

THE EFFECT OF USING GUIDING QUESTIONS ON THE STUDENTS' ACHIEVEMENT IN WRITING DESCRIPTIVE PARAGRAPH AT GRADE EIGHT STUDENTS OF SMP NEGERI 1 DOLOK SANGGUL IN ACADEMIC YEAR 20120/2021

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Abstract

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This research deals with the effect of using guiding questions on the students' achievement in writing descriptive paragraph. The objective of the study was to find out the significant effect of using guiding questions on students' achievement in writing descriptive paragraph. The population were the grade eight students of SMP Negeri 1 Dolok Sanggul. All of them were became the sample because they were only 60 students. They were divided into two classes. The first group was experimental group which was taught by using guiding questions method, while the second one was control group, it was taught without using guiding questions method. A writing tests was administered the instrument for collecting data. These test consists of two types-namely pre-test and post-test. The result shows that t -observed was higher than t -table ($4.53 > 2.00$) at the level of significant 0.05. It can be concluded that Guiding Questions has a significant effect on the students' achievement in writing descriptive paragraphs.

Keywords : Effect, Guiding Questions, Writing

Introduction

English has become an international language, Almost everyone uses english to communicate with other people, interms of economics, politic, scientific, culturefield. As stated by Robert Claiborne (1990) "Language as communicative is the prime mean for organizing the cooperative activities that enable us to accomplish as groups things we could not possibly do as individual".

According to Oxford Advanced Learner's Dictionary of Current English, language is "(1)The system of communication in speech and writing that is used by people of a particular country, (2) the use by humans of a system of sound and words to communicate, (3) a particular style of speaking or writing".¹ It

means people can express their ideas, thoughts, feelings, and desires by language.

In writing, the writer has to master the vocabulary, spelling, grammar. punctuation, appropriate content, word selection appropriate to the audience topic and occasion. Before we write, we also need to determine what to write we should 2 have something meaningful clearly. Precisely and unambiguously. Related to the definition, it is clear that writing is not an easy task. It requires knowledge. Skill and concept in order that someone is able to produce a good writing. The fact is that most of the students do not like doing writing. Based on the experience of the writer, during her teaching practice (field practice experience PPL) in a junior high school, student's achievement of such skill was quite low. They often failed in writing because they faced; some factors (1) some student slack of

motivation and they do not work hard enough. (2) many attend classes work hard, but they have poor time management and other study skills, (3) more study effectively and know their work, but they have low achievement because they do not pay attention to improve their ability and though in writing.

In this case, it is very important for the teacher to make writing easier. Therefore, the teacher should apply the most appropriate methods in teaching learning process. As English teachers, they want their students to become proficient in English. So, that is why the using of teachers' technique and strategy in teaching has an important role the students' success.

Actually there are many ways or methods used to overcome the problem. One of the methods is guiding questions. Guiding questions as one of method which is organize individually and students of different levels of ability who use variety of learning activities to improve the are understanding of a given subject.

According to Gould (1989), "A series of well planned question, applied methodically to a topic, can deepen your (student) interesting insight to write about." Thus, by using guided question based on the topic given, the students will get their ideas and know what they want to write.

Based on the background of the research, the writer formulates the problem of the study as follows:

Is there any significant effect of using guiding questions on students achievement in writing descriptive paragraph

The main objective of the research is to find out the significant effect off guiding questions on students' achievement in writing descriptive

The writer focuses on the reserch of her study on the use of guiding questions on students' achievement in writing descriptive paragraph which can be used in encouraging the students to learn writing descriptive paragraph more effectively. She limits her study only to analyze the use of guiding questions in writing descriptive paragraph.

This study's result will helped the teachers and students of English in improving the teaching and learning of the target language because it is realized that guiding questions has an important role in increasing students' writing descriptive paragraph.

Therefore, by means of using guiding questions, the students are expected to be more active and motivated in developing their writing descriptive paragraph. Besides it will helped the teacher to assess and measure the different result of teaching with and without providing guiding questions the last, the writer hopes this research will give some wider thoughts in the process of applying method especially guiding questions in the teaching and learning.

