

## THE USE OF GUIDING QUESTIONS TECHNIQUE TO IMPROVE WRITING SKILL AT THE EIGHTH STUDENTS OF SMP NEGERI 35 MAKASSAR

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### ABSTRACT

The purpose of this study was to determine the use of guiding questions technique in improvement students' writing skills of class VIII at SMPN 35 Makassar. This study used the method of quantitative experimental. This study was conducted in three steps such as pre-test, treatment, and post-test. The subjects of this study were students of class VIII-6 with a total sample of 26 students. Data was collected by giving a descriptive text writing test. Based on the results of data analysis, the students' pre-test results were 42.12 then after receiving treatment the student's score increased to 79.35 in the post-test. Therefore, the hypothesis of this study was accepted. So that the writer concludes that the use of guiding question techniques in writing descriptive texts can improve students' writing skills at SMPN 35 Makassar.

**Key Words** : Guiding Questions Technique, Writing Skill, Descriptive Text

### INTRODUCTION

English is a universal language because it is used by most countries in the world, both as a primary language and as a second language, such as several former British colonies. In addition, English is an important international language to learn. Even though Indonesian is a foreign language, English is still taught in schools as a compulsory and extracurricular subject.

In learning English, four skills must be known, they are reading, speaking, listening, and writing. Writing is one of the important elements in teaching and learning English. Where through writing students can express their ideas and thoughts without having to deal with the reader directly. According to Subandi et al (2014 : 1), writing is the process of conveying messages (ideas, opinions, information, and knowledge) in writing that are conveyed to others. However, writing is not an easy thing, many difficulties can be found in writing activities. As stated by Budjalemba and Listyani (2020 : 135), writing is the most difficult skill for second language learners to master in constructing grammatically correct sentence, where the most problems faced by students in writing is grammar. In Budjalemba's and Listyani's opinion, it can be compared with the case in Indonesia, many students in Indonesia think that writing is one of the most difficult skills to master. There are several factors that cause students to be unable to write well. The first is that students find it difficult to find ideas, develop ideas and arrange them into a good written work. It is difficult for students to organize ideas that have been developed into a continuous and meaningful sentence structure. And the third is the limited vocabulary possessed by students

in assembling their ideas. Writing activity is a process of reducing graphic symbols and generating ideas, thoughts, feelings to readers through language media in the form of writing. For learning English, especially at the junior high school level, learning English uses a lot of text as a reference in learning, such as procedure text, descriptive text, narrative text, and recount text. In the learning that is carried out, there are several techniques that can be used, one of which is to use the guiding questions technique which is a guiding questions to help students improve students thinking skills so that they can generate their ideas and opinions.

The Guiding Questions method, or usually shortened GQ, is a technique that increases cooperation and responsibility among students in producing written works. According to Traver (in Fitriayana 2018 : 12), guiding questions are basic questions and lead to a search for understanding. This basic questions is intended to stimulate students to give a certain response or answer. With guiding questions, students will find it easier to structure and construct their knowledge. This technique uses a list of questions that can make students think about a particular topic. This is where students' critical thinking is stimulated, so they can find and elaborate their ideas through writing. Therefore, this technique can function effectively in showing students what things should be written in the text. As one of the techniques in teaching this technique is very useful to help students explore the information they need to write. According Hidaya (2015 : 10) guiding questions is a teaching Technique in which the teacher gives several questions about a topic in a teaching. By asking some questions about the subject of writing, we can generate ideas and details using W1H questions (What, Who, Where, When, Why, and How). The questions made are in the form of open-ended questions. Questions can be structured to be more challenging and provoke students' critical thinking to express their ideas. These questions will stimulate students to make response sentences or answers to each questions.

Based on the above background and the problems that students experienced by students in writing, the writer try to use the guiding questions technique to improve the writing skills of eighth grade students at SMPN 35 Makassar to find out how the use of guiding questions technique in improving students' writing skills.

## METHOD OF THE RESEARCH

The writer applied a pre-experimental research with a one-group pre-test design, in which students were given pre-test (O1), treatment (X), and post-test (O2). This research was conducted at SMP Negeri 35 Makassar, Jl. Telegrap Utama No.1, Paccerakkang, Biringkanaya, Makassar, South Sulawesi in the academic year 2022/2023, this research conducted in July. The writer took the samples in one class of 8<sup>th</sup> grade students at SMP Negeri 35 Makassar, which is 26 students. Therefore, the sample of this research was class VIII-6 SMP Negeri 35 Makassar in the 2022/2023 academic year. The type of test that is writing descriptive text.

The test was given twice, before and after the treatment or learning process. The writer gave a pre-test to the students to determine the students' initial writing skill and then was given a post-test to measure and determine the extent using the guiding questions technique on students' writing skills, by comparing the sample results from the pre-test and post-test. After the data is collected, then data analysis is carried out. The data collection in this research was used to determine the improvement in writing descriptive texts by eighth grade students of SMP Negeri 35 Makassar by using the guiding questions technique. The writer used quantitative data analysis by comparing student performance during the pre-test and post-test.

