



DEVELOPING THE STUDENTS' ABILITY IN WRITING THROUGH GUIDED QUESTIONS TECHNIQUE

Syahban Mada Ali

*(English Education Department, Tomakaka University, Indonesia)
Syahban.syan@gmail.com*

ABSTRACT

The objective of the research is to find out the use of guide question technique effective in improving the Students' language use and organization in writing at the second semester students English Education Study Program at Tomakaka University of Mamuju. This research took place at University of Tomakaka Mamuju which the researcher used pre-experimental. Population of research was the second grade students of English Education Study Program in academic year 2019/2020. Sample of the research was 25 students that take by purposive sampling technique. The researcher used writing test in essay form as instrument of the research. Result of data analysis showed that t-table value at $n-1 = 25-1=24$ (at significant level $\alpha = 0,05$) was 2.06 and t-test value was 9.90. It showed t-test was higher than t-table, it meant that null hypothesis was rejected and alternative hypothesis was accepted. Therefore, the researcher summarized that the use of Guide Question technique could develop the students' language Use and Organization in writing at the second semester students of English Education Study Program at Tomakaka University of Mamuju. It was supported result of students' mean score at pre-test and post-test. Which mean score of pre-test was 67.44 (Fair score) improved to 78.36 (good score) at the post-test.

Key words: *Guide Question, Language Use, Organization and Pre-Experimental.*

Abstrak

Tujuan penelitian ini yaitu untuk mengetahui apakah penggunaan Teknik *Guide Question* Efektif dalam meningkatkan kemampuan menulisk hususnya pada Komponen *Language Use* dan *Organization* Mahasiswa Semester 2 di Universitas Tomakaka Mamuju. Penelitian ini bertempat di Universitas Tomakaka Mamuju, di mana metode penelitian menggunakan jenis Pre-Experimen. Populasi dari penelitian ini yaitu mahasiswa Semester I tahun ajaran 2019/2020. Jumlah sampel yang digunakanyaitu 25 orang melalui Purposive Sampel. Peneliti menggunakan instrument berupa tes menulis dalam mengumpulkan data. Hasil dari data menunjukkan bahwa nilai t-table $n-1 = 25-1 = 24 = 2, 06$ and t-tes = 9.90. Data ini menunjukkan bahwa t-tes lebih tinggi daripada t-tabel yang berarti bahwa Hipotesis Nol tertolak dan hipotesis alternative diterima. Dengan demikian, peneliti menyimpulkan bahwa penggunaan tehnik *Guide Question* dapat meningkatkan kemampuan menulis pada komponen *Language use* dan *Organization* Mahasiswa Semester II Universitas Tomakaka Mamuju. Hal ini didukung oleh hasil mean skor pre-tes dan post tesis siswa di mana pre-tes = 67.44 kategori *fair* meningkat menjadi 78.36 kategori *Good* pada pos-tes.

BACKGROUND

English as a compulsory subject in Indonesian school covers four skills namely listening, speaking, reading and writing. These skills are divided into two parts, productive skills and receptive skills. Productive skills are speaking and writing while receptive skills are listening and reading. In conjunction with that the researcher focuses this research on writing as one skill in English.

As other language skills, writing is a way of communicating message in written form to a reader for a purpose. Through writing, one can explain or describe things and as a result, people miles from us can get information by reading the written message. Harmer (2004:31) states that writing is often not time-bound in the way conversation. He adds that writing encourages students to focus on accurate language use and, because they think as they write, it may well provoke language development as they resolve problems which the writing puts into their mind. When writing, students frequently have more time to think than they do in oral activities.

Many students when doing the writing task are sometimes confused and could not continue to complete their writing task well with simple reason such as less of vocabulary, not having enough ideas, cannot make sentences completely. These may happened since they have not enough writing experience and only focus their attention mainly on grammar and vocabulary. Lecturers also meet problem of writing class is how to make the students to write interesting and effective materials and also find good techniques or matching methods.

In the case Students of Tomakaka, the researcher found that the ability of the students to write were still low. Students could not develop the content of writing as the result they can only write very short essay. They were difficult to develop paragraph and the structure of the sentences that made were still incorrect. It indicated unsuccessful in teaching learning process. This phenomenon could be caused by many factors such as the students do not have enough experience to write or the material and the strategy which provided in the class by the lecturers is not suitable for the students.