Review and literature

Achievement in general means recognition granted to a learner when al required. learning outcomes have been successfully demonstrated. Ability to demonstrate acomplishment of outcome for which learning experience which are designed is called as achievement.

Writing is one of the most important skills to obtain in learning language besides listening. speaking, reading and writing. Writing is far more enjoyable when it is carried out seriously and efficiently.

It is strenghtened by Jack C.Richard's(2002 statement, "Writing is the most difficult skills for second language learner to master of puting together strings of grammatically correct sentence". Hence, it proves the reason of why many students feel that writing is difficult.

Types of Writing

According to Bams (2006:129) there are four of writing, they are:

1) Descriptive

Descriptive writing is the form of discourse used in creating sensory impressions and eliciting emotional reactions. Description reproduces the way thing look, smell, taste feel, or sound. It may also evoke moods, such as happiness, loneliness or fear. It is used to create the visual image of people. places, even of units of times days, time of days or seasons.

2) Expository

Expository writing is used in giving information, making explanations. interpreting meaning; it includes: editorial, essays, information, and instructional material, Exposition is used to explain a process that is to tell how something is made or done.

3) Narrative

Narrative writing is the form of writing used to relate the story of acts events. Single in series Narrative places occurrences in time and tells what happened according to natural time sequence.

4) Argumentative

Argumentative is the form of discourse used in persuading an convincingly. It is closely related to expression and is often combined with in argumentation is used to make case, to prove or disprove a statement or a proposition.

Descriptive Paragraph

In line with description as kind of writing, according to Tangkas (2005:49) description is the kind of writing that tries to put a picture in the reader mind. It tells how something looks or sounds or tastes or smells or even feels. A good way for the writer to learn how to write descriptive paragraph is to start with a definition is really a brief description in answer to the questions.

The Types of Descriptive Paragraph

Description can be useful in other forms of writing, but it can also stand alone. Here are some examples of descriptive paragraphs:

- 1) Physical descriptions may focus on the appearance of a person, place or thing, as well as on its significance.
- 2) Descriptions of ideas use concrete images or analogies to help readers understand abstract or complicated concept.
- 3) Functional descriptions describe the component parts of a whole for a Practical purpose, such as fixing bicycle,
- 4) Remembrances illustrate memorable parts of writers past by describing a person, place, thing, or event.
- 5) Character sketches illustrating the appearance and personality of a real or fictional character.

Guiding Questions Method

Guiding questions as one of method is organize individually and students of different levels of ability who use variety of learning activities to improve the are understanding of a given subject,. Guiding questions are open-ended: there is no "single" answer. Guiding Questions are arguable and require a well-reasoned response. Such questions are generative in nature: they spark inquiry and raise other questions. They are recurring questions that can and should be revisited, Guiding questions method lead students to big ideas, or enduring understandings and core processes. Just as (here are overarching and topical understandings, there are overarching and topical guiding questions. Teachers use guiding questions method to organize programs, courses, and units of study.

Advantages of using Guiding Questions

Heaton (1982:77) says, "Guiding questions are the aids to stimulate students. Setting up some questions in mind helpful in describing an object or picture to written outcomes". In the questions. Guiding questions give some contributions to the students' production.

- 1) Give students the opportunity to produce language.
- 2) Help students to focus on a certain topic.
- 3) They provide the grammatical components that are found.
- 4) Will make students feel easy to deliver their ideas based on their own experience.
- 5) That helps the students to construct a good paragraph.
- 6) Guiding questions can aid students to compose, describe, and control their ideas easier.

As you can see, guiding questions can help the students see the paragraph more clearly. In descriptive paragraph, guiding questions provide nearly all the details about an object or scene; it refers to listing attributes, specifying, and evoking. In order words, guiding questions gives the writer a mental image in writing.

