

## TEACHING WRITING BY USING GUIDING QUESTION TECHNIQUE AT THE TENTH GRADE STUDENTS OF SMA NEGERI 2 RANTEPAO

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### ABSTRACT

*The objective of this research is to find out whether or not the guiding questions technique is effectively used in writing descriptive text for the tenth grade students of SMA Negeri 2 Rantepao. This research used cluster sampling, the population of this research was the tenth grade students of SMAN 2 Rantepao academic year 2018/2019. It consisted of 360 students. Because the population was quite large, the writer chose one class that consists of 30 students as a sample. The data were collected through a written test as the instrument. To analyze the data the researcher used SPSS 21. The result of this research shows that the Guiding Question Technique effectively used in Writing Descriptive Text at the tenth grade students of SMA Negeri 2 Rantepao” It can be proved by the value of t-test and t-table. Based on the finding, the value of t-test is higher than t-table ( $16.155 > 2.04523$ ), which means that an alternative hypothesis is accepted. It can be concluded that Guiding Question Technique effective used in Writing Descriptive Text at the tenth grade students of SMA Negeri 2 Rantepao”*

**Keywords:** *Teaching Writing, Guiding Question Technique, Descriptive Text*

### INTRODUCTION

Language is a tool of communication. There are several forms for communication; The forms are spoken language and written language. The purpose of communication is to send a message from the writer or speaker to the reader or listener. The fact that the human is a social mankind; they certainly realize that they cannot survive without interacting with other people. Because of that, people started to make their own way to interact, and then a language was born.

There are many languages in this world. One of them is English. English is one of the international languages. English is the language which is used by most countries in the world. Richard and Rodgers (1986) in their book, they said “Latin was most widely studied as foreign language five hundred years ago. However, English has become the most widely studied foreign language today.” English has four basic skills; they are Speaking, Listening, Writing, and Reading. Speaking

and Writing are productive skills. Listening and Reading are receptive skills. On the other hand, Alexander (1975) said that all four basic language skills are listening, speaking, reading and writing. In his book he also said that the most important of all basic language skills are speaking and writing. "speaking and writing are the most important of these skills, since to some extent they presuppose the other two."

In this research, the writer focuses on writing skill. Writing is one of the language skills that should be taught besides the other skills. According to Geysler (2007:1) Writing allows students sufficient time to process information whereas speaking does not. Writing is also a way for those students who have limited confidence to speak in front of the class. Writing is regarded as a productive skill that aims at assisting students in expressing their ideas. The process of writing integrates visual, motor and conceptual abilities. Therefore, the students must have extensive knowledge if they want to write something.

Based on the curriculum of senior high school which is recommended by the government, there are some texts which have to be mastered by the students at senior high school. One of the texts is descriptive text. Descriptive text is the text which describes something, someone, situation, etc. or write about the way persons, places, or things appear. In learning descriptive text, students may have difficulties in learning it. Gerot and Wignel (1994:208) states descriptive text is a text that describes a particular person, place, or thing. Descriptive text contains some elements, such as social function, generic structure, and lexicon grammatical features. All the elements have to exist in a descriptive text. Students may be confused about what to write although they know the topic which has been given by the teacher. They are confused about how to write their ideas about the topic. In fact, when the writer visited tenth grade students at SMA Negeri 2 Rantepao, she found that the students still do not understand clearly what the descriptive text is, and how to describe persons, places, and things in English writing.

## METHOD

The research is quantitative research. The design involved two groups namely experimental group and control group. The experimental group used treatment of short stories and control groups used treatment without using short stories. The design can be shown as follows. The subject was selected by using cluster random sampling technique and two classes were selected. From the six classes, the researcher selected two classes randomly to represent the experimental group and control group. So, Class IX A was the experimental group and Class IXB was the control group. In collecting the data, the researcher applied a vocabulary test. It was an instrument based on the variable investigated. The vocabulary test was multiple choice.

## FINDING AND DISCUSSION

### Finding

The findings of this research deal with the students' score of pre-test and post-test, the frequency and rate percentage of students' score, the mean scores and total scores and hypothesis testing. The researcher gave the students a pre-test to the students before having the treatments. In pre-test the students were asked to

write a descriptive text based on the topic that had been given which aimed to know the students' knowledge about writing descriptive text.

This instrument was distributed before treatment. It was conducted in order to investigate the students' understanding in writing descriptive text. This pre-test was given on time before the researcher set up the post-test.

### *The Total Row Score of the Students' Pre-test*

To find out the answer of the research question in the previous chapter, the researcher administered a test which was given twice. A pre-test was given before the treatment and post-test was given after the treatment. The result of the pre-test and post are following tables:

**Table 1 The classification, frequency, and percentage of students' score in pre-test**

No	Classification	The students' Score	Frequency	Percentage (%)
1	Very Good	80-100	1	3.3
2	Good	70-79	-	-
3	Fair	60-69	3	10
4	Poor	50-59	5	16.7
5	Very Poor	00-49	21	70
Total Score			30	100%

Table 1 shows the score of the students' writing descriptive text in pre-test without guiding question technique. There were none students (0%) got excellent score, there was one student (3.3%) got very good score, there was none students got good score, there were 3 student (10%) got fair score, and there was 5 of students (16.7%) got poor score, and there were 21 students (70%) got very poor score. The table above shows that most students started at a very poor level with 21 frequencies. The total of students' scores in pretest were 1289, and the total of students' mean scores was 42.97. Based on the students mean score the researcher concluded that the

