



IMPROVING WRITING ABILITY OF THE TENTH GRADERS THROUGH GUIDED QUESTION TECHNIQUE

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ABSTRACT

The aim of this research is to improve writing ability of the tenth graders through guided question technique at MA Matlabul Huda in second semester academic year 2022-2023. The objective of the research was to find out the improvement writing ability through guided question technique in term of content and organization. This research consisted of two cycles, Each cycle consisted of two meeting there are : planning, acting on the plan, observing the action and reflecting on the observation. The subjects of the research were 8 students of tenth grade at MA Mathlabul Huda. to collect data, the writer used observation, questionnaire and test. The result of analysis showed that there was enhancement between cycle 1 to cycle 2. In the firts cycle the mean score was 67,5. it still low or under the criteria of success. In the second cycle students accomplished the lowest required passing grade, as well as reached the mean score 80,5. Therefore, the students attained the criteria of the success after the implementation of the action on the second cycle

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1. INTRODUCTION

English is the most commonly used international language and can connect people, facilitate business and negotiations, and communicate with people of all cultures around the world. English is learned everywhere because people recognize that proficiency in English is a passport to a better career, better salary, advanced knowledge, and communication with the whole world (Kirana et al., 2018). English is spoken by people around the world. People often talk about English as a world language because it is used to communicate in business and trade all over the world. While it is not an official language in most countries, it is currently the language most often taught as a foreign language.

As a result of the current educational environment. Advisory committee for teaching and learning (ACTL) identified the following 10 important teaching and learning issues :establishing and

supporting a culture of evidence, demonstrating improvement of learning, translating learning research into practice, selecting appropriate models and strategies for e-learning, providing tools to meet growing student expectations, providing professional development and support to new audiences, sharing content applications and application development, protecting institutional data, addressing emerging ethical challenges, understanding the evolving role of academic technologists.

In English there are two aspects should we learn; those are skills and components. There are four skills in teaching and learning English: listening, speaking, reading, and writing. There are three components: grammar, vocabulary, pronunciation (Bachtiar, 2023). Those skills are related to each other and cannot be independent; therefore, learners need to master all of the four skills. One of the productive skills which are very important to be mastered by English learners is writing skill. (Richards & Renandya, 2002) state that writing is the most difficult skill for the second language and foreign-language learners. Because writing is not only about putting sentences together in correct grammar, but also the ideas in those sentences need to be organized logically so that they can make a coherent text which is easy for the reader to follow. That is why many students feel that writing is difficult.

Based on observation in MA Mathlabul Huda Weru, the problem is about writing recount text, they do not know how to start in the writing process. Lack of background knowledge of what they have to present to the readers, and lack of knowledge about kinds of composition, the writing looks very difficult because the students lack vocabulary and they do not have ideas on their mind, they do not understand English grammar and they also lack practice. Moreover, they have to express their ideas in English, in a foreign language, rather than their mother tongue. Cooper and Axelrod said that asking questions about a problem or topic is a way to learn about it and decide what to do or say. It is a useful and systematic approach to exploring a topic.

Based on the information above the writer hopes that improves the writing ability of tenth graders through guided question technique at MA Mathlabul Huda Weru. The students can write recount text with good content and organization. Guided question technique can help students to write easier and interested in writing activities so students can increase their motivation to write. Improving writing descriptive text through guided question technique (Husna & Multazim, 2019) This research aims to determine the extent to which guided question techniques improve students' ability to write descriptive texts in tenth grade students in Pancasila Surakarta high school, and to find out how the situation in the classroom when guided question techniques are implemented in writing classes. This research aims to know how is the improvement of the student's ability to write the content and organize of recount text by using guided questions at the tenth graders of MA Mathlabul Huda Weru Academic year 2022-2023

2. LITERATURE REVIEW

In learning English, four skills should be mastered those are listening, speaking, reading, and writing, among the four skills, writing is the most difficult skill to learn. Writing needs hard to think to produce an idea, words, sentence, paragraph, and composition. Richard and Renandya (2002:303), say that writing is the most difficult skill for language learners to master, the difficulty is not only in generating and organizing ideas but also in translating ideas into text.

Writing is a complex cognitive activity, and the writer must show that he can control many variables at the same time (Bachtiar & Rizky Pratiwi, 2023). At the sentence level, these are control content, form, sentence structure, vocabulary, punctuation, spelling, and letter formation. In addition

to sentences, the writer must be able to structure information and integrate it into coherent and relevant paragraphs and texts.

