

THE USE OF GUIDING QUESTIONS TECHNIQUE TO IMPROVE THE STUDENTS' WRITING RECOUNT TEXT

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ABSTRACT

Writing is one of the important skills in teaching English. More people need to learn writing in English for Jobs or academic terms. The researcher conducts this research to find the answer of the problem how the use of guiding questions technique can increase students' writing recount text in the 22A pharmacy class of dr. Soebandi University. The design of this research is classroom action research. This research is covered four stages; they are planning, implementing, observing, and reflecting. Based on the result of writing test in cycle one which showed that the percentage of the students who got score 75 and higher was 60%. And in cycle two, it improved to be 73%. In addition, the average result of the students' active participation was 65% in cycle one. In cycle two, the average result of the students' active participation indicated improvement that was 75%. It can be concluded that the action in cycle two was successful. Finally, it can be concluded that the use of guiding questions technique can increase the 22A pharmacy class of dr. Soebandi University and can increase the 22A pharmacy students' active participation in teaching learning process at dr. Soebandi University.

Keywords: Guiding Questions, Writing Recount Text

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INTRODUCTION

Writing is one way to transfer our ideas and thoughts to others. According to Hidayat (2017) Writing as a thinking process means that before, during, and after pouring out ideas in writing, the involvement of the thinking process is required. When we write, we have the opportunity to organize our thoughts and words until we are satisfied with the finished writing. Furthermore, he said that the writing process gives us the opportunity to compose, design, rethink, and reformulate to control the results of the writing. From these thoughts, we can conclude the definition of “writing” is a process of reflecting plans and thoughts in our heads to communicate with others.

Guiding questions are basic questions that indicate a search for understanding. These basic questions are intended to stimulate students to provide certain responses or answers. A list of questions (which can make students think about certain topics) is used by this technique. It is where students' critical thinking is stimulated, so that they can find and elaborate their ideas and ideas through writing. Therefore, this technique can function effectively to show students what should be written in the writing. Pambudi (2021) stated that guiding questions will help students more easily understand the contents of the material presented.

Yulianingsih (2017) stated that in the guided question technique, students will not be confused about what to write first and next because they have guidance in the process. A guided writing is used to guide students to communicate by writing. A possibility for the sake of guided writing is to give students several questions as a guidance before communicating by writing. Therefore, by giving the answer for these

questions, pupils are able to show their ideas writing.

According to the mentioned description, the researcher gave the conclusion. Guided questions is the tasks where pupils are guided to show their ideas in the form of “writing” by showing several questions (which are related to the topic to be showed by the pupils in the written form). To minimize errors that are made by pupils and assist them to arrange their plans logically and consistently as long as they follow the questions which are given by the lecturer.

The benefits of using Guided Questions are below. (1) Minimizing the errors of students when writing; (2) The pupils will not be confused about their own writing since their instructed to write; (3) The pupils are allowed to consider the topic while planning their own writing; (4) The pupils are able to mutually share knowledge during the process of writing; (5) Their writing flows will be coherent because they write paragraphs by following the questions. By the way, the weakness of using guided questions is below. (1) Applying the guided writing process (in large group of pupils) is difficult.

Recount text is one of several types of functional texts that aims to retell stories that have happened in the past. Researchers found several problems when teaching recount texts such as students having difficulty telling their personal experiences in English. Researchers have the initiative to use the guiding questions technique. There are several previous researchers who used the *guiding questions technique* such as 1) Pambudi (2021), he conducted a study entitled “the use of guiding questions technique to increase recount writing ability at the senior high school 2 sekampung, east

lampung". The difference between this researcher and Pambudi is the subject where the subject of this researcher is the university level. There is also, Rahayu (2019), she conducted research using the guiding questions technique but focused on descriptive text. So the author has the initiative to conduct research using the guiding questions technique through recount text with research subjects at the college level. Research problems that can be formulated 1) How can the usage of the guided questions increase the achievement of writing recount texts for students of the Pharmacy Study Program, dr. Soebandi University, Jember, 2) How can the usage of the guided questions increase the achievement of writing recount texts for students during the learning process at the Pharmacy Study Program, dr. Soebandi University, Jember? The researcher really wants to conduct this study because of the phenomenon in the classroom when learning English, students still have difficulty in writing well and correctly, even though in the future they are required to be able to make abstracts and articles in English.

RESEARCH METHOD

The researcher used the classroom action research for this study. This study aims towards developing new skills or new approaches to solving problems practically or real-world problem by utilizing direct implementation. In addition, Arikunto (2021) stated that classroom action research aims to refine the quality of both the teaching and learning process inside of the classroom. The participant who participated in this research were 22A Pharmacy class of Soebandi University students. The class consist of 50 students.

