DEVELOPING ABILITY IN WRITING RECOUNT TEXT THROUGH GUIDING QUESTIONS

(PENINGKATAN KEMAMPUAN MENULIS TEKS RECOUNT DENGAN GUIDING QUESTIONS)

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Abstract
Writing is a process of communication that uses conventional graphic system to convey a message to readers. The researcher applied the guided writing using the guiding question as the way to develop the students’ recount text writing ability. This study used descriptive quantitative method. the problems faced by the students when they do not know what they are going to write, would be solved since the questions made before writing flow coherently from the beginning to the end of the writing. The sample was taken from the eight grade students of Walisongo Gempol Junior High School. The data was collected by using two writing tests; pre-test and post-test. Each student had to write a recount text in each test. Finally the researcher suggest that guiding questions can help the students develop the ideas related to the topic and it also helps the students use the grammar, correctly, and better.

Key words: writing, recount text, guiding questions

Abstrak

Kata kunci: Menulis, teks recount, pertanyaan-pertanyaan arahan

Introduction

Writing is a process of communication that uses conventional graphic system to convey a message to readers (Linderman, 1983:11). Writing skill deals with the ability to
arrange the graphic system such as letter, words, and sentences of certain language being used in written communication in order that the reader can understand the message or the information. This also means that writing is used for communicating one’s idea in written form to the readers. Furthermore, Raimes (1983: 76) says that writing is a skill in which we express the ideas, feelings, and thoughts arranged in words, sentences, and paragraphs using eyes, brain, and hand. Thus, writing is basically the process of expressing ideas and thoughts of the researcher using knowledge of structure and vocabulary to combine the researcher’s ideas as a means of communication.

In addition, Tarigan (1987: 7) says that writing is a language skill that is used for indirect communication. **Indirect communication means hinting or acting out.** For instance, if you feel disappointed, “Hmmm” would be hinting. Stewing and pouting would be acting out what you feel instead of saying it.

The students can communicate their ideas and their thoughts to others through written form such as letter, message, or invitation for communication. From these statements, it can be inferred that writing refers to a process in which its activities are not produced immediately. The researcher defines writing as an activity in which a person expresses his ideas, thought, expressions, and feelings which is used for communicating to the readers in the form of written words.

Recount text is one of the texts that reconstruct events, experiences and achievements from the past in a logical sequence. Some recounts will be purely informative, while others will aim to both inform and entertain. Recounts generally follow a similar generic structure:

1. **Orientation**
   The orientation provides all necessary background information to enable the audience to make sense of the text. To ensure that the orientation is detail and thorough, the readers use the words (who, what, when, where, and why).

2. **Series of events**
   In series of events, the researcher writes the events chronologically. It begins from the first event; followed by the second event to the last event.

3. **Re-orientation**
   The final section concludes the recount by summarizing outcomes or results, evaluating the topic’s importance, or offering personal comment or opinion.
The population of the research was the eighth grade students of Walisongo Gempol Junior High School in school year 2012/2013. The researcher chose the eighth grade students because, based on the 2007 English curriculum; recount text had been learned by them at the first semester. The researcher took VIII-A and VIII-B as the samples. Since the data is in the form of students’ ability in writing recount text, the data was collected by using two writing tests; pre-test and post-test. Each student had to write a recount text in each test. The students’ scores from pre-test and post-test were analyzed to know the students’ ability before and after having the treatments.

The students can be successful in writing if they can make their writing by inserting five aspects of writing such in content, organization, vocabulary, language use, and mechanic.

Validity is a matter of relevance. It means that the test measures what is supposed to be measured. To measure whether the test has a good validity, the researcher analyzed the test from the content validity and the construct validity.

Reliability is a measure of accuracy, consistency, dependability, or fairness of scores resulting from administration of particular examination. To ensure the reliability of scores and to avoid the subjectivity of the researcher, he used inter-assessor reliability. Inter-assessor reliability is used when the score on the test are independently estimated by two or more judges or assessors. After calculating the result of the student’s recount text writing, the researcher calculated the data by using the formula above. The result of the reliability could be seen in the following tables:

**Table 1: The Reliability of Assessors in the Experimental Class**

<table>
<thead>
<tr>
<th>Reliability</th>
<th>Pre-test</th>
<th>Post test</th>
<th>Criteria</th>
</tr>
</thead>
<tbody>
<tr>
<td>0.3</td>
<td>0.55</td>
<td></td>
<td>Very high reliability</td>
</tr>
</tbody>
</table>

**Table 2: The Reliability of Assessors in the Control Class**

<table>
<thead>
<tr>
<th>Reliability</th>
<th>Pre-test</th>
<th>Post test</th>
<th>Criteria</th>
</tr>
</thead>
<tbody>
<tr>
<td>0.3</td>
<td>0.65</td>
<td></td>
<td>Very high reliability</td>
</tr>
</tbody>
</table>

Hypothesis Test used to prove whether the hypothesis proposed by the researcher is accepted or not. He used T-test in order to know the significance of treatment effect. The hypothesis was analyzed at significant level of 0.3 in which the hypothesis is approved if Sig
< \alpha$. It means that the probability of error in the hypothesis is only about 30%. The hypotheses are as follows:

$H_0$ : Guiding questions cannot be used to develop the students’ recount text writing ability

$H_1$ : Guiding questions can be used to develop the students’ recount text writing ability

**Findings and Discussions**

The Increase of Students’ Score in the Five Aspects of Writing in the Experimental Class

![Bar chart](chart.png)

**Figure 1**

Notes:

C : Content

O : Organization

V : Vocabulary

L : Language Used

M : Mechanic

From the table and the figure above, it could be concluded that Guided Writing in the form of Guiding questions could develop the students’ recount text writing ability and it also could develop all aspects of recount text writing.

