

Guided Questions Technique Towards The Students Recount Text Writing

Agnes Rianti

a.riantii2607@gmail.com

Fanny Lieyanti

fannylieyanti@gmail.com

Mitha Silfia br. Simanjuntak

Mithasilfia190999@gmail.com

Theresia Angel Tarigan

theresiatrg01@gmail.com

Nurmahyuni Asrul

nurmahyuniasrul@unprimdn.ac.id

University Prima Indonesia

ABSTRACT

In this study, students in the seventh (VII) grade of Perguruan Dharma Bakti Lubuk Pakam were examined in relation to their success in creating recount texts using the guided questioning technique. Thus, students in the seventh (VII) grade made up the research population. Two classes of 24 students each, for a total of 48 pupils, were used by the writers for their research. Purposive sampling was selected as the sampling technique from two courses, each of which included 24 pupils. In this quasi-experimental study, the pre-test and post-test written assessments were used to collect data, and both groups received a distinct course of therapy. Before the post-test, the experimental group employed the guided questions methodology and the control group the traditional approach. Because the significance was less than alpha p (α), the hypothesis was accepted when it showed sig. 2-tailed (p) 0,000 (α) 0,005. The control group's score went risen from 51,46 to 63,67. From 55,46 to 70,00, the experimental group's score climbed. The variances between the experimental group's mean score ($M = 70,00$; $SD = 16,251$; $t(23) = 7,174$) and the control group's mean score ($M = 63,67$; $SD = 18,087$). The study's findings thus showed that the Guided Questions Technique had a bearing on students' success in making recount texts.

Key words : Writing; Recount Text; Guided Questions

INTRODUCTION

The four communication skills of language are listening, writing, reading, and speaking. Language learning is greatly aided by writing. As part of their word-related or academic motivation, the participants are required to learn. People are

able to create business letters for a variety of purposes, including arranging meetings, applying for jobs, making application letters, finishing tasks, writing proposals, and more. While as understudies, we must develop the habit of writing for our theses. This leads us to the conclusion that writing is a crucial element that people require for their motivations.

The grammar of the sentences must be proper in writing for readers to understand, but the points being made must also be put in a specific order that makes it simple for readers to comprehend the material. This brings up the question of why so many pupils struggle with writing.

According to Byrne (1998), writing is challenging for kids because, unlike speaking, it calls for proper and understandable sentence structure. People make sure that the sentence structure they choose, as well as how they produce and perceive language, is appropriate.

Numerous observations have been made regarding the reasons behind students' writing difficulties. One of these is a study by Istianah Ramadani (2014), who discovered that despite the fact that English and Indonesian have different written discourse patterns, students' writing in Indonesia is greatly influenced by their mother tongue. She also discovered that students' passages lack order, which is due to their ignorance of the fact that different types and genres of texts require different approaches to writing.

Nunung Sri Andayani and Made Adi Andayani's (2013) study found that students' writing proficiency, particularly in recount texts, is regarded as very low. 43 percent of the students, in their estimation, were unable to correctly write a text. Grammatical mistakes accounted for 36 percent of all errors committed by pupils, according to their explanation, whereas text organization errors accounted for only 8 percent of all errors.

Perguruan Dharma Bakti research shown that students have trouble organizing their thoughts and writing texts, especially recount narratives. Students in Indonesia's seventh (VII) grade are currently studying recount texts at the junior high school level. Recounts have a basic structure of grouping sets of concepts, according to Knapp (2005:223). Recounting an incident in writing involves describing an earlier occurrence. Numerous conjunctions and sequence markers are used to write the occurrences in a chronological manner that reflects their context in time and place.

There are numerous ways that teachers can employ in the classroom to master students' achievement in recount text production. The development of new, more effective teaching methods for use in the classroom is encouraged in order to help students become better writers.

Implementing guided questions is a method for aiding pupils in text composition. According to Hariyanto (2018), guided questions are a set of inquiries meant to

assist pupils in obtaining information. Based on their responses, students can use the questions as a tool to find, come up with, and create ideas, facts, and concepts relevant to the subject. By using this method in the classroom, students can thoroughly comprehend a subject before starting to write a section.

Additionally, considerable research has been done on the application and impact of the guided questioning technique. Indrasari and Julita (2018) discovered that after using guided questions to prompt their writing, students' writing abilities increased. The study revealed that guided questions have a strong influence on students' capacity to create and design recount texts. Therefore, the purpose of this study was to determine how guided questions affected students' ability to write recount texts.

