JIUBJ Jurnal Ilmiah
Universitas Batanghari Jambi
Jurnal Ilmiah Universitas Batanghari Jambi 23, 1 (2023): 682-689
DOI: 10.33087/jiubj.v23i1.2916
http://ji.unbari.ac.id/index.php/ilmiah

The Effect on Guided Question Technique on Students' Writing Skill of Explanation Text at Second Semester (A2) FKIP in Batanghari University Jambi

Kartika Dewi, Siti Aisyah
Universitas Batanghari Jambi
Correspondence email: kartika.dewi@unbari.ac.id, ichatetrani@gmail.com

Abstract. The researcher identifies the problem Some students do not know how to develop sentences to a good paragraph writing explanation text and students need of understanding when they lecture clarify Limitation of the Research is areas into a more specific one which focuses on "The effect of Guided Question Technique on Students' Writing Skill of explanation text at Second Semester (A2) FKIP in Batanghari University Jambi In this research, applied experimental design .In the experimental class, The Population of this research are the students Second Semester (A2) FKIP in Batanghari University Jambi. The population of this research are consists of 13 students includes one class. There is an experimental class which consists of 10 students and as a controlled class which consists 10 students. Data collecting technique was use to find out the research. The researcher use quasi experimental pretest-posttest group design to analyze the data: 1. Pre-Test 2. Post-Test. The data used analyze by students score, normality test, and t-test. Students score. Writing skill explanation text is effect after treatment guided question technique ehich is proven with students' score higher than before treatment. The average pre-test control class 74.23 and post test 76.92. Average pre-test experimental class 93,84 and post-test 95,76. Guided question technique make learning process more interesting. The value of t-test higher than the value of t-table (0.293 > 0.05) based on the finding above, it can be concluded that guided question technique has no significant effect of writing skill.

Keywords: question; writing; explanation text

INTRODUCTION

Writing is one of the four coordinates aptitudes in English subject matter that ought to be learned by understudies in arrange to ace English. In writing the understudies are requested to change their thoughts into composed shape as an impact to communicate to the reader. This explanation is backed by Nunan (2003) who expressed that composing is the mental work of concocting ides, considering around how to precise them and organizing them into articulations and sections that will be clear to the reader. It can be concluded that composing aptitude is the capacity that the students should have in arrange to precise their thoughts in composed form. Based on the researcher's at Moment Semester (A2) FKIP in Batanghari College Jambi approximately composing the understudies still confront a few difficulties about composing. The primary is need of linguistic use understanding. The moment is the substance or thought almost what to write. The final is organization of organization of the thoughts. There are still numerous understudies that do not know what they need to write but they do not know how to begin it.

From the researcher's experience, it was also found out that students were difficult to develop their idea in writing.Directing address method may be a strategy white the under studies are guided to precise their ideas into the composed frame by giving them some questions related to the subject (Traver, 1998). By guided question technique, the understudies are not befuddled of what to write to begin with and next because they have direction in its handle. Guiding question technique is a technique which the students are guided to express their thoughts into the composed form by giving them a few questions related to the subject (Traver, 1998). The reason of the questions is to give an easy way for the students to write clear passage which relates to the subject, in arrange to play down the botches made by the understudies.

Longan (2005) states that one of the ways for writing is by giving the learned some questions as guidance before writing related to the topic, so that by answering the question the students can express their idea in writing easily and geminately. Taylor (2009) explains some

steps in implementing guided questions as follows: First, choose the topic that will be written should be prepared by the students. Second, inquire a few address related the subject. Such as, what, who/whom, where, when, how, and why. Third, reply the questions which have been arranged based on their encounter in shape of outlining. At that point, create into section, after the understudies get reply of the questions, direct them to create the sentence into a passage. Writing is a skill which is used to express some ideas in written. According to Nunan (2003), writers must have ideas which will be expressed through their writing. It means that in writing the students must have clear idea both in main ideas and supporting ideas which they want to write. According to Raymond (1980), "writing is a way of remembering and thinking". Through writing, people need of recall what in their memory is about and what they are going to write. Beside is a way of thinking, writing makes people challenged to think carefully about what writing is or and whom it will each. It means that and writing, people have of determine the purpose of writing itself and its audience.

According to White (1986) said that the needs to know the topic might consider using the question. He called this method by W and H gird. It works because the question generates and provides a wraparound understanding of the topic. In line with the definitions stated above, writing is a powerful means of learning. Through writing, the writer can come to know what he or she thinks and then refines that thinking. Good writing, then, is marked by the writer's interpretation of a topic so that the piece of writing reveals what the writer think the significant in the topic. In addition, writing also a process of discovery that makes people need to explore their thought when they are writing.