Conceptual Framework

Writing as definition is one of the most powerful communication tools that are to share

our thoughts and ideas for the rest? of our life. The most important of writing is about the ability in creating ideas or thoughts based on the writers' experiences that was taken from some information, It is need by the writer and they will use the ideas or thought with other to communicate our scif and ii oram to help us in remembering information, fact and details because our memories is.

Hypothesis

Based on the previous discussions on the background for this study, the hypothesis is formulated as following.

H_a = "There is a significant effect of using guiding questions on the students' achievement in writing descriptive paragraph".

H_o = "There is no a significant effect of using guiding question on the students achievement in writing descriptive paraprag".

Research Design

This study was conducted by using experimental design. This means that treatments followed the concept. This study was included into two groups. namely: an experimental group which received the treatment by using guiding questions method and control group which received the treatment by using conventional method. The writer gave the treatment to experimental group: the writer gave pre-test to both groups. It was applied in order to know the effect of using guiding questions method on students' achievement in writing descriptive paragraph The population of this research was taken from the second year students of SMP Negeri 1 Dolok Sanggul, which consisted of two classes, It was located in Dolok Sanggul.

The total number of the population was 60 students. Not all the population was studied because of the larger number of the students and limitation of time. As the population of this research. it is difficult to conduct the research, Ary (1979:238) says that randomization is the single best way to achieve the necessary control.

Two classes which consisted of 60 students were chosen randomly as the sample. The sample was divided into two groups with equal number of the students, 30 students for experimental groups and 30 students for control

groups. In this study, the test was used as the data instrument. The design test was in the form of essay. The test was given to the students at collecting the data supporting the students' achievement in learning descriptive writing. The test consisted of 1 item where students wrote a descriptive writing based on the instruction and it was taken from the subject matters. the time were given in 45 minutes. Students must use the time effectively to finish the test.

- 1) Content
- 2) Organization
- 3) Vocabulary
- 4) Language Use:
- 5) Mechanics

A test is said to be good if it is valid and reliable To ensure that the test is already good both its validity and reliability should be established.

The concept of the validity was referred to the text measured. Heaton (1975) says that validity is the extent to which it measure what it is supposed to measure and nothing else. Kinds of validity namely construct validity and content validity. this research used construct validity that is concerned with the meaning and interpretation of the test scores obtained in terms of theoretical construct. It is to measure the writing skills that establish by the topic based on the key words which are provide by writer.

Reliability is a necessary characteristic of any good test: for it to be valid at all, a test must first be reliable as measuring instrument. If he test is administered to the same candidates on different occasions, then to the exam that it produces differing result, it is not reliable.

The test in this study used writing test form. The scoring of the writing test involved the subjectively, thus to find out whether the test are reliable, the writer use the interpreter reliability.

Vockel (1983:37) says that in inter-rater reliability, coefficient correlation between the two sets of scores can be computed if two different persons have the test. The 36 coefficient correlation, can be obtained by using person product moment.

Formula as follow:

Rxy

$$\frac{N\Sigma XY - (\Sigma X)(\Sigma Y)}{\sqrt{\{N\Sigma X^2 - (\Sigma X)^2\} - \{N\Sigma Y^2 - (\Sigma Y)^2\}}}$$

Where:

- R = The reliability of the test
 ΣX = Sum of X scores
 ΣY = Sum of Y scores
 ΣX^2 = Sum of squares X scores
 ΣY^2 = Sum of square Y scores
 ΣXY = Sum of the products of paired X and Y scores
N = Number of paired scores

According to the best (2002: 308) the coefficient of (r) can be interpreted using these criteria as follows:

1. 0.00-0.20 : Very low reliability
2. 0.20-0.40 : Low reliability
3. 0.40-0.60 : Fair reliability
4. 0.60-0.80 : High reliability
5. 5.0.80-1.00 : Very high reliability

