and the eighth graders of SMP N 3 Tuban. The researcher chose this subject since the teacher of this school had applied guiding question technique to teach writing recount text for the eighth graders. For the eighth graders, the researcher took their composition as result of the implementation guiding question technique.

Research Instruments

In this research, there were two instruments used to collect data. The instruments were field notes and students' task. The further information would be stated as follow:

1. Field notes

Field notes are one means employed by qualitative researchers whose main objective of any research is to try to understand the true perspectives of the subject

being studied. Field notes allow the researcher to access the subject and record what they observe in an unobtrusive manner (Sanjek, 1990). In this study, the researcher used field notes not only to record but also to describe every important thing during the implementation of guiding question technique. Based on this field notes, the researcher could give suggestions toward the teacher.

2. Students' task

Students' task was used to obtain the data dealing with students' writing ability after being taught by using guiding question. Since there were two meetings, the students' tasks were also given twice. The students were given list of questions as the guidance. They had to write recount text based on the questions given. The questions were given to help the students develop their ideas in writing recount text based on its generic structures. They could write more detail of information about their story. Later on, the researcher analyzed the students' task based on Jacob's rubric. There were several aspects in this assessment: content, language use, organization, vocabulary and mechanics. The students' ability in every aspect were divided into four criteria: excellent, good, fair and poor.

Data Collection Technique

The primary technique to get the data was by using observation technique. In order to record the observation, the researcher used field notes. It was because she wanted to find out the application of guiding question technique to teach writing recount text in the classroom. According to Abbott (2009), there are two types of observation: participant and non-participant. Since the researcher will not participate in the teaching and learning process, this study belongs to non-participant observation.

Then, in order to know the students' improvement in writing recount text, the researcher collected the students' composition. Later on, those compositions were analyzed by using Jacob's rubric.

Data Analysis Technique

Dealing with the research design that was descriptive qualitative. All of the data that were gained by the researcher from observation field notes were analyzed descriptively. The analysis were done by describing the teacher's technique in teaching writing recount text and the students' composition as the result of implementation guiding question technique. The observer described the data from the classroom activity when the

teacher applied the guiding questions technique in teaching recount writing. Then, for the students' composition, the observer described their result based on Jacob's rubric.

RESULT AND DISCUSSION

The observation was done on March 6th and 13th 2013 which guiding questions were implemented as technique to teach writing recount text. Guiding question was a series of questions may be constructed that the students writes a continue narrative as he answers them (Rivers, 1964: 262). A guiding question is the basic question that directs the search for understanding (Traver, 1998). The teacher gave list of guiding questions toward the students based on the topic on that day. In line with this, Wilhelm (2007) explains that guiding questions are a framework for a topic. Using them takes the onus off the teacher to convey all of the concepts and information and puts it on the students to investigate the questions and find answers that they can apply in their everyday lives.

The questions that were given by the teacher had fulfilled four characteristics of good guiding question, they are open ended yet focus inquiry on a specific topic, non-judgmental, contain emotive force and intellectual bite, and succinct (Traver, 1998). This statement was supported by Steves (2009:3), he states that use a variety of types of questions, especially open-ended and divergent questions for which is no single correct answer allow the students to fully explain their responses.

From the observation, the used of guiding question made the students easier to compose the text since they just needed to answer the question. It helped the students to generate their ideas in writing process. They also looked less stress and enjoyed the writing activity. The students also had high enthusiasm to write their own story based on the questions given. It was because the teacher gave interesting topic and related to the students' experience. However, during the learning process some students got difficulties in writing the story. From this situation, the teacher walked around to give assistance towards students. The teacher also checked the students' writing. In line with this Yuwono (1994: 16) says that in order to be successful in writing, the English teacher should guide the students when composing their writing.

Based on the data during the observation, overall the way of how the teacher used guiding question in teaching writing recount text had followed the procedures as explained by Spratt, Pulverness, Williams (2007). There are pre-writing activity, writing activity, and re-writing activity. Below, the researcher would like to explain every part of those activities:

- a. Pre-writing activity: the teacher explained about recount text and gave an example of recount text. The teacher gave a list of guiding question and explained how to write recount text based on the questions.
- b. Writing activity: the teacher asked the students to write the story based on the questions given. The teacher gave assistance and guidance as required by the students.
- c. Re-writing activity: the teacher asked the students to revise and submitted their work. Nevertheless, in this activity the teacher did not write his comment and suggestion on every student's composition. The teacher just gave his comment directly toward the students who read their story in front of class. Then, the teacher walked around the class and gave suggestions toward the students. However, not all of students took his suggestion. That was why some students wrote their composition out of questions given.

Next, the researcher discusses about the result of students' composition in the first and second meeting. Based on the students' task, some students got difficulties in composing recount text because they were lack of understanding in the used of past form. Besides that, some of them also made mistakes in spelling, punctuation, and capitalization. These cases commonly occurred to the students since writing is a complex subject, which involves organization of thought, sound usage of English, and imagination (Langan, 1987: 137).

Based on the students' task, many students made progress in their writing. The progress can be seen from students' writing in term of content, language use, organization, vocabulary, and mechanics. Most of them got better in their writing. It also can be proved from their score. The average score of the students in the first meeting was 74.4 and 76.8 in the second meeting. The number of students who passed the SKM also increased in the second meeting. There were 16 students in the first meeting and 19 students in second meeting.

Most of the students could create better composition than their previous writing. It since the students followed the guiding questions given. In line with this, Robinson (1967: 2) defines guided writing as writing in which one cannot make a serious error so long as he follows directions. It can be said that guiding question was one of appropriate techniques to teach writing recount text. It is supported by Bramer and Sedley (1981: 24). They say that asking then answering the questions is a good method to discover details of experience. The students made progress in expressing their ideas into written forms when the teacher

implemented the guiding question. Guiding question could help the students in stimulating their ideas to write recount text. This statement in line with Hima (2011), she finds that questioning technique succeeded in improving the students' ability in writing recount paragraph especially in generating and developing the students' ability.

CONCLUSION AND SUGGESTIONS

Conclusion

Based on the result of the observation on the previous chapter, the researcher draws some conclusions related with the implementation of guiding question technique that answers the first research question and the students' comprehension that answers the second research question. The researcher concluded the study as follow:

1. Guiding question is one of techniques that can be used to teach writing recount text. Guiding question is mainly used in writing activity. It is used to guide the students write their composition. The implementation of guiding question technique can stimulate the students' idea. It is also make them easy to write the paragraph since they can develop their story by answering the questions given.
2. The result of students' tasks show that guiding question technique can help students to improve their comprehension of writing recount text. The students' ability gets better after the implementation of guiding question technique. It can be seen from their writing score at the first and second meeting.

Suggestions

Based on the result of the study, the researcher gives some suggestions to English teachers and researchers as follows:

1. In order to maximize the effectiveness of guiding question technique to teach writing recount text, the questions should fulfill four characteristics of good guiding question. The teachers should develop the questions based on those characteristics.
2. The teacher has to be selective in determining the topic. It is important to make the students interest in the material.
3. In teaching and learning process, the role of teacher is needed. In order to improve the students' comprehension in writing, the teacher should give more drills in vocabulary and language use especially in grammar.
4. The other researchers are encouraged to conduct another research related to guiding question technique. Therefore, it is suggested to conduct such study in other grades and various kinds of text.

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