USING GUIDED QUESTIONS

IN TEACHING WRITING A RECOUNT TEXT

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Abstract

This research was conducted to know whether the effectiveness of using guided questions as a method in teaching writing recount text and how the situation when guided question was implemented in teaching recount text. This research was carried out at Junior High School MTs Miftahul Ulum Karangmojo, Klego, Boyolali in Klego on August until September 2016. The subject was eighth grade students of 8C. They consisted of 29 students. There are 22 boys and 7 girls. The result showed that the students’ mean score of pre-test were 46.59; the mean score of post-test cycle 1 was 72.55 and the mean score of post-test cycle 2 was 80.66. In addition there were no students (0%) who passed standard minimum score in the pre-test. Meanwhile, in the cycle 1, there were 21 students (58%) who passed standard minimum score and it gained in the post test cycle 2 where 29 students (100%) who passed standard minimum score, so the criteria of success was achieved. Then, from the result of two cycles there was improvement of positive responses in the teaching and learning process of writing by using Guided Questions. The mean of pre-test was 46.59. Then, the mean of post-test was 72.55. It improved 25.96 %. The mean of post-test 1 was 72.55. Then, the mean of post-test 2 was 80.66. It improved 8.11 %. Furthermore, the result of class analysis showed that the situation when guided questions implemented, the class can change situation to be better than before implementing the action. The researcher expected the English teacher to use guided questions as one of many alternatives method in teaching writing. And also the future researcher were expected to be able to conduct the similar research related with guided questions as an alternative method in teaching writing in another setting involving under respondents or the experimental research as a comparison with the present study.

Keywords: Teaching Writing, Recount Text, Classroom Action Research, Guided Questions.
INTRODUCTION

Patel and Jain (2008:97) said that, language is a mean or tool of communication so all communicative competences should be developed very carefully and effectively in children and people. The competences above are very important with a view to developing integrated skill of communication. People need to communicate in doing daily activities and making an interaction to other people in their life. One of the popular languages used is English.

English is one of international language which have four basics skill, there are: speaking, listening, reading and writing. Listening and reading are receptive skills, speaking and writing are productive skills. It makes writing becomes an important capability for being owned by the students. Writing also an excellent communication tool. Through writing, each person will be able to convey their feelings, ideas, and also can give announcements to others.

In the Kurikulum Tingkat Satuan Pendidikan (KTSP), the syllabus of junior and senior high schools curriculum require the students to be able to write some kinds of genre in writing. They are: narrative, report, descriptive, procedure, and also recount. Recount is one of genre that must be mastered by the students in learning English.

According to Johnson (2008: 203) described that writing is having ideas, organizing ideas and communicating ideas. In this sense, grammar, spelling and punctuation are means to an end, but they are not ends by themselves.
The researcher conducted the research by using Classroom Action Research. Kemmis, McTaggart and Nixon (2014:11) describe that, classroom action research typically involves the use of qualitative, interpretive modes of enquiry and data collection by teachers (often with help from academic partners) with a view to teachers making judgments about how to improve their own practices. The result will be used to evaluate the students or used as reflection for the teacher.

In fact, when the researcher visited at eighth grade of MTs Miftahul Ulum Karangmojo, Klego, Boyolali, she found that the students still did not understand clearly what the recount text is and how to write recount paragraph properly with the elements of recount text. And from the researcher's observation, more than 80% of the students who were unable to write a recount paragraph. Teachers of English already taught the material well, but the students still had the problem in writing recount paragraph.

From the explanation above, the students ability to write recount text was very less because the method when the teacher taught was not fit anymore and makes the students feel bored and didn't want to continue learning as they should.

The researcher focused on two problems. The first problem is to describe that Guide Questions be implemented in teaching writing a recount text. The second problem is to find out that Guided Questions can be used in teaching writing especially in writing recount text.
METDODOLOGY

An action research was a method that was used in this research. According to Burns (2009:2), Action Research is part of a broad movement that has been going on in education generally for some time. It is related to the ideas of ‘reflective practice’ and ‘the teacher as researcher’. Action research involves taking a self-reflective, critical, and systematic approach to exploring your own teaching context. Besides that, Nunan (1992:17), states that Action Research is a form of research which is becoming increasingly significant in language education. Meanwhile, Norton (2009:51), describe that Action Research is a broad umbrella term for what is actually a wide range of research paradigms and processes, each with its own philosophies and rationales.