The lack of ability in writing especially for the language use and organization must be

improved by using suitable technique. One of the techniques that expected to develop students' writing by using Guide Question technique. The researcher chose guided writing in the form of Guided Questions a technique to develop the students' ability in writing because it 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) who states that the Guided Question are used to allow students a little more freedom in structuring sentences. Carefully constructed questions will produce a coherent text.

Based on the background above, it was decided to introduce guide question technique to the students by conducting the research entitled: *Developing the Students' Ability in Writing through Guided Questions Technique*.

METHODS

This research was conducted at Tomakaka University of Mamuju, district, West Sulawesi. It is near with the central of Mamuju City. This research was conducted for two months in which it was consisted of six meetings. The first meeting was to give pre-test to the students, the second until five was to give treatment and the last meeting was to give post-test.

The Kindof this research was pre-experiment research. Experiment research was research method that used to find out the effects of one treatment to the others under control. The population of this research was all students of second semester students of English Education Study Program of Tomakaka University academic year 2019/2020. The design of this research was one group pre-test and post-test design. So sampling technique used in this research was Purposive Sampling. In which the researcher take the sample at second semester with the number of student as many as 25 students.

The instrument of the research would give essay test in writing to the Students in pre-test and post-test. It used to see the students'

writing before giving treatment. While post-test use to know the students' writing in language use and organization after giving treatment by using guide question technique.

The procedure of this research was the first step doing pre-test. In this pre-test the students gave writing test in essay form.. The test run 80 minutes. After given pre-test, the students gave treatment. It owned six meetings and in each meetings, it was offered guide question technique in writing. After given treatment, the post-test was given for the students. The test was similar to pre-test.

The data obtained from student was analyzed in two ways, to analyze the data the researcher conclude the follow of procedure: Scoring the students answer follow the formulated show:

1. Scoring the students' value based on the criteria of writing:

$$\text{Score} = \frac{\text{Students Correct Answer}}{\text{Total Number of Item}} \times 100$$

2. The criteria of writing component (Language use and Organization)

a. Language Use

Language use	25-22	Excellent to very good: effective complex constructions, few errors of agreement, tense, number, word order/function, article, pronouns, preposition
	21-18	Good to average: effective but simple construction, minor problems in complex construction, few errors of agreement, tense, number, word order/function, article, pronouns, preposition but meaning seldom obscured
	17-11	Fair to poor: major problem in simple/complex construction, frequent errors of negation, agreement, tense, number, word order/function, article, pronouns, preposition but meaning seldom obscured
	10-5	Very poor: virtually no mastery of sentence constructions rules. Dominated by errors, does not communicate, or not enough to evaluate

b. Organization

Organization	20-18	Excellent to very good: fluent expression, ideas supported, succinct, well-organized, logical sequencing, cohesive
	17-14	Good to average: somewhat choppy, loosely organized but main ideas stand out, limited support, logical but incomplete sequencing
	13-10	Fair to poor: non fluent, ideas confused or disconnected, lacks logical sequencing and development
	9-7	Very poor: does not communicate, no organization or not enough to evaluate

(Jacobs, et al's in Ali. 2015:116)

3. The score of the test will be classified into seven :

Table 1. The score of classification

No.	Classifying	Score
1.	Excellent	96-100
2.	Very Good	86-95
3.	Good	76-85
4.	Fairly Good	66-75
5.	Fair	56-65
6.	Poor	36-55
7.	Very Poor	0-35

(Adapted from Arikunto in Saleh 2005)

4. Calculating the rate percentages of the students' score:

$$P = \frac{F}{N} \times 100\%$$

Where:

P = Percentages

F = Frequency

N = Total number of samples

(Gay in saleh,1981:448)

5. The mean score of each group using the following formula:

$$\bar{X} = \frac{\sum X}{N}$$

Where:

\bar{X} = Mean score

$\sum X$ = Sum of score in the group

N = Number of subject

(Gay in ,Saleh1981:331)

6. Calculating the value test to indicate the significance of difference between the two means. The following is Employed:

$$t = \frac{\bar{D}}{\sqrt{\frac{\sum D^2 - \frac{(\sum D)^2}{N}}{N(N-1)}}$$

Where:

t = test of significance

\bar{D} = the difference of mean score

$\sum D$ = the sum of difference

N = total number of samples.