According to (Harmer, 2004) writing has mechanical components lie other skills such as handwriting, spelling, punctuation, good sentence patterns, paragraphs, and texts. Before moving on to the writing process, teachers must aware of the student to the qualified master of the component. For writing text the important things in writing is its process. Writers need to be a concerned process in writing to make their writing well organized. These are several processes in writing based on Lunsford's in (Amalia, 2017) those are Exploring, Planning, Drafting, Reviewing, Revising and Editing.

After knowing the process in writing a text, some important thing that really need to know are types of criteria for good writing in other to be easy to value the students' task. Those are the criteria of good writing from some sources. According to Oshima and Hogue in Dyan (2010) Unity means that the writer discusses only one main idea in each paragraph. Coherence is broader, according to (Knapp & Watkins, 2005) concept: with words Standardized and meaningful discourse text for the reader. In other words, it can It is said to maintain the elements of sentences and paragraphs consistently order, clarity. If the idea is included in the text, the text is consistent gives a sense of semantic unity. And the last is Cohesion a characteristic of text.

There are many kind of texts that should students understand, and one of the is Recount text. Recount text is a text that tells us about a part of the experience. According to (Knapp & Watkins, 2005) recount text is written out to make a report about an experience of a series of related events. A recount is written out to inform an event or to entertain people. Recount text is text function as for telling an incident in the past.

Teaching recount text of senior high schools students is the same as writing together. The selected topic can be based on student activity as text that conveys a particular event that emphasizes the sequence. Teaching recount text can be easier because there are several steps through co-writing that include activity based on the wheel process of writing and the nature of co-writing techniques.

According to (Squire, 2020)), the first phase is the planning phase. It is spent on generating some preliminary ideas, reading, and clarifying instructions. In the planning phase, students describe a theme of a recount text that they are planning to write to their pairs. Pairs who are listening carefully, probe with a set of questions and outline the idea of their friends. It helps the students to complete their ideas because their pairs give useful materials for them.

Guided question is a technique in teaching-learning writing by using some questions to help writing. According to (Hermanto et al., 2022) guided questions are the basic questions that direct the search for understanding. Guided question is a technique for teaching in which the teacher gives some questions to the students applied to a topic teaching.

3. METHOD

This part presents about the description of the research method. It consists of the design of the research, the setting of the research, the procedure of the research, and the schedule of the research. This research follows the principal working of Classroom Action Research (CAR, hereafter) that contain four stages; they were planning, implementation of the action, observation, and reflection (Kusumah & Dwitagama, 2011).

When conduct the study, it is necessary to choose an appropriate design for the study. To answer the problem of the study. According to Kemis (2014:11), Classroom Action Research (CAR)

is a study used by teachers to find ways to improve their practice using qualitative methods of inquiry and data collection. calculation and interpretation. This means that action research in the classroom is a type of research that aims at improving the quality of the teaching process.

The research focuses on the tenth grader because they allocated time to study written English for the students is very limited and some students still have difficulties in writing. The subject of this research is the tenth-grade students of IPS of MA Mathlabul Huda Weru. There are 8 students in this class. And all students are women.

In this research, the researcher used observation, questionare and test as instrument to collect the data to build rigorous and truswortiness (Bachtiar, 2022). In observation the researcher sees how the learning process works through the teacher. In the implementation, activities are performed during and after the learning process when the implementation learning is performed, the behavior of the teacher and the behavior of the student in the learning process are observed.

4. RESULTS AND DISCUSSION

The research problem was concerned with the improvement of the students' ability to write recount text. The first meeting was held on 26 February 2023. for the first part of the students answered the teacher's greetings. In this class, there are 8 students but only 6 students in class. On this day English was placed at the last hour so that students get tired of waiting and went to home. The teacher explained the text of the recount. The students turned their attention when the teacher explanation. The teacher then continued the lesson by giving the studentsa recount text titled "vacation", and the teacher asked the students to read the text.The teacher then discussed with the students the general structure and social function of the text. In this activity, some students were active and many were still passive.

After that, the teacher asked the students to do the exercise to rearrange the jumbled paragraph into the correct paragraph. After the students finished their exercise, the teacher and the students discussed the right answer. Then the teacher asked the students about today's material The students answered that they understood the lesson. Then, the teacher concluded the lesson and closed this meeting.

The second meeting was held on 5 March 2023. The class begun by saying greetings and followed by the students. The teacher checks the attendance of students and at this meeting, 8 students were present in the class. First, before the teacher starts class on this day, the teacher asked the student about material recount text in the previous meeting.