This research was conducted in MTs Miftahul Ulum Karangmojo, Klego, Boyolali in the second semester of the 2016/2017 academic year. The school is located on Jl. Klewor-Kemusu, Boyolali, Jawa Tengah 57372. The subject of the research was the eighth grade students of MTs Miftahul Ulum Karangmojo, Klego, Boyolali who got writing class and they were from VIII C. They consisted of 29 students who there are 22 boys and 7 girls. Most of the students were actually good learners, but some of them were classified as low learners. The researcher should be extra patient when teaching them because every student has different ability in accepting the material. The researcher was helped by collaborator teacher, her name is Murfi’ah S.Pd.
The researcher used guided questions as the method to improve students’ writing skill in recount text. The research was conducted through two cycles. In teaching writing there were: 1) pre test; 2) the implementation of action in cycle one; 3) post test; 4) the implementation of action in cycle two; 5) post test. Every cycle in this research consisted of two meetings and each meeting took 80 minutes. Before the researcher started the first cycle, she did pre-test in order to know the writing result before the method was applied.

RESULT AND DISCUSSION

On Tuesday, July 26th, 2016 the researcher did the observation about the situation in the classroom before conducting the study. From the result of observation and interview, the researcher found the students’ problems in writing recount text, such as: 1) The students were lack of vocabulary; 2) The students still difficult to make a paragraph; 3) The method used by the teacher had less interesting to the students.

Before the researcher started the first cycle, she did pre-test on Friday, July 29th, 2016 in order to know the writing result before the method was applied. The mean score of pre-test was 46.59. Post test 1 was held on Wednesday, August 10th, 2016. This test was used by the researcher to know the students’ improvement in writing recount text. Based on the weaknesses of the first cycle, the researcher made some changes in applying the treatment. In her new lesson plan, the researcher gave more explanation about the guided questions. In the second cycle, the researcher planned to use two meetings. The first meeting was
focused on stimulating students’ experience and tried to make their own guided questions. And the second meeting was used by the researcher to discuss how we got a good writing skill using guided questions method in organizing the ideas. By using guided questions, the students’ writing recount text began improved. It could be seen from the mean score of pre-test which the students got 46.59 mean score while post test one the students got 72.55 mean score.

The treatment on second cycle successfully increased the students’ ability in strengthen their writing. They became more enjoy in writing. The result could be seen from the mean score of pre-test one which the students got 72.55 mean score while post test two the students got 80.66 mean score. By using guided questions, it successfully increased the students in writing recount text. The students became more active in learning English in which they did not tend to play or disturb their friends. So, it made the learning process ran better than previous cycle. Based on this condition, the researcher did not do action in cycle three.

The implementation of guided questions as the method was successful to improve the students’ achievement if it was compared with the result of pre-test in which the average score was 46.59 and the result of post-test in the first cycle was 72.55 as the average score. And the average score of post-test in second cycle was 80.66. It was meant the students’ writing skill increased. The result of cycle one was better than pre-test, the students’ score were increased but not all of the students could get the criteria of success. Based on the result of cycle one, the
researcher should be better in cycle two. The researcher should be more communicative to the students.

In cycle two, the students were active in learning process. In this cycle the researcher more communicative to the students. She came to the students one by one and gave the guided questions when they wrote recount text. In cycle two was better than cycle one because the treatment on cycle two successfully increased the students’ ability in strengthen their writing. They became more enjoyed in writing. The result can be shown by the development study from the preliminary study, cycle one, and cycle two. Based on the explanation above, most of the students eighth grade of MTs Miftahul Ulum Karangmojo, Klego, Boyolali increased their writing skill using guided questions method. It can be seen from the result of the research. In cycle 1 there are 5 students got >80 and in cycle 2 there are 14 students got >80.

From the result above, it concluded that guided questions method can increase the students' ability in writing recount text especially in junior high school. Supporting by appropriate materials and suitable questions also the communication with the students in learning English, the students became more active to write recount. Guided questions was appropriate method and could be used for another teacher in teaching writing recount text.
CONCLUSION

Based on the result of the study, can be concluded that:

1. The use of guided questions can improve students' writing skill on recount text. The use of guided questions as a method on writing recount text was an alternative way. Guided questions made the students easier to stimulate their experience. By using guided questions, the researcher invited the students to enjoy their activities when they learned about recount text. The implementation of guided questions method was effective to support the students when developed their ideas on writing recount text.

2. The use of guided questions method in learning recount text can influence the class condition to be better. Guided questions method was interesting for the students. It could be seen from the result of observation and the result of the test. The researcher used guided questions method as a learning method because it can motivate students to learn writing easily and fun. However, there were some problems in using guided questions method to improve students' writing skill. For example, some students were still confused when answered the questions and they did not wrote anything in their paper. So, the researcher had to give some explanation about that guided questions. Based on the result of the research that had been done in two cycles, it can be taken the conclusion that there is an improvement. The students' skill in writing recount text improved after being taught by using guided questions.
REFERENCES

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