The purpose of this research was used for this study was to enhance the students' recount text writing skill during both the teaching and learning process. According to Arikunto (2021), classroom action research is a strategy to make the quality of the learning process higher than it previously was. In other words, the research is a practical study to improvise the quality of the way English is taught based on problems the students face. The action given to the subject was to teach writing recount texts by implementing the technique of using the guiding questions.

The success criterion is used to determine if the implementation of the action is successful or not. As stated by the 22A Pharmacy Class minimum standard score requirement, the writing proficiency's grade objective is 75.

This classroom action research aims to improve recount text achievement by adopting the guiding questions approach. The study is going to be organized in two cycles.

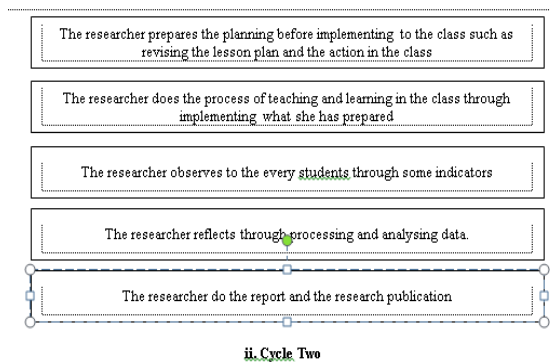
The researcher prepares the planning before implementing to the class such as preparing the materials, lesson plans, attendance list, and etc.

The researcher does the process of teaching and learning in the class through implementing what she has prepared

The researcher observes to the every students through some indicators

The researcher reflects through processing and analysing data.

i. Cycle One



The study participants were the students of the Pharmacy learning program at dr. Soebandi University, Jember. Data sources can be obtained from questionnaires, interviews, observations, documentation. In this study, primary data collection instruments were collected from written tests using guiding questions and from observations, written tests will be given to students after treatment is given in each cycle and observations are made inside of the education process in aims of determining active participation of learners. To develop the test instrument used it must be analyzed with the aim of finding out whether the test is good or bad, a great assessment must be authentic and dependable.

An assessment can be considered authentic if it gauges precisely and tends to gauge. Arikunto (2021) said that, an assessment would be authentic if it could gauge what it should be gauging. Validity viable to be classified into content authenticity, and surface authenticity.

Reliability used in a study refers to a consistency of scores or answers given by an instrument. In this research, interrater reliability will be applied. To find out whether the test is reliable or not, the instruments analyzed uses two stages, for the stage of the research use the formula below

Formula:

$$\sigma^2 = \frac{\sum(X^2) - \frac{(\sum X)^2}{N}}{N}$$

Notes:

σ^2 : Variants
 $\sum(X^2)$: Total square items
 $(\sum X)^2$: Total score items
 N : Total students

Therefore, the second step to get r11 (test item correlation coefficient) is by using the alpha formula. Arikunto (2021) stated that the alpha formula is used to determine the reliability of an instrument whose value is not 1 and 0. The formula is as follows:

$$r_{11} = \left(\frac{K}{K-1} \right) \left(1 - \frac{(\sum \sigma_b^2)}{\sigma_t^2} \right)$$

Where:

r_{11} : Instrument reliability.
 K : Number of Question items.
 $\sum \sigma_b^2$: Variant item.
 $\sigma^2 \pi$: Total variance

Correlation criteria coefficient:

0.00-0.20 : Very low

0.21-0.40 : Low

0.41-0.70 : Fair

0.71-0.90 : High

0.91-1.01 : Very high

The reliability correlation is 0.775, which means the test is “high correlation”, so the test questions can be trusted.

FINDINGS AND DISCUSSION

Findings

The Writing Test Results in Cycle One

70 % of the students received a score of at least 75 on the writing test according to

the criteria for successful result. According to the result of the test, 30 out of 50 students (60%) received a score of 75 or higher. The results of the test indicated that the target score for the test was reached. For that reason, the aforementioned steps need to be completed in the cycle two.

The Writing Test Results in Cycle Two

According to the result of the writing test above, it can be seen that out of 37 students of 50 students or 74% of the total were able to reach the writing test target of 75. This indicated that exercises offered in the second phase meet the target test score.

DISCUSSION

The Description in Cycle One

Meetings	Percentage (%)	
	Active	Passive
1 st Meeting	70%	30%
2 nd Meeting	72%	28%
Average	65%	35%

This research was conducted in the 22A pharmacy class of dr. Soebandi university and was conducted on June 2024. The actions of the first cycle were conducted in three meetings. The cycle one action was done on 3rd June 2024 and the second action was conducted on 4th June 2024. The writing test was administered on 5th June 2024. The stages of the activities in cycle one namely the planning, the implementing, the observing, and the reflecting.