## FINDINGS AND DISCUSSIONS

The writer used two kinds of data, namely the data from the result of pre-test and the data from the result of post-test in writing skills component that focused on content, organization, structure, vocabulary, and mechanics. The object of the guiding questions technique test was used to measure the extent to which students' writing skills were before and after treatment. Also findings serve to describes the mean, frequency, standard deviation, and other supporting sources in the statistical items.

Table 1. The Students' score in pre-test

No.	Students' Initial	Criteria					Total
		C	O	S	V	M	
1.	ADK	8	8	6	6	6	34
2.	AET	12	10	8	10	8	48
3.	ARK	10	8	8	7	7	40
4.	AL	6	5	5	5	6	27
5.	AMN	10	6	6	8	6	36
6.	AM	10	6	5	5	6	32
7.	AP	14	12	8	10	8	52
8.	EN	12	13	10	12	12	59
9.	FA	8	9	6	6	7	36
10.	FCM	8	8	6	5	5	32
11.	FEG	10	8	8	6	6	38
12.	GDT	12	10	8	8	8	46
13.	LN	14	13	12	10	12	61
14.	MF	12	10	8	9	8	47
15.	MS	10	8	7	6	7	38
16.	MKA	10	8	9	7	8	42
17.	MIM	12	10	10	12	10	54
18.	MRH	12	12	14	10	10	58
19.	PP	8	8	6	6	6	34

20.	RH	12	10	10	12	10	54
21.	RRR	8	10	7	6	7	38
22.	RARH	15	13	12	12	10	62
23.	SHA	8	7	6	6	5	32
24.	SBA	18	15	12	15	12	72
25.	TLB	15	13	10	13	12	63
26.	VA	10	8	8	6	6	38

Table 1, showed that the pre-test scores from the total students (26 students) from class VIII. There are five categories assessment in writing skill are given, namely: content (C) , organization (O), structure (S), vocabulary (V), and mechanics (M). Then, the classification of students' pre-test scores in making descriptive text can be seen in the following table :

**Table 2. Students, Classification in Pre-test**

Classification	Score	Frequency	Percentage
Excellent	91-100	0	0
Good	76-90	0	0
Average	61-75	4	15%
Poor	51-60	5	19%
Very Poor	<50	17	65%
<b>Total</b>		26	100%

Table 2, showed the classification of students. The writer found that there were no students who got excellent and good classification, but 4 (15%) students achieved average classification, 5 (19%) students achieved poor classification, and 17 (65%) students achieved very poor classification. Then, The data of Post-test score can be seen in the table below :

**Table 3. The Students' score in Post-test**

No.	Students' Initial	Criteria					Total
		C	O	S	V	M	
1.	ADK	14	13	12	14	12	65
2.	AET	18	18	17	18	16	87
3.	ARK	19	17	15	18	16	85
4.	AL	13	12	12	13	13	63
5.	AMN	15	14	12	14	13	68
6.	AM	15	13	12	14	12	66
7.	AP	18	17	17	18	16	86
8.	EN	18	18	15	16	16	88

9.	FA	16	16	15	14	13	77
10.	FCM	16	14	12	16	13	71
11.	FEG	15	13	12	12	14	66
12.	GDT	18	18	15	16	16	83
13.	LN	19	17	16	18	15	85
14.	MF	19	17	16	18	15	85
15.	MS	16	16	15	14	13	78
16.	MKA	17	17	15	18	14	81
17.	MIM	18	18	16	18	16	86
18.	MRH	18	16	16	17	16	83
19.	PP	18	18	17	18	16	87
20.	RH	18	16	15	17	16	82
21.	RRR	15	13	12	13	13	66
22.	RARH	20	20	18	20	18	96
23.	SHA	15	13	12	12	13	65
24.	SBA	20	19	18	20	18	95
25.	TLB	20	18	17	18	17	92
26.	VA	17	16	14	15	15	77

Table 3, shows the post-test scores of 26 students from class VIII as a sample, from several assessment criteria are given, namely: content (C), organization (O), structure (S), vocabulary (V), and mechanics (V). Then, the classification of students' post-test scores in make a descriptive text can be seen in the following table 4.

**Table 4. Students' Classification in Post-test**

Classification	Score	Frequency	Percentage
Excellent	91-100	3	11%
Good	76-90	15	57%
Average	61-75	8	30%
Poor	51-60	0	0
Very Poor	<50	0	0
<b>Total</b>		<b>26</b>	<b>100%</b>

Table 4, showed the results of the percentage of students' classification in the post-test with five categories, namely excellent, good, average, poor and very poor classification. In the percentage classification in post-test there were three students who get excellent classification percentage (11%), fifteen students who get good classification percentage (57%), and eight students who get average classification percentage (30%). But there were no students who got the poor classification percentage and very poor classification percentage.

