

THE EFFECTIVENESS OF USING GUIDING QUESTIONS TOWARDS THE STUDENTS' ABILITY IN WRITING DESCRIPTIVE TEXT AT THE EIGHT GRADE SMP NEGERI 2 MUARA IN ACADEMIC YEAR 2021/2022

Indah M. Marpaung¹, Musrafidin Simanullang², Holmes Rajagukguk³

indah99marpaung@gmail.com
musrafidinsimanullang@gmail.com
holmesrajagukguk540@gmail.com

English Study Program Faculty of English Teacher's Training and Education University of Sisingamangaraja XII Tapanuli

Abstract

*This study about the effectiveness of using guiding questions towards the student ability in writing descriptive text at the eight grade SMP Negeri 2 Muara. The objective of the study is to find out whether the use of guiding questions significantly affects on the students ability in writing descriptive text. This study was conducted by using quasi eksperimental. The technique used for collecting data is writing test. The total of the students were 32 students. and they were divided into two groups: they are experimental group and control group, in which each groups consists of 16 students. The writer took all of them as the sample of this study. experimental method was applied in this research with one group pre-test and post-test design. The results of the statistical analysis of t-test at the level significance 0.05 with the degree of freedom (df) = N-1, and N=15 indicated the there was a significant difference between the mean score post-test Experimental group and post-test Control group. The mean score post-test of Experimental group was 85, 62 and the mean score post-test of the control was 62,31, the mean score pre-test of experimental 60,56 and the mean score of the control was 58,18 $T_{tabel} < T_{test}$ (1,753 < 2,30) in the other words, the application of guiding question effect on student ability in writing descriptive text at the eight grade SMP Negeri 2 Muara in academic year 2021/2022. Therefore, *Not* hypothesis (*H₀*) in this study it was rejected and the alternative hypothesis (*H_a*) was accepted where there was a significant effect of using guiding questions towards the student ability in writing descriptive text.*

Keywords : *Guiding Questions, Writing, Descriptive Text.*

INTRODUCTION

Writing is one of language skills that have to be learned by any foreign language learner and students all over the world besides listening, speaking, and reading. Writing has been taught from Elementary School level to University level.

Through writing, the students may express their ideas freely without having to face the reader directly. However, some students in Indonesia consider that writing is the most difficult skill to be mastered by them. It is strengthened by Jack C. Richard's (2002:303) statement "Writing is the most difficult skills for second language learner to master of putting together strings of grammatically correct

sentences". Hence, it proves the reason of why many students feel that writing is difficult.

Concerning educational in Indonesia, primarily in Junior High School, Writing is consider as one of the important skills that should be taught. Writing is consider as one of them important skills, that must be taught in addition to other skills, writing is considered as a productive skills it aims at assisting student in expressing their in idea writing.

The writing process integrates visual, motor and conceptual abilities. therefore, the students must have extensive knowledge if they want to writing something.

Based on the curriculum of junior high school which recommended by government there are some text which have to be mastered by the student at junior high school, one of the text is descriptive text, descriptive text which describes something, someone, situation and etc. or write about their persons, place or things appear, descriptive text is giving picture in words.

Based on the researcher's experience when PPL at SMP Negeri 2 Muara, the researcher found that student's writing score is relatively low. It means that most of the students have not clearly mastered the material about descriptive text. Besides that, the students are usually confused when they were going to start writing, and they were not being able to construct their written ideas. They also said that the way the teachers teach is monotonous. So, students cannot finish the assignment well.

Due to this situation, several theorists propose to use guiding question as a technique in teaching descriptive text. Guiding question is one of techniques that can make students easier to write their ideas into a written paragraph. It is a technique in which the teacher gives a topic and some questions to students, then they answer those questions based on the topic given. So, by using guiding question, the students will get their ideas and know what they want to write.

In addition, teaching descriptive writing by using guiding question has some advantages. It may motivate students to write well because they are guided to develop and explore their ideas into written paragraph. Furthermore, guiding questions are simple technique that brings an innovation in teaching, especially writing descriptive text. It makes students pay attention more in learning process and guides them to build up their ideas in writing activity.