Planning in this research was all of the steps that should be arranged in order to run the implementing of the action. It is intended to plan and prepare everything that related in all steps in implementing the action of the research, such as preparing the material and the students' worksheets.

The action of the research was conducted based on the prepared lesson plan. In the implementation, the action was done

in three meetings that are two meetings for the teaching writing process and one meeting for the test in each cycle. The allocated time for the action in each meeting was 2 x 45 minutes and the test was administered for 60 minutes.

Observation is used to know the activities and application the action of the research. The researcher observed activities in the classroom used checklist paper. The researcher observed the participation of students during learning process. The observation used these indicators as follows:

- The students focus to the lecturer's explanation
- They lift up their hands in order to respond lecturer' questions.
- They respond to guiding questions regarding to elements in recount text that are related to the topic.
- They use the answered guiding questions technique to write a recount text.
- The students revise their writings

The overall participation of the students. of the students' as follows:

Average Result of the Students' Participation in Cycle One

According to the table, the data showed that there were 70% active participants in the teaching learning process in the first meeting of Cycle One. In the second meeting, there was 72% who was not passive in learning process. Meanwhile, the average of active participants was 71%. It is clear that the result of observation had not reached the target which was 75 % of active participants in teaching learning process.

The target was 70% of the participants got 75 or more in writing text. Meanwhile,

only 60% of the participants, got 75 or more. 40 % of the participants got less than 75. It can be concluded that the results of the writing test had not reached the target. In other words, the actions of this research had not been successful. In the cycle one, there were some factors that caused the results of active participants of students as well as the writing test.

In relation to the student's participation in the cycle one, the participants to be more responsive and for writing test during cycle one. The problem was the limited to some students, which was only 60 minutes. It was due to the fact that there were some students who did not finish their writings. To solve the problem, the researcher added the time allocation for the writing test from 60 minutes in cycle one to 90 minutes in cycle two.

According to revisions described, the results of the actions in cycle two were expected to have better than outcome than the results of the actions in cycle two for the purpose of achieving the objectives of the research.

The Description in Cycle Two

The actions in cycle two were carried out in three meetings. The first meeting and the second meeting were conducted on 10th June 2024 and 11th June 2024. The writing test was administered on 12th June 2024. The stages of the activities in cycle two were the same as in cycle one, namely the planning, the implementing, the observing, and the reflecting.

Based on the reflecting in cycle one had not achieved, it was needed such kind of activities to revise plan and the action was done in cycle two. The cycle two was different with cycle one. In cycle two, the researcher was slower when she explained

the materials and she always repeated and checked the students' understanding.

The observation outcome of participants involvement. The overall result of students' participation during cycle two was the indications of the students' active participation that covered five indicators such as in the cycle one.

The Average Result of the Students' Participation in Cycle Two

Meetings	Percentage (%)	
	Active	Passive
1 st Meeting	73%	27%
2 nd Meeting	77%	23%
Average	75%	25%

According to the table above, there was 73% students who are active in the first meeting. However, in the second meeting The students' active participation had an improvement, and it was 77%. In addition, the average students' who are active at participation was 75%. Based on the result, the target has been fulfilled. In other words, the use of guided questions in writing the recount text was successful to make the students want to participate in the learning process of writing recount text using guiding questions.

The 70% students that are actively participated in the learning process of writing using guiding questions are considered successfull, based on the criteria. according to the second cycle of writing test, it showed that there were 73% who can get score 75 or higher scores. This showed that the results of writing the second cycle had achieved the target score of the research. There were few factors that influenced the students' participation and writing test in second cycle. From the fact that the results of process in the second cycle had achieved the criteria of the target, so the action was

stopped. In the other words, the students had improved their writing recount text achievement from the action in cycle two.

CONCLUSION

The conclusion is first is the use of guiding questions technique can increase the 22A pharmacy class of dr. Soebandi University by giving the students some questions and getting them to write texts according the questions. Considered by the results above, few suggestions are given to the English lecturer who suggested guiding questions could be used by him or her as an alternative to teach writing not only for recount text but for different genres of text, explaining the usage the guiding questions technique clearly or explaining how guiding questions technique is being used. This is because the primary questioning technique can increase students' writing skills and their sense of self-awareness when learning English. Furthermore, given the limited time available for conducting the action research, future researchers are advised to devote more time to understanding students' who exhibit high level of pretension and use this research result as a guide for future research using a similar design to increase students' writing skills.

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