**Table 5, The Mean Score and Standard Deviation of Students' Pre-test and Post-test**

Descriptive Statistics						
	N	Minimum	Maximum	Sum	Mean	Std. Deviation
<b>Pretest</b>	26	27	72	1173	45,12	12,087
<b>Posttest</b>	26	63	96	2063	79,35	10,040
<b>Valid (listwise)</b>	N	26				

In the Table 5, shows a significant improvement after being given treatment through the learning process. It can be seen, in the pre-test the minimum score is 27, the maximum score is 72, the total score is 1173, so the mean score is 45.12 with a standard deviation of 12.087. While, in the post-test, it can be seen that the minimum score is 63, the maximum score is 96, the total score is 2063, the mean score is 79.35 and the standard deviation is 10.040. Therefore, the conclusion obtained is that the total score and the average post-test scores are higher than the pre-test scores.

In this study, the hypothesis H0 : Does not have a significant influence using the guiding question technique on the writing skills of class VIII students of SMPN 35 Makassar in the odd semester of the 2022/2023 academic year. While the hypothesis H1: has a significant influence using the guiding questions technique on the writing skills of class VIII students of SMPN 35 Makassar in the odd semester of the 2022/2023 school year.

**Table 6, The Result t-test**

Paired Samples Test									
		Paired Differences				T	df	Sig. (2-tailed)	
		Mean	Std. Deviation	Std. Error Mean	95% Confidence Interval of the Difference				
				Lower		Upper			
<b>Pair 1</b>	Pretest - Posttest	-34,231	13,152	2,579	-39,543	-28,918	13,271	25	,000

The results of the test explain that Sig. (2tail) is 0000. The result give (2 tailed) table is lower than the level of significant. Then, the hypothesis (H1) was accepted and the null hypothesis (H0) was rejected. Which means that the use of guiding questions technique can improve students' descriptive text writing skills in class VIII SMP Negeri 35 Makassar in the academic year 2022/2023.

## DISCUSSION

From the results of the study, it can be seen that there is an enhanced in students' writing skills after being given treatment by using the guiding question technique in students' writing skills, especially for the five components, namely content, organization, structure, vocabulary, and mechanics.

Based on the results of the statistical analysis of students' writing skills, showed that from students pre-test scores; there are no students who are classified as excellent and good, students are classified as average are 4 (15%) students, students are classified as poor are 5 (19%) students and students are classified as very poor are 17 (65%) students. while for the results of the Post-test students are classified as excellent are 3 (11%) students, classified as good are 15 (57%) students, students with an average value are 8 (30%) students, and there are no students who are classified as poor and very poor. some students failed in classifying because their vocabulary was still lacking and it was difficult to make sentences into a paragraph, and there were also students who had low pre-test scores but after being given treatment the students felt motivated to learn. When the post-test was given the student's score was higher.

The results of this study indicated that the investigation was successful and the mean score on the pre-test was 45.12 while the post-test was 79.25. The writer saw that the eighth-grade students of SMPN 35 Makassar had different writing skills on the pre-test and post-test scores. Post-test results are used to determine student scores after using the guiding question technique. In other words, the post-test results are better than the pre-test. After using the guiding question technique, the students have achieved good results in writing. Referring to the previous description, the conclusion in this study is that the guiding question technique can be used as a means of learning to write. The theory was accepted and inspired students to improve the writing skills of eighth grade students of SMPN 35 Makassar in the odd semester in the academic year 2022/2023.

From the result of the study, the enhancement of students after being given writing treatment using the guiding questions technique can improve students' writing skill, because through this technique students are easier to catch the main point of the topic to the written, also this technique can stimulate students' thinking to generate ideas by answering questions. Therefore, the use of this technique can be a means to teach students to write. However, this technique also has a disadvantage which is the questions given are English, some students find it difficult to understand the meaning of the questions. Especially in dissecting questions that ask about traits and characters. Besides that, some of the obstacles in this study are that this study was conducted at the beginning of the semester after the holidays, so that students did not have the readiness to take tests and study seriously. Therefore, writer had to prepare extra teaching strategies, and motivate students to study well.

From all the discussion of the results that have been presented, the writer concludes that the use of guiding questions technique can improve students writing skill at class VIII of SMPN 35 Makassar.

## CONCLUSION

Through the results of the tests conducted on the pre-test and post-test scores of students in the experimental class, the writer used the t-test to test the hypothesis. The results of the t-test stated that Sig. (2-tail) is 0.000, which means the result is that Sig. (2-tailed) in the table is lower than the level of significance. So, the alternative hypothesis (H1) is accepted and the null hypothesis (H0) is rejected. Therefore, it can be concluded that the use of guiding questions technique can improve the writing skills of class VIII students at SMPN 35 Makassar in the first semester of the 2022/2023 academic year.

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