(Gay in Saleh,1981:332)

THE RESULT OF RESEARCH

The findings consisted of the developing of the students' organization and language use in writing. The findings of the research detected that the use of Guided Question technique can develop the students' writing in Language use and Organization. Then, the data is obtained on the following explanation:

The rate frequency and percentage of the students' score was obtained through the essay test. The researcher determines the writing of student uses of guide question technique in improving students' language use and organization of writing, rate frequency, percentage and score classification as follows:

- a. TheRate Frequency and Percentage of the writing in Pre-Test and Post Test

Table 1.
Frequency and Percentage of the writing in Pre-Test and Post Test

No	Classification	Score	Pre-test		Post-Test	
			F	%	F	%
1.	Excellent	96 – 100	0	0%	0	0%
2.	Very good	86 – 95	0	0%	4	16%
3.	Good	76 – 85	3	12%	10	40%
4.	Fairly Good	66 – 75	10	40%	11	44%
5.	Fair	56 – 65	12	48%	0	0
6.	Poor	36 – 45	0	0%	0	0
7.	Very poor	0 – 35	0	0%	0	0
Total score			25	100%	25	100%

The table above shows that the first greatest frequency in pre-test was in good classification with 3 (12%) students. Then followed by Fairly good classification is 10 students (40%), and the third frequency was in fair with 12 (48%) students, none students were in excellent and very good classification and also not found students was on poor and very poor categorized.

In post-test, the greatest frequency was very good categorized with 4 (16%) students. Next, in the second categorized was good that the number of the students was 10 (40%). And the last was fairly good categorized with 11 (44%) students.

Based on the result of pre-test, only 3 of students passed Good categorized. By seeing the result of pre-test, the researcher concluded that before gives treatment to students, the result of pre – test was still low, it means that students'

writing ability still needed to be improved, because none student get excellent, very good and just three students got good score.

In contrast with the result of post-test, the students' score was improved. It can be seen from the score that there were 4 (16%) students reached very good categorized then 10 (40%) students who got good categorized. And there was 11 (44%) students stood in fairly good categorized. So, based on this result, it can be summered that after giving treatment by using guide questions there was improvement of the students in language use and organization of students' writing.

b. The Improvement of Language Use and Organization in Pre-Test and Post-test

Table 2.
The Improvement of Language Use and Organization in Pre-Test and Post-test

No	Component Of Writing	Pre-test	Post-Test	Improvem ent
		Mean Score	Mean Score	
1.	Language Use	14.92	18.88	3.96
2.	Organization	15.60	17.08	1.48

Based on the table 2 above showed that the language use was improved. It was proved that from the mean score in pre-test was 14.92 increased being 18.88 in post-test. The difference was 3.96 point. It is also similar with organization that increased from 15.60 being 17.08. the improvement was 1.48 point.

c. Mean score and Standard Deviation of Writing in Pre-test and Post-test

Table 3.
Mean score and Standard Deviation of Writing in Pre-test and Post-test

Test	Mean Score	Standard Deviation
Pre-test	67.44	6.204
Post-test	78.36	5.534

Based on the table 3 above, the mean score of the pre-test was 67.44 while the mean score of post-test was 78.36. The difference of the mean score between pre-test and post-test was 10.92 points. From this data shown, it concluded that there is an improvement significantly after given treatment for the second semester students of English Education Study Program of Tomakaka University of Mamuju.

d. T-test Value of the Students' Writing

Table 4.
T-test Value of the Students' Writing

VARIABLE	T-TEST VALUE	T-TABLE VALUE
X2 - X1	9.90	2.06

The result of the t-test analysis is 9.90 than t-table value was 2.06. It indicated that the t-test value was greater than the t-table value (9.90 > 2.06). The degree of freedom (df) was 24 (n-1 or 25-1=24), the level of significant (p) =0.05, the t-test value = 9.90 and the t-table value = 2.06. The t-test value is greater than t-table value (9.90 > 2.06), this result pointed that there was a significant difference between the pre-test and the post-test of the students that taught guide question technique in learning writing. It means that the Alternative Hypothesis (H₁) was accepted while the Null Hypothesis (H₀) was rejected.

Discussion

Based on previous finding on all writing components, it showed that the writing of the second semester students of Tomakaka University improved. It was also supported by the students' frequency and rate percentage of the students' pre-test and post-test.