Teaching Writing by Using Guided Question Technique

From the concept expressed already, it can be known that direct address could be a instructing procedure which is utilized by giving the understudies 5W+1H questions in arrange to coordinate understudies to produce their thoughts and subtle elements when they are composing an occasion or story. The reply of the question can be diagram of beneficiary composing some time recently producing into a passage. Thus, the question can be used as guidance in writing. There are two experts explained the steps of question usage in teaching writing. According to Axelrod and Cooper (1985) there are several steps using question for invention. They are: a) Thinking about the researcher subject; b) Starting from the first question then move to the next; c) Writing the writers responses quickly without much planning. According to Taylor in his book a students' writing guide (p.22) explained that the usage of the question in teaching writing. They are: a) Choose an essay topic that is interest for the writer; b) Ask the question about the topic using 5W+1H; c) Answer the question and write down the answer in no more than a sentence or two; d) Develop the answer of the question become the paragraph; e) Consider the paragraph as temporary answer before the writer's eventual answer.

Kinds of Question

There are a few questions can be utilized as a guided address to coordinate understudies in writing. According to Taylor in his book entitled A Student's Writing Guide. There are:

1. What. This address word has a few capacities. what' can be used to search for more generalized or all inclusive definitions and theories.
2. Who, Whom. 'Who' requests to identify who do things or some events, while 'Whom' asks for the people who affected by an event or action. The word Whom can be followed by preposition to, for, by, with, amongst.
3. Where, when. These kinds of question word ask or he location, time, and duration of events and objects because every event has the setting where and when it happened. This also can establish detailed issues o frequency, distribution, extent, regularity, and other important topics.
4. How. This question word can be used a number of ways. First, it can ask description of a process rather hand a phenomenon or an object. Second, it can be a request or various feature or characteristics. Finally, can a request or an explanation.
5. Why. Why is habitually a inquire for an clarification and a speculation. It can be utilized in many ways. To start with, it can be utilized for asking causal clarification which recommends the causes of a couple of event or wonder. Moment, why can ask for purposive clarification such as the reasons, focuses, and purposes of those able for many movement, occasion or wonder. Third, why

> can be a inquire for valuable clarification for asking what work does something have or what portion does it play. The ultimate, why can be a inquire for deductive clarification which asks what combinations of conditions people to initiate a reliable conclusion.

As clarified within the point over, what, who, where, when, why, and how are sorts of 5W + 1H address which can open up students' line of considerations. These questions can be utilized as a guided address which is given to understudies when they are writing a story or even to direct hem in writing and generate heir deals and details.

Concept of Free Writing Technique

According to Oshima and Hogue, Free writing is a brainstorming activity in which you write freely about a topic because you are looking for a specific focus. Another prewriting procedure is free composing. Once you free compose, you compose ''freely'' without stopping-on a point for a particular sum of time. You fair time down sentences as you think of them without stressing around whether your sentences are interface or not. In other book agreeing to Hogue back that as with posting, the reason of free composing is to create as numerous thoughts as conceivable and to compose them down without stressing around suitability, linguistic use, spelling, rationale, or organization. Free composing is a development in which you compose straightforwardly nearly a subject without pushing around fittingness, etymological utilize, spelling, method of reasoning, or organization.

Function of Free Writing

According to Brown, there is several function of free writing, such as: a) It is designed to help you free ideas that you might not realize that you have; b) It should be used as a beginning, as an initial exploration of the ideas that you have about a topic; c) To help get started with related tasks.

Strengths of Free Writing

Clarkson explains several advantages of free writing technique, as follows: 1) It makes you more comfortable around writing; 2) It makes a difference you get around your internal pundit, the one telling you can't write; 3) It makes a difference discharge internal anxiety; 4) It assist you find subjects to type in about; 5) It makes a difference you to make strides your formal writing.

Weaknesses of Free Writing Technique

There are several disadvantages of free writing technique, as follows: 1) They can be exceptionally time expending as you frequently cannot utilize much of what you free-write in your last essay; 2) You would like to create sure to form an diagram of your free composing so merely can apply it to your formal draft. Besides the qualities, free composing method moreover has weaknesses. Weaknesses of this method are: it can be exceptionally time devouring, and the students need to make sure to create an outline of your free writing. To avoid the weaknesses above, the students must be able to write and think quickly what they need to write in order not to spend a lot of time and they are need to make sure to create an outline of their free writing so that they can apply it to their formal draft.