METHOD

Design and Sample

In order to compare the effectiveness of a treatment without technique and a treatment that uses technique, a quasi-experimental approach was used in this study. There were 48 students in the seventh (VII) grade at Perguruan Dharma Bakti Lubuk Pakam, who served as the population for this study. Class VII A and Class VII B, each with 24 students, were divided into separate classes for this grade. Purposive sampling served as the research sample. A sample is picked by the writers in the nonprobability sampling technique known as "purposive sampling." Students in VII-A and VII-B made up the sample. Students in VII-A were the experimental group whereas students in VII-B were the control group.

Instrument and Procedure

Pre-test, treatment, and post-test were the three phases of the data collection procedure. Below is more information on each of these phases:

1. Pre-test

Both groups were instructed to compose recount text during the pre-test. Pre-test results were useful for assessing both groups' writing capacities before receiving any treatment.

2. Treatment

The experimental group was then given instructions on how to produce a recount text using guided questions. The writers gave the group information about guided questions, including how to use them to enhance their writing. However, the controlled group received instruction using the traditional approach.

3. Post-test

The authors tested both groups after explaining everything to the experimental group. In this section, the guided-questioning technique was not used; instead, the control group composed a recount paragraph. The experimental group

simultaneously wrote another another recount text, this time being directed by the questions the writers had purposefully created to aid with the writing process.

Data Analysis

Using scoring guidelines for a written examination that were modified from Brown, the data was reviewed (2007). [9] Analytic scoring was the name given to this type of scoring. With this procedure, the five main components of writing would be evaluated.

The values of these elements are:

ELEMENTS	SCORE
Organization	30
Content	20
Grammar	25
Mechanics	5
Vocabulary	20
Total	100

The following formulas were used to analyze the data test results for both groups:

1. Mean

The pre-test and post-test of the experimental and control groups were both calculated using the following formula:

$$X = \frac{\Sigma x}{N}$$

Where : X = The mean score
 Σx = The total score of students
 N = The total number of students

2. T-test

Independent Sample T-test is a test used to find the significant different score between pretest and posttests both of experimental and control class. The researcher was used SPSS version 20 in analyze it.

Decision-making of paired sample t-test method are:

- 1). If the P-Value is significance value < 0.05 , then H_0 is rejected and H_a is accepted. It means that there is a significant different score between experimental and control group.
- 2). If the P-value is significance value > 0.05 , then H_0 accepted and H_a rejected. It means that there is no significant different score between experimental and control group.

RESULT AND DISCUSSION

The results of this study were utilized to compare how well students wrote recount texts before and after receiving either the guided questions methodology for the experimental group or the standard way for the control group. The information is shown in the table below:

DATA	EXPERIMENTAL		CONTROL	
	Pre - test	Post - test	Pre - test	Post - test
Valid	24	24	24	24
Missing	0	0	0	0
Mean	55,46	70,00	51,46	63,67
Median	58,00	75,00	54,50	60,00
Minimum	15	37	15	16
Maximum	90	95	100	95
Variance	532,085	264,087	428,433	326,667
Range	75	58	85	79
Std. Deviation	23,067	16,251	20,699	18,074

Table 1. Descriptive Statistic of the Data

The total number of seventh (VII) grade students who participated in both groups, as shown in Table 1 above, was 24. The experimental group's mean pre-test scores were 55,46, whereas the control group's were 51,46. The experimental group's standard deviation was 23,067, while the control group's was 20,699. In contrast, the post-test mean score for the experimental group was 70, whereas it was 63,67 for the control group. The experimental group's standard deviation was 16,251, while the control group's was 18,074. Even though students in the seventh grade improved on the post-test, the experimental group's results were better than those of the control group.

Using the information, the authors entered the students' scores into a computation method. The table below displays the research's calculating results:

Paired Samples Test							
Paired Differences				t	df	Sig. (2-tailed)	
Mean	Std. Deviation	Std. Error Mean	95% Confidence Interval of the Difference				

					Lower	Upper			
Pair 1	Pretest - Posttest	- 14,542	9,930	2,027	-18,735	-10,349	-7,174	23	,000
Pair 2	Pretest - Posttest	- 12,208	16,408	3,349	-19,137	-5,280	-3,645	23	,001

Table 2. The Result of Paired Sample T-Test

Notes : Pair 1 = Experimental Group ; Pair 2 = Control Group

From table 2, Ttest revealed that there is an unusual result between the pre-guided questions method results (M = 55,46, SD = 9,930) and the post-guided questions technique results (M = 70,00, SD = 16,408), $t(23) = 7,174$, Sig (p) 0,000 (a) 0,005, and $t_{count} = 7,174 > t_{table} = 2,069$. It was found that the experimental group's performance on the pre- and post-test writing recount texts had an impact on the students' achievement. The H_a was approved as a result.