Based on the reasons stated above, the writer takes a title is "The Effectiveness of Using Guiding Questions Towards The Students' Ability In Writing Descriptive Text At The Eight Grade SMP Negeri 2 Muara"

REVIEW OF THE RELATED LITERATURE

Oshima and Marzolina (2018:63) state that writing is a progressive activity. This means that when you first write something down, you have already been thinking about what you are going to say and how you are going to say it. Then,

after you finished writing, you read over what you have written and make changes and correction. Therefore, writing is never a one-step action; it is a process that has several steps. Writing is done for a purpose and particular audience. There are the purpose of writing based on Pratama (2012):

- a. Writing for inform the reader,
writing will be offered some information in order to educate the reader. The information must be presented completely, clearly and accurately.
- b. Writing to persuade,
persuasive writing seeks to convince the readers about writer's opinion. The purpose of writing in focus on to the readers whom the writer wants to give influence.
- c. Writing to entertain reader,

Writing to entertain is a writing that may engage the readers feeling through the plot or the emotion provided in writing

A Guiding Question Technique is a technique which used to guide the students to write something by giving some questions. According to Brown (2004:234), guiding questions is a format test question of guiding a learners without dictating form which serve an outline written text. When the teacher guide the students in writing process by giving them some questions, it will help the students get the main idea as an outline to write.

2.2.2 Kinds of Questions

According to Taylor (2010:28) there are some can be used in writing to direct learners as a driven query, they are :

- a. What
There are many functions to this word query. First a connection between a name or term and entity or phenomenon may be requested. Second, a definition of a specific entity, method or concept may be requested.
- b. Who
Who and whom can request the identification of individuals or groups of affected by an event or action to identify whom asks for people who are affected by an event or action.
- c. Where
When the place, time, and period of events and objects are asked by these kinds of question words than each event has the setting where and when it occurred. Detailed issues of frequency, coverage, duration, regularity, and other topics can also be defined
- d. Why

Application for an answer and a hypothesis is still why it is possible to use it in many ways. Next, it can be used to ask for casual confirmation implying the causes of any event or phenomenon.

e. When

The even we are reporting on happened, at this point, we can use almost any unit of time, from the day, date, year, to what time the event took place.

f. How

It is possible to pose the query word in a variety of ways. First, instead of a phenomenon or an entity, it may request a summary of a mechanism. Second, it may be a plea for different features or characteristics. Finally, a request for an explanation may be needed.

METHODOLOGY OF RESEARCH

This study was a quantitative research. It is categorized as a quasi-experimental research design, quasi-experimental design is a type of research design that has a control group and an experimental group that is not chosen randomly. The researcher uses a quasi-experimental design because in the researcher only took one class as the sample in which the students in that class were divided into two groups they were: experimental group and control group.

According to Arikunto (2014:173) population is the whole of research object, if someone to observe all the elements in the research area, so the researcher calls research. The population of this research was students of the eighth which had been taken from the eighth grade students at SMP N 2 Muara in academic year 2021/2022. The total numbers of population was 128. They were divided into four classes, which each class has 32 students

Sample in this study was students of VII A SMP N.2 Muara in academic year 2021/2022. The total of the students were 32 students and they were divided into two groups: they were experimental group and control group, in which each group consists of 16 students. So there were 32 students were taken by cluster sampling. Which, according to Azwar (2010:87), cluster sampling is a sampling technique in which researchers form several clusters from the result of selecting some individuals who are part of a population.

The instrument of Collecting Data : The author uses a test to get the result of data about the process of learning writing ability.

The tests are pre-test and post test. The pretest is complete before gave a guiding question. This was to evaluate the student writing ability scores first. On the other hand, the post test was carry out after using the guiding questions in collecting data, the writer used writing test.