Procedures of Teaching Writing Using Free Writing Technique

There are some procedures of teaching writing using writing technique as follows: a) Write the topic at the top of your paper; b) Write as much as you can about the topic until you run out of ideas. Incorporate such supporting things as truths, subtle elements, and illustrations that come into your intellect almost the subject; c) After you have run out of ideas, reread your paper and circle the main idea(s) simply would like to create; d) Take that main idea and free writing again. Writing is expertise in which we express thoughts which are orchestrated in words sentences and passage by utilizing eyes, brain and hand to communicate message to reader. Composing could be a apparatus composed communication between the author and the reader. The understudies may have composing course in their school, but they find some troubles, like how to begin composing, discover a few sentences that have relationship with the subject, etc. So that, the instructor must discover and utilize viable strategies or procedures in arrange to welcome the students' interest.

Guided questions contain a few questions which comprise of WH questions that the capacities as rules when the understudies needs to begin their composing. Guided Questions could be a great strategy to assist the students' in create of their thoughts in depicting individual, put, or thing since questions reply is one of

inspiration English learner, which makes the understudies feel simple to induce thought and express their thoughts. Subsequently, they will choose that examining English is fun and comfortable. By utilizing guided questions, understudies will know step by step how to start type in a expressive content by a few straight forward questions. In other words, guided questions can be utilized as procedure in instructing composing graphic writings. Other than, it can to persuade them in learning English.

METHOD

Research Design

In this research, applied experimental design because in order to know significant effect of guided question technique on students' writing skill of explanation text at Second Semester (A2) FKIP in Batanghari University Jambi Fraenkel and Wallen. (1999:230) states that, Experimental research is one of the most powerful research methodologies researchers can use. This design covers quantitative data and statistical technique in analyzing the data. In this case, the quasi experimental pretest - posttest group design were use. In the experimental class, the researcher gave a treatment by using guided question in teaching writing of explanation text, while in the controlled class, the writer taught writing of explanation text by using conventional method without using guided question. The treatment given in test lesson is purposed to compare whether it gives more critical impact on student's score writing explanation text.

Population and Sample

The Population of this research are the students Second Semester (A2) FKIP in Batanghari University Jambi. The population of this research are consists of 20 students includes one class. There is an experimental class which consists of 10 students and as a controlled class which consists 10 students. To take the sample for collecting data, purposive sampling is use in this research because he writer chose two classes which have equal level and similar characteristics in learning English by asking the English teacher about the class and knowing from the result of pre-test score of each class.

Technique of Data Collection

Data collecting technique was use to find out the research. The researcher use quasi experimental pretest-posttest group design to analyze the data: (1) Pre-Test. Pre-Test was used to ensure the equivalency of the controlled and the experimental class before conducting the treatment; and (2) Post-Test. Post-Test was used to know the students' improvement in their writing ability in descriptive text after giving the treatment by using guided questions technique.

Technique of Data Analysis

Students score. It is utilized to discover the understudies' person scores within the test given. Most commonly rate of scores in a indicated conveyance that drop underneath the point at which given score lies. Now and then the person scores is characterized to incorporate score the drop at the focuses, some of the time the person score is characterized to incorporate half of score at the point. The rubric provides five aspects of writing namely content, organization, vocabulary, language use, and mechanic in which each of them is scaled from 1 to 4. Hence the maximum score is 20, while the minimum score is 5. By knowing the highest score and the lowest score above, the formulation of the ideal mean and the ideal standard deviation can be calculated as follows. Ideal mean = excellent, very good, good, fair, poor, very poor. The table is presented as follows:

Table 1
Classification of Students' Score

Score Interval	Category
91-100	Excellent
81-90	Very Good
71-80	Good
61-70	Fair
51-60	Poor
0-50	Very Poor

Source: Taylor (2009).

To look for the mean score, the researcher uses formula is presented as follow:

$$M = \frac{\Sigma X}{N}$$

Explanation: M : Means score; ∑X : the total score; N : the total number of score; Pre-test and post-test calculation by the following formula :

$$P = \frac{f}{n} \times 100$$

Explanations : P : the percentage of score; f :the number of false score' n : The number of students

t-test

To collected data the research used pre-

test, treatment, and post-test. After collecting data by used test, it can to analyzed the data using t-test. T-test which formulated to know the significant differences between pre-test and post-test. The researcher using SPPS . T-test which formulated to know the significant differences between pre-test and post-test.

FINDINGS

This research was conducted Second Semester (A2) FKIP in Batanghari University Jambi. The researcher conducted