

## THE EFFECT OF GUIDED QUESTION IN ENHANCING THE STUDENTS' WRITING SKILL

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### Abstract

This study aims to find out the effect of guided question on enhancing the students' writing skill at the second grade of SMPN 1 Parepare. This study takes the second grade of SMPN 1 Parepare with 37 students as sample. This study applies quantitative research with pre-experimental design with one group pre-test and post-test. The instrument is writing test consist pre-test and post-test. The sampling technique of this study is cluster sampling. The results shows that guided question is effective to enhance students writing skill, the students are able to show a sign progress especially: well began to construct sentences, showed a fairly good link between topic and whole content, and, showed a fairly good connected between sentences each other. Based on the calculation, the result of the data analysis by using t-test shows the value of t-test (to) was higher than t-table (tt),  $t_o > t_t = (11.54 > 1.69)$  in significant degree of 0.05% (5%). It means that the Alternative Hypothesis (Ha) is accepted and the Null Hypothesis (Ho) is rejected. In conclusion, There is significant effect of Guided Question to enhance student's writing skill or Guided Question Technique was effective to enhance students' wrting skill.

**Keywords:** *Teaching Writing Skill, Guided Question, Writing Skill.*

### Introduction

Writing is one of activities where someone can express their idea, feeling, emotion in written form to communicate with another people without oral. Because through writing, people may express their idea freely without having to face with the reader or other people. In other words, when they write their ideas and emotions creatively, they are communicating on paper in their best way.

According to Hurvart Jozsef, writing is the most complex human among activities, because writing involves the development of a design idea, the capture of mental representation of knowledge and experience with the subject". From this statement, it can be concluded that writing refers to a process in which its activities are not produced immediately. Therefore, writing is one of language skill that should be mastered by the students besides other skills like listening, speaking, and reading. And as we know, in this era

we can communicate with another people in other country by English writing for any purposes by using Social media such as facebook, instagram, email and another Social media. It proves the reason of why writing is important should be mastered by students.

Writing has been taught from elementary school level to university. However, some students in Indonesia consider that writing is the most difficult skill to be mastered by them. It is strengthened by Byrne statement that writing is difficult activity for most people, both in the mother tongue and in a foreign language''. Many students in junior high school think writing is difficult to do. Because, as a student foreign language they are emphasized to write well and with good structure. While as a student foreign language, they are still difficult to express their idea and opinions. Beside that, they do not know how the way to start write. There are many techniques can be used to increase student writing skill and the one is guided questions.

Guided question is technique where the teacher give some questions to the student related the topic and they will answer the question. The students will begin to write following their answer. It makes the student easier to write what they want to write.

The students from SMPN 1 have some problems, they got difficult to start write because they lack of ideas even they have ideas, they don't know from where they should start to write, they cannot organized their ideas and the content that they make is not connected with the sentence before.

## **Method**

Pre-experimental design with pre-test and post-test design is applied in this study. The students did the pre-test, got treatment and did post-test. It aimed to know whether the Guided Question technique can increase the students' writing

The location has been conducted at SMPN 1 Parepare. This study focused at the second grade students of SMPN 1 Parepare in academic year 2019/2020.

The data was collected through the test that have been analyzed by using quantitative analysis employed calculation to test the hypothesis. This quantitative analysis employed

statically calculation to test the hypothesis. The last process is testing hypothesis which the test of significant 0,05 levels significances with this criteria of hypothesis testing : 1. If  $t\text{-test} < t\text{-table}$ ,  $H_0$  = There is no significant effect of guided question to enhance student's writing skill. 2. If  $t\text{-test} > t\text{-table}$ ,  $H_0$  = There is significant effect of guided question to enhance student's writing skill.

## Result

Writing test which is applied in pretest and posttest to answer the problems in this study. There is some result of the study:

Table 1. The Mean Score and Standard Deviation of the Pre-test and Post-test

Test	Mean Score	Standard Deviation (SD)
Pre-test	58.09	7.6
Post-test	75.19	6.69

The data showed that the mean score of the pre-test was 58.09 ( $X_1$ ) while the mean score of the post-test increased 75.19 ( $X_2$ ). The standard deviation of pre-test was 7.6 (SD) while the standard deviation of the post-test was 6.69 (SD).