As stated in the Chapter 3, this research also used control class which is used to prove whether the increase of the pre test to post test scores in experimental class are really caused by the treatments applied by the researcher. With conventional technique, there was also an increase from pre test to post test score in control class. It is proved from the total score of pre test, 1488.5 up to 1614.5, where the mean was from 48.01 up to 52.08. But, the increase was not as significant as in experimental class.

The increase of the students’ content, organization, vocabulary, language used, and mechanic in the control class can be seen in the following figure:
Figure 2

Notes:
C : Content
O : Organization
V : Vocabulary
L : Language Used
M : Mechanic

From the result above, it could be concluded that the increase was only on content, vocabulary, language used, mechanic aspect, and there is no increase on the organization (the coherence of events series).

From the computation result, it is showed that the increase of the students’ recount text writing in the experimental class was higher than in the control class. It could be concluded that the implementation of guided writing in the form of guiding questions was effective.

The hypothesis was analyzed at significant level of 0.05 in which the hypothesis is approved if Sign < α. The result of was shown in the following table:

Table 3: The Analysis of the Hypothesis

<table>
<thead>
<tr>
<th>group</th>
<th>N</th>
<th>Mean</th>
<th>Std. Deviation</th>
<th>Std. Error Mean</th>
</tr>
</thead>
<tbody>
<tr>
<td>posttest</td>
<td>30</td>
<td>53.8387</td>
<td>11.92364</td>
<td>2.14155</td>
</tr>
<tr>
<td>Control</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Experimental</td>
<td>30</td>
<td>69.9667</td>
<td>8.03863</td>
<td>1.46765</td>
</tr>
</tbody>
</table>
Table 4: Independent Samples Test

<table>
<thead>
<tr>
<th></th>
<th>Levene's Test for Equality of Variances</th>
<th>t-test for Equality of Means</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>F</td>
<td>Sig.</td>
</tr>
<tr>
<td>Post test</td>
<td>4.941</td>
<td>0.30</td>
</tr>
<tr>
<td>Equal variances assumed</td>
<td>-6.212</td>
<td>52.758</td>
</tr>
<tr>
<td>Equal variances not assumed</td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

From the table, one can see that the result of the computation shows that the value of two tailed significance was 0.000. It means that H₀ was accepted and H₁ was rejected since 0.00 < 0.05. It proves that the treatments given by the researcher had better effect of the students’ achievement. In other words, the hypothesis is accepted.

The present research has shown that Guided writing in the form of guiding questions can develop the students’ recount text writing ability. From the result above, one can see that the result of students’ post test was higher than the result of pre test. Beside that, guided writing in the form of guided questions can also develop all aspects of students’ recount text writing; they are content, organization, vocabulary, language used, and mechanic. The researcher conducted the post test to know their ability after being given the treatments. In the experimental class, the highest score was 82 and the lowest score was 48.5 with the average score was 67.31. Meanwhile, in the control class, where the researcher applied conventional technique, the average score was 52.08 with the highest score was 80.5 and the lowest score was 36.

The researcher found that the process of applying guided writing in the form of guiding questions could benefit the students to write a text especially recount text as one could see in the post test score. In other words, the technique applied in the experimental class was effective in developing the students’ recount text writing ability.

Finally, from the result above, the researcher concluded that guided writing in the form of guiding questions can develop the students’ recount text writing ability. There was such a significant increase toward the students’ recount text writing ability after they were given the treatments. Besides that, guided writing in the form of guiding questions can also develop all aspects of the students’ recount text writing.
Conclusions

After conducting and analyzing the data, the researcher gets some conclusions as follow:

1. Implementations of the guided writing using the of guiding questions could be used to develop the students’ recount text writing ability. It could be proved from the increase of students’ average score in the pre-test and post-test.

2. The guided writing using the guiding questions enables the students to write of recount text cohesively and coherently since the questions provide the students’ preparation with the information, the facts, and the details about the topic. The guiding question also makes their writing flow smoothly.

3. The implementation of the guided writing using the guiding questions could be used to develop all aspects of recount text writing; (content, organization, vocabulary, language used, and mechanic).

4. Two highest scores achieved by the implementation of the guided writing based on the guiding questions are on the language used and the content. It means that guiding questions are most appropriate to develop the content and the language use of the students’ recount text writing.

References