The next activity made a short story of the past in each student by following the procedure, orientation, events, and re-orientation. After making a short storyrecount text the teacher gave technique to easy written of the paragraph. The technique used a guiding question that is the following question to make a paragraph. The researcher explained clearly and this technique aims to make it easier for making a story.

Table1: the result of students' test 1

No	Students	Rater 1 (score max 100)	Rater 2 (score max100)	Totalscore (max 200)	Final score (score÷mak- scorex100)
1	FWN	40	78	118	59
2	RA	50	82	132	66
3	AM	25	78	103	51,5
4	NAF	50	82	132	66
5	RCR	100	85	185	92,5
6	SNB	55	84	139	69,5
7	AZ	85	80	165	82,5
8	VR	25	75	100	50
Total students' score		430	650	1.080	537
Mean		53,75	80,5	133	67,125

Based on the result of test 1, between rater 1 (researcher) and rater 2 (collaborator) the researcher got inform that the value was still low or under the criteria of success. So, the researcher concluded that the research should be continue to the next cycle that was cycle two to improve students writing ability in recount text because the score still didn't achieve the criteria of success.

In Cycle II, the researcher conducted a lesson a learning process based on the lesson plan was carried out. The first meeting took place on March 10, 2023. First, the researcher divided the students and asked for materials at the final meeting. So The teacher reiterated the general structure of the story text Students don't understand it yet.

Next, the teacher gave an example of a recount text by the title "party". Then, the teacher and students discussed the generic structure and the social function of the text. In this activity, the students were more active than in the previous meeting because they used to do this activity before. Then the teacher asked about information in the text.

The researcher asked the students to do the exercise about tense. After the students finished their exercise, the teacher and the students discussed the right answer. After finishing that activity, the researcher asked the students to write a recount text based on the question that had been prepared.

The researcher walked around to see what the students were doing and helped them when it was difficult to write a text. Many students were still struggling to translate words into English. And because of the limited time, some students did not finish their work. After that, the teacher asked the students to submit their work. The teacher then concluded the lesson and ended the session.

The second meeting 2 was held on 12 march 2023. Researcher had applied the guided question method to students. They paid attention and tried to participate. At that time, researcher placed great importance on improving student content and organization. At the end of the meeting, the researchers asked the students to write a recount text based on the topic provided by the teacher. After treatment, students' performance improved. Students found ideas to express in their writing,

knew what paragraphs they wanted to make, and how to develop them to make their paragraphs easier to understand.

Table 2: table of student's test II

No	Students	Rater 1 (score max 100)	Rater 2 (score max 100)	Total score	Final score (score ÷ mak- score x 100)
1	FWN	75	76	151	75,5
2	RA	75	80	155	77,5
3	AM	90	78	168	84
4	NAF	75	80	155	77,5
5	RCR	100	80	180	90
6	SNB	75	80	155	77,5
7	AZ	100	72	172	86
8	VR	75	80	155	77,5
Total students' score		665	640	1.291	645,5
Mean		83	78,25	161	80,5

Based on the result of test 2, between rater 1 (researcher) and rater 2 (collaborator) the researcher got inform that the value of the student scoring had achieved the criteria of succes. There was an improvement from cycle 1 to cycle 2 before applying cycle 2, the mean of the score was 67,5. After applying cycle 2 the mean of the score was 80,5.

The researcher stoped this research because had achieved the criteria of success and guided question method can improve students writing ability in recount text

4. CONCLUSION

Based on the research findings and discussions in the previous chapter and analyzing the data in the process of teaching writing through guided question at MA Matlabul Huda Weru Paciran Lamongan, the researcher concluded that students' writting ability in recout text could be improved by using guided question tehniqe.

In this research, the reseraher used classroom action research (CAR) the reseraher carried out some steps that needed in condution this reserarah those are preliminary research, planning, action, observing, and reflection as the result the researcher foud that in cycle 1 after implementing guided question tehniqe the mean score student was 67,5 the students passed passing grade in the first cyle. It had not achieved the criteria of success yet. However, there were significant enhancement in the second cycle after somerevisions on the lesson plan and teaching learning process. It informed that the mean score of the student was 81. it was higher than the lowest required passing grade (KKM). In addition, the highest score was 90 and the lowest score was 77,5. As a result it determined that the using of guided question tehniqe to the tenth graders of MA Matlabul Huda could improve their writing skill in recount text material. Between two aspects of writing skill in this reserach, the findings result revealed that the content was the most mastered by the students

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