Table 2. The Rate Percentage of the Frequency of the Pre-test and Post-test

No.	Classification	Score	Frequency		Percentage	
			Pre-test	Post-test	Pre-test	Post-test
1.	Very Good	80 – 100	0	9	0	28.12%
2.	Good	66 – 79	6	20	18.75%	62.5%
3.	Fair	56 – 65	14	3	43.75%	9.37%
4.	Poor	40 – 55	12	0	37.5%	0
5.	Very Poor	$\leq 39$	0	0	0	0
Total			32	32	100 %	100 %

The data of the table above indicated that the rate percentage of the pre-test six (18.7%) students got good classification, fourteen (43.75%) students got fair classification, twelve (37.5 %) students got poor classification while the rate percentage of the post-test, nine (28.18%) students got very good classification, twenty (62.5%) students got good classification and 3 (9.37%) student got fair classification. The percentage in post-test that students got very good classification was higher than percentage in pre-test. It means that students got improvement in their writing skill after did the treatment and it proved that

guided question was effective to enhance the students' writing skill. Furthermore, it was the students' score achievement in writing skill after being taught by using guided question. In addition, the number of students who gained the highest total score increased and the result of post-test showed that no students got poor and very poor classification.

Table 3. Hypothesis testing

Variable	T-test	T-table value
Pre-test – post-test	11.54	1.6955

The data above showed that t-test is higher than t-table ( $11.54 \geq 1.6955$ ). thus, it can be concluded that the students' writing skill in writing paragraph through Guided questions in significant 5% is better after getting the treatment. So, the null hypothesis ( $H_0$ ) is rejected and the alternative hypothesis ( $H_a$ ) is accepted.

## Discussion

The effectiveness of Guided Question Technique in enhancing students' Writing Skill. The first meeting was focus to gave the students pretest to know student's skill in writing skill. And at the meeting of the 2<sup>nd</sup> and 3<sup>rd</sup> until 5<sup>th</sup> the students learned to write descriptive text and introduced guided question technique. The students taught to make a draft by using guided question before write a descriptive paragraph. The questions are given to the students, then the students answered the question as their draft then they made a paragraph from it. The topic are different for each meeting. They are: My pet (meeting 2), My friend (meeting 3), My Best friend (meeting 4), My lovely sister (meeting 5). The sixth meeting is a post-test to know their achievement after taught guided question technique.

It can be concluded that the students enjoyed the class and they felt easy to write. They could write well because they write a paragraph by their own words. The technique of guided question helped the students easier to write the text. Which this finding supported by Raymond that guided question technique can be a way to help exploring topic in writing skill and the correction helped the students did not do the same errors they have made.

The guided question technique was effective in enhancing the students' writing skill. As a fact, based on the finding, The mean score in pre-test before treatment was 58.09 and the mean score of post-test was 75.19 after did the treatment.

The implementation of guided question as a technique changed classroom situation more active in class and in learning process although there are many students have less of vocabulary, but the students get as long as the process of learning writing through guided question as a technique. After the treatment, the students were able to show a sign of progress because guided question very helpful in learning writing process. For instances:

1. Guided question help the students to begin construct the sentences. Because before they wrote, they make some question related the topic then they answered it and it maked them easier to write.
2. Through guided question, the story that they wrote showed a fairly good link between topic and whole content because what they wrote from their question is related with the topic.
3. Guided question help the students to organize the sentence because they arranged the sentences from their answer.
4. In starting to construct the sentences, the students were able to wrote well. They were not longer dizzy and confused to start in their writing because it is always corrected.

It can be concluded that the guided question technique was effective to enhance the students' writing skill because the students were able to enhance their score and did not confused to write.

Before using guided question technique based on the result finding, it found students' writing skill was low. By the result of it, guided question is used in learning writing process to solved the problem. There were four meeting for doing the treatment.

The students were very enthusiastic doing the treatment because they felt easier to write. And to know the achievement of students. The mean score in pre-test before treatment was 58.09 and the mean score of post-test was 75.19 after did the treatment.

By looking at the test finding, from the data provided in classification table based on the aspects of writing, clearly to see that 14 (43.75%) students got fair score, 12 (37.5%) students got poor score and 6 (18.75%) students got good score while in the post-test, 9 (28.12%) students got very good score, 20 (62.5%) students got good score and 3 (9.37%) students got fair score. From the result, it can be concluded that the students' writing skill enhanced from very poor to very good classification.

Result of t-test showed that on the t-test value 11,54 was greater than t-table value 1.6955 table ( $11.54 \geq 1.6955$ ) with degree of freedom (df) 31. It means alternative hypothesis ( $H_1$ ) was concluded that the guided question technique had significant effect to enhance the students writing skill paragraph at the second grade students' of SMPN 1 Parepare. This hypothesis was accepted while the null hypothesis ( $H_0$ ) was rejected.

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