DATA AND DATA ANALYSIS

Table 4.1

The Result of Pre-Test and Post Test of Experimental Group

No	Name	P re-test	Post-test
1	Agnes Sianturi	60	80
2	Binsar Immanuel	61	95
3	Christian M. Sianturi	52	93
4	Christin De Angel Togatorop	62	90
5	Christop Togatorop	70	88
6	Citra Mulia Aritonang	Q	88
7	Dastri Sejahtera Habeahan	60	85
8	Dina Simaremare	61	85
9	Dumora Gabriel Immanuel	70	85
10	Eka Martina E. Siburian	54	85
11	Exaudi Ennelis Sinaturi	55	82
12	Eyesty Noveftin Sianipar	62	95
13	Frantulus Simaremare	57	80
14	Gabriella Siregar	60	80
15	Geovani Togatorop	70	80
16	Gibson Alberto	60	79

Significant increasing of the percentage of the students score which in the pre-test 7 students (43,75%) the classification is "Fair", 9 students (56,25%) students the classification "Poor" But after being giving treatment (posttest) there was an increase with the score of 3 (18,75%) students in the very good classification and 13 (81,25%) students in the good classification.

A. The mean score of pre-test

$$\bar{X} = 60,56$$

b. The mean score of post-test

$$\bar{X} = 85,62$$

- c. The standard deviation of students pre-test
SD = 5,55
- d. The standard deviation of students post-test
SD = 5,44
- e. t-test Experimental Group
t test =2,30
- f. Finding out the difference of the mean score Experimental group
D = 27,56

Table 4.2

The Result of Pre-Test and Post- Test of Control Group

No	Name	Pre-test	Post-test
1	Handika Rajagukguk	58	60
2	Harlan Fantra Siburian	60	60
3	Jhona Lamganda Munte	60	65
4	Jonat Kevin Ompusunggu	55	60
5	Lamtiar Dameuli Aritonang	55	65
6	Lia Veni Rajagukguk	55	67
7	Manasse Sianturi	57	66
8	Nowel Pardede	60	65
9	Pandaoni Sianturi	60	62
10	Renisa Rajagukguk	61	65
11	Ryan I. Sianturi	70	75
12	Sahala Rajagukguk	49	52
13	Stephani Louise Togatorop	55	60
14	Wahyu Frades Nainggolan	58	60
15	Y.S. Alexander Manalu	60	65
16	Yusuf Rajagukguk	58	60

From the data above, in the pretest there were 2 (12,5%) students in fair classification, 13 (81,25%) students in poor classification, and 1 (6,25%) student in very poor classification. And then researcher gave test again. Researcher called it posttest. In the post test, there were 8 (50%) in fair

classification students ,8 (50%) students in poor classification.

- a. The mean score of pre-test **$\bar{X} = 58,18$**
- b. The mean score of post-test
 $\bar{X} = 62,31$
- c. The standard deviation of students pre-test
SD = 4,4
- d. The standard deviation of students post-test
SD = 5,01
- e. t-test Control Group
t test =0,68
- f. Finding out the difference of the mean score Control group
D = 3,31

Hypothesis testing

The results of the statistical analysis of t-test at the level significance 0.05 with the degree of freedom (df) = N-1, whether N=15 indicated the there was a significant difference between the mean score of Post-test Experimental group and Post-test Control group. The mean score post-test of Experimental group was 85, 62 and the mean score post-test of the control was 62,31. T test of experimental group was higher than t test of control group.

The results of the paired sample T-Test showed a significant number between the pre-test and post-test scores with a significance value (2-tailed) $p = 0.000, < 0.05$. Nol hypothesis (Ho) in this study it was rejected and the alternative hypothesis (Ha) was accepted where there was a significant difference between the two tests.

Table 4.12

Table paired sample t-test Experimental Group

Test	n	Statistic Descriptive	Paired Test		
			t	df	Sig. (2tailed)
Pre-test	16	60,56(5,55)	2.30	15	.000
Post-test	16	85,62(5,44)			

Table 4.13
Table paired sample t-test Control Group

Test	n	Statistic Descriptive	Paired Test		
			t	df	Sig. (2tailed)
Pre-test	16	58,18(4,4)	2.30	15	.000
Post-test	16	62,31(5,01)			

CONCLUSION AND SUGGESTION

Conclusions

Based on the result of the data analysis, researcher findings, and discussion in the previous chapter, the researcher concluded that:

The students writing ability in descriptive text before given the treatment (Guiding Questions) was very low. We can see in the score of Pre-test in control group. The score was 58,18 and the posttest 62,31, which mean score under the standard. Meanwhile, the students writing ability in descriptive text improved after applying guiding questions. The score was increase. Before gave treatment (Guiding questions) the score was 60,56 and the posttest was 85, 62. The results of the statistical analysis of t-test at the level significance 0.05 with the degree of freedom (df) = N-1, and N=15 indicated the there was a significant difference between the mean score post-test Experimental group and post-test Control group. $T_{table} < T_{test}$ ($1,753 < 2,30$) in the other words, the application of guiding question effect on student ability in writing descriptive text at the eight grade SMP Negeri 2 Muara in academic year 2021/2022. Therefore, Nol hypothesis (Ho) in this study it was rejected and the alternative hypothesis (Ha) was accepted where there was a significant effect of using guding questions towards the student ability in writing descriptive text.

Suggestions

In relation to the conclusion above, the researcher would like to suggest the following points:

1. For the teacher
 - a. In learning writing skill, the teachers are hoped more creative in teaching their students in order to maximize teaching learning process and makes the students are not boring.
 - b. Guiding questions can be applied in English teaching learning process as one of innovation in teaching and learning process, particularly the attempts of improving students writing ability of descriptive text. Guiding questions can make them easier in creating descriptive text.

2. For the students
Students should practice continuously to make good paragraph or arrange text, they should enrich vocabularies as supporting to arrange a good text.

REFERENCES

- Anderson, M. & Anderson, K. 2003. *Text Types in English 3*. South Yarra: Macmillan.
- Brown, Kristine. 2003. *Writing Matters*. Cambridge: Cambridge University Press. Unpublished.
- Cahyo, F. M. (2017). *Bahasa Inggris kelas 8*. Citra Pustaka
- Gay, L.R., G.E. Mills, G.E., & Airasian, P.W. 2012. *Educational Research Competence for Analysis and Application*. USA: Pearson
- Gordon Taylor, *A Student's Writing Guide How to Plan and Write Successful Essay*, (New York: Cambridge University Press, 2010), pp. 28-33.
- Gould in Hariyanto, "The Influence of Using Guided questions Technique Towards Students Procedure Text Writing Ability". *Journal of Research & Method in Education*, Vol. 8, Issue 4 Ver. II (August 2018), p. 77-82
- H. Douglas Brown, *Language Assesment Principles and Classroom Practices* (White Plains, New York: Pearson Education, 2004)
- Irwan Kurniawan, *Using Picture and Guided Question in Teaching Descriptive Writing, 2012*
- Iwan, *Developing the Students' Ability in Writing Recount Text through Guiding Questions, 2014*
- Jack C. Richard, *Methodology in Language Teaching: An Anthology of Current Practice*, (New York: Cambridge University Press; 2002) p. 303
- Jeremy Harmer, *How To Teach Writing*, (England: Pearson Educaion Limited, 2001), p. 5
- Langan, John. 2011. *College Writing Skill with Reading*. Singapore: McGraw Hill.
- Marzulina, L. 2018. Learning strategy towards students' *descriptive writing achievement taught by using pick, list, evaluate, active, supply, end strategy*. *Edukasi: Jurnal Pendidikan Dan Pengajaran*, 5(1), 63-75.
- Pratama, M. D. (2012). *Teaching writing*. Education Matters Most Publishing
- Rise B. Axelrod and Charles R. Cooper, *The ST. Martin's guide to writing* (New York: ST. Martin press, 2001), p. 4

- Sedarmayanti dan Syarifudin Hidayat. 2002. *Metodologi Penelitian*. Bandung: Mandar maju
- Sugiyono. (2013). *Metode Penelitian Kuantitatif, Kualitatif dan R&D*. Bandung: Alfabeta.CV
- Technique*, Thesis of Lampung University: 2014.
- Thomas S. Kane, (2000), *Essential Guide to Writing*, (New York: Oxford University Press), p.1