In getting the data in this study, three procedures were taken by the writer namely: pre-test, treatment (teaching presentation), and post-test. Before the treatment (teaching presentation), a pre-test was administered to the experimental group and the control group. The pre-test was used to find the mean scores of each individual. The experimental group and control group were taught by using the same materials but different instruments: In the experimental group, the writer used guiding questions method on students' achievement in writing descriptive paragraph and in the control group, will be taught without guiding questions. The treatment was conducted after the administration of pre-test. The experimental group was taught in four meetings. The teacher taught the presentation to the experimental group by the following procedures:

THE DATA AND DATA ANALYSIS

A test was administrated to collect the data. The experiment was done to 2020/2021 second year students of SMP Negeri 1 Doloksanggul. The following was the result of pre-test and post-test of two groups. In this

research, the sample was divided into two groups, namely the experimental and the control group, which were used as the data of the study.

The Score of the pre-test and post –test of the experimental group

No	Students	Initial Score of Pre-Test	Score of Post-Test
1	AC	69	75
2	AD	55	80
3	AF	55	75
4	AL	49	65
5	AP	60	65
6	AS	69	75
7	AZ	65	75
8	CI	70	75
9	DA	59	63
10	DS	50	60
11	EK	55	70
12	ES	70	83
13	FI	60	80
14	GU	59	73
15	HB	57	75
16	HH	58	80
17	IK	55	70
18	IN	50	75
19	IS	58	75
20	LS	56	64
21	MA	64	80
22	ML	73	80
23	MH	72	83
24	MI	64	73
25	ML	71	83
26	MM	72	70
27	MS	71	75
28	MW	50	75
29	MY	58	80
30	MZ	62	75
Total		1825	2227

After applying the pre-test and post-test to the experimental group, the scores were gained. It was obtained that in experimental group the highest score in the pre-test is 73 (with 1 student) and post-test is 83 (with 2 student), while lowest score in the pre-test is 49 (with 1 student) and the post test is 60 (with 1 student).

The Score of the pre-test and post –test of the control group

No	Students Initial	Score of Pre-Test	Score of Post-Test
1	AI	50	55
2	AP	51	59
3	AS	60	66
4	BS	60	70
5	CS	60	65
6	CP	66	70
7	DS	70	68
8	ES	71	75
9	EP	49	59
10	ES	51	66
11	EB	50	60
12	HS	70	77
13	HS	60	67
14	JP	54	59
15	JS	54	61
16	JP	55	65
17	JM	58	65
18	JP	55	59
19	KS	61	69
20	KS	54	65
21	LS	61	67
22	MS	73	75
23	MS	73	77
24	PM	64	69
25	PP	67	73
26	PP	50	65
27	RS	54	69
28	SM	60	75
29	SS	64	69
30	SS	65	70
Total		1790	2009

Afer applying the pre-test and pos-test to the control group. the scores were gained. It was obtained that, in control group the highest score in the pre-test is 73 (with 2 students) and post-test is 77 (with 2 student), while lowest score in the pre-test is 49 (with I student) and post-test is 55 (with I student).In this research, the wriner found that using guiding questions methoà gives a positive effect to students' achievement in writing descriptive paragraphs. It means that the students who were taught by

using guiding questions get higher score (83) than students who were taught without using guiding questions (77). is proved by the result of the t-test in which t score of t- calculated is higher than tine critic (t observed 4.53) t critic is 2.00 df 58 at the level significant 0.05), so hypothesis is accepted.

CONCLUSION AND SUGGESTION

Afer taking the data the researcher analyzed them. The whole data have been presented on the (pp:26-29) can be drew that is using guiding questions in teaching descriptive paragraph can give a positive effect on the students achievement because it can attract or motivate the students to improve their achievement in doing descriptive paragraph. It is proven by the result of t- test 4.53 it means that the t- calculated is higher than t- table at the level of significant of 0.05 (2.00). Therefore, Ha is accepted. It can be concluded that experimental group gained higher scores than control group did.

In teaching English, especially descriptive writing, teachers of English are suggested to use guiding questions method in teaching especially descriptive paragraph in order to increase students' achievement in descriptive paragraph. Through guiding questions method, the students can overcome their problem in descriptive paragraph.

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