Based on a detailed analysis of the aforementioned data, this study examined the effectiveness of the guided questioning technique in instructing students on how to write recount texts and found that students produced superior writing as a result. Anghiny Angelia Vitriani (2021) had previously used a comparable research design on a sample of seventh-grade children. Before producing a descriptive paragraph, the students were taught to write one using guided questioning. The pupils were given the questions, which they responded as their first draft before turning into paragraphs. The results demonstrated a significant improvement in the pupils' writing abilities.

The post-test mean score for students in the seventh (VII) grade was shown to be significantly different based on the data analysis. The mean score for the experimental group increased from 55,46 to 70, an increase of 14,54 points. A mere 12,21 points separated the controlled class's mean score improvement from 51,46 to 63,67. By integrating the guided questioning technique into their writing process, students can successfully improve and strengthen their writing abilities, particularly those that pertain to recount narratives. The difference in scores before and after the treatment (M = 70,00, SD = 16,408), $t(23) = 7,174$, and Sig (p) 0,000 (a) 0,005, as well as the fact that $t_{count} = 7,174 > t_{table} = 2,074$ demonstrated the effect of guided questions technique on students' achievement in writing recount text, can also be summarized from the research's results score. As a result, the Alternative Hypothesis (H_a) was accepted and the Null Hypothesis (H_0) was shown to be false. The guided questioning technique, according to the students, helped them comprehend the steps involved in writing recount texts. Through this study, it was shown that guided questions have positive effects on students.

CONCLUSION

In order to demonstrate the impact of the guided questioning technique on students' success in creating recount texts, this quasi-experimental study used pre- and post-tests. The authors came to the conclusion that the guided questions technique's overall calculation and analysis of the study had an impact on students' writing achievement, particularly in recount texts. Between the traditional approach and the guided questions approach, there were differences. It was clear that H_a was accepted because the significance was less than alpha p (α) because the hypothesis showed sig. 2-tailed (p) 0,000 (α) 0,005. From 51,46 to 63,67, the control group's score climbed. Therefore, this study's conclusion was that the Guided Questions Technique had a positive impact on students' success in producing recount texts.

REFERENCES

- Indriani R. ZHardiah M, "The Effect of Guided Question Technique on Students' Writing Ability in Descriptive Text," vol. 3, no. 2, pp. 1–19, 2019.
- Vitriani. A, "THE EFFECT OF GUIDED QUESTION IN ENHANCING THE STUDENTS' WRITING SKILL Inspiring : English Education Journal," vol. 3, no. 2, pp. 39–45.
- Practices and Development, "The International Conference CHEMRAWN-VIII," *Russ. Chem. Bull.*, vol. 42, no. 2, pp. 395–396, 1993, doi: 10.1007/BF00697114.
- Andayani and M. A. Andayani, "The analysis of the students' ability in writing recount text," *Pancaran*, vol. 2, no. 2, pp. 49–56, 2013.
- Knapp and M. Watkins, "Genre, text, grammar: Technologies for teaching and assessing writing," *Education*, vol. 17, no. 2, p. 258, 2005, [Online]. Available:
http://books.google.com/books?hl=en&lr=&id=6VP1slspP7oC&oi=fnd&pg=PA6&dq=Genre,+text,+grammar:+technologies+for+teaching+and+assessing+writing&ots=5qvlMB4nLn&sig=6NCFbL6kwv6gGhXOqWSi1Em_384
- Hariyanto, "The Influence of Using Guided Questions Technique Towards Students' Procedure Text Writing Ability," *J. Res. Method Educ.*, vol. 8, no. 4, pp. 77–82, 2018, doi: 10.9790/7388-0804027782.
- Indrasari and R. Julita, "Guided Questions Technique for Teaching Writing Skill of Descriptive Text," vol. 11, no. 1, p. 160, 2018, [Online]. Available: <https://ejournal.radenintan.ac.id/index.php/ENGEDU>
- Brown, H. *Teaching by Principles An Interactive Approach to Language Pedagogy*. p. 491, 2000.