The data in students' frequency and rate percentage of the students' pre-test showed that there were not excellent and very good classification while in post-test was found four (16%) students in very good. Then, in pre-test 3 (12%) students in good classification and it improved to become 10 (40%) in post-test. The improvement could also be seen from the percentage of students' pre-test in fairly good classification. There were 12 (48%) students in

fair classification and it declined in post-test, it was none.

The data also showed that the language use was improved. It was proved that from the mean score in pre-test was 14.92 increased 3.96 point in 18.88 score. The improvement is also same with organization that increased from 15.60 being 17.08 the improvement was 1.48 point. From this data, it indicated that the language use and organization has developed after given treatment by using guide questions technique.

Referring to the result of the students' writing obtained the stated in finding previously, the researcher used t-test to test the hypothesis. Based on the statistic result, it was summarized that the t-test value was higher than t-table ($9.90 > 2.06$). It indicated there was significant different between the score of pre-test and post-test. Thus, the alternative hypothesis (H1) was accepted and the null hypothesis (H0) was rejected. Finally, the researcher states that the use of guide questions strategy is able to give significantly developing to the students' language use and organization in writing.

REFERENCES

1. Ali, S. M. 2015. The effects of Problem-based learning to Writing Achievement of the tenth graders of SMAN 1 Enrekang. *Thesis*. Unpublished PPs UNM. Makassar.
2. Arikunto Suharsimi. 2005. *Dasar-Dasar Evaluasi Pendidikan*. Edisi Revisi. Jakarta: Bumi Aksara.
3. Brown, H Douglas. (2003). *Language Assessment: Principles and Classroom Practices*. San Francisco, California: Pearson Education.
4. Gay, L.R. 1981, *Educational Research: Competencies for Analysis and Application*. Second Edition, USA: Charles E. Meril Publishing Company.
5. Harmer, Jeremy. 1984. *The Practice of English Language Teaching*. New York: Grow Hill Press.
6. Oshima, A and Hogue, A. 1990. *Writing Academic English*. California: Addition-Wesley Publishing Company.
7. Raimes, A. 1983. *Techniques in Teaching Writing*. New York: Oxford University Press.
8. Saleh, M. (2017). *Improving Students' Reading Ability Through Reading Quiz At The Eight Grade Students Of SMPN 1 Majene*. *Majene. Thesis*. Unpublished. Majene: Fakultas Keguruan dan Ilmu Pendidikan Universitas Tomakaka.
9. Setiadi, Bambang. 2006. *Metode Penelitian untuk Pengajaran Bahasa Asing: Pendekatan Kuantitatif dan Kualitatif*. Yogyakarta: Graha Ilmu.
10. Sugiyono, Prof. DR. 2006. *Statistika untuk Penelitian*. Bandung: Alfabeta.

PROFIL

The researcher, Syahban Mada Ali was born on March 22nd, 1988 in Enrekang. He was the fourth child of three sisters (Radiyah Mada Ali S.Pd.I, Dewi Sartika Mada Ali S.Pd.I, and Nur Wahidah M. Rum Mada Ali) and four brothers (Muh. Yusuf Mada Ali S.Pd.I, Ramadhan Mada Ali, S.Sos, Firman Mada Ali, S.Pd.I and Muh. Ali Akbar Mada Ali). He was born from the best couple Muh. Rum Mada Ali (Rahimahullah) and Hafidah Sagga. He has married with Mrs. Nurul Hasanah, S.Pd., M.Pd and belongs a boy.

He began his study at SDN 172 Enrekang in 1994 and finished in 2000. In the same year, he continued his study at MTs. (Madrasah Tsanawiyah) Miftahul Khair DDI Enrekang and in 2003 he continued his study at same school until finished MA (Madrasah Aliah) in 2006.

In 2006 He was accepted and continued his study in English Department of Tarbiyah and Teaching Faculty of UIN Alauddin Makassar. In 2010 he was successful to get his degree (S.Pd). In 2013, he was admitted as a student of English Education Study Program of Graduate Program State University of Makassar. Then, in 2015 he was successful to get his Master degree (S-2). He is a Lecturer in Tomakaka University of West Sulawesi.

“Good for Goodness and Bad for badness (*in Khairan fa Khairanwa in SyarranFasyarran*) is one of the principles in his life.