**Table 2 The classification, frequency, and percentage of students' score in post-test**

No	Classification	The students' Score	Frequency	Percentage (%)
1	Very Good	80-100	14	46.7
2	Good	70-79	15	50

3	Fair	60-69	-	-
4	Poor	50-59	1	3.3
5	Very Poor	00-49	-	-
Total Score			<b>30</b>	<b>100%</b>

On the table 2 shows the score of the students' writing descriptive text of post-test. There's no student got excellent score, there were 14 students (46.7%) got very good score, there were 15 students (50%) got good score, there was no one student got fair score, and there was 1 student (3.3%) got poor score and no one student got very poor score. Based on the table above, most students were at a good level with 15 frequencies. The total students' score in the post-test was 2333, and the students' mean score was 77.77.

**Table 3 The mean score of students' pre-test and post-test**

Test	Mean score	Total score
<b>Pre Test</b>	42.97	1289
<b>Post Test</b>	77.77	2333

Based on the data in table 3 above, it shows that the mean score of students' pre- test were 42.97 from the total score 1289 which classified as very poor level, while the mean score of students' post-test were 77.77 from the total score 2333 which classified as good level. Referring to the data shown, it can be inferred that the mean score of students' pre-test was lower than post-test. Based on the explanation above it indicated that there was significance between pre-test that was given before treatment and post-test that was given after treatment.

**Table 4 Paired Samples Statistics**

Paired Samples Statistics		Mean	N	Std. Deviation	Std. Error Mean
<b>Pair 1</b>	Post-Test	77.77	30	5.412	.988
	Pre-Test	42.97	30	14.375	2.625

The table 4 show that the mean score of pre-test is 42.97 from 30 students, standard deviation is 14.375 and standard error mean was 2.625. The mean score of post-test is 77.77 from 30 students, standard deviation is 5.412 and standard error mean is 0.988

**Table 5 Paired Samples Correlations**

Paired Samples Correlations				
Pair 1		N	Correlation	Sig.
Pre_test & Post_test		30	.622	.000

The table 5 shows that correlation is 0.622, from 30 students and the significance is 0,00. It shows that the significance of the pre-test and post-test is higher than the standard of significant value.

**Table 6 Paired Samples Test**

Paired Samples Test										
Pair	Y - X	Paired Differences			Std. Error Mean	95% Confidence Interval of the Difference		t	df	Sig. (2-tailed)
		Mean	Std. Deviation			Lower	Upper			
1		34.800	11.798	2.154	30.394	39.206	16.155	29	.000	

The table 6 from SPSS shows that the mean score of post-test is less with pre-test got the mean score is 34.800, standard deviation got 11.798, standard error mean got 2.154, confidence interval of the difference lower got 30.394, and upper got 39.206, t-test got 16.155, degree of freedom got 29. The following table shows the result of the t-table.

**Table 8 Correlation between t-test value and t-table value**

Variable	t-test	t-table
X1 – Y1	16.155	2.04523

Table 8 indicates that the value of the t-test was higher than the value of the t- table (16.155>2.04523). It indicates that there was a significant difference between the result of the students' pre-test and post-test.

## Discussion

The objective of this study is to find out whether or not the guiding questions technique effective used to writing descriptive text at the tenth grade students of SMA Negeri2 Rantepao. In order to gain the objectives of the study, the researcher conducts an experiment study with a pre-test and post-test design.

Based on the research method, the study was done into three steps. First step was a preliminary study where the researcher wants to know the students' writing ability by administering a pre-test. In the pre-test, some of the students' abilities are still under the passing score. The mean of the pretest was 42,97. The second step was giving treatment to the students. The treatment here was teaching Writing Descriptive Text by using Guiding Question Technique. During the treatment, the students are enthusiastic to write descriptive texts. All of the students were interested in describing people and things by using the Guiding Question Technique. The last was administering a post-test. In the post-test, the students were given a test to know their ability in writing descriptive text after they were treated by using Guiding Question Technique. In the post-test, students' ability was increased. Many students got score up passing score. The mean of post-test was 77,77. As it was previously stated that the T-test was used to check the significant difference in scores achieved by one group. The data analysis shows that t-test is higher than t-table ( $16.155 > 2.04523$ ). It means that hypothesis is accepted. It shows that there was a significantly different score of the students' between before and after being taught using Guiding Question Technique in teaching Writing Descriptive Text. Based on the hypothesis testing, the alternative hypothesis (H1) was accepted and the null hypothesis (H0) was rejected. Thus, the finding indicated that the use of the Guiding Question Technique is effective on the students' Writing Descriptive Text achievement or in other words : The Guiding Question Technique can improve students' Writing Descriptive Text.

From the explanation above, the implementation of Guiding Question Technique in teaching and learning process gives a positive effect on the students' achievement, because they can study writing descriptive text easily and relax without any burden. It can be done because by fun learning, information can be understood and maintained well (Sampelolo & Atmowardoyo, 2016). The description above implies that the game offers a fun situation for the learner, so that they can learn better. Consequently, they can improve the writing of descriptive text through the implementation of this technique.

## CONCLUSION

Based on the findings and discussion of the previous chapter, the writer concluded that Guiding Question Technique is effectively used in Teaching Writing Descriptive Text at the tenth grade students of SMA Negeri 2 Rantepao. It was proved that the value of t-test was higher than t-table ( $16.155 > 2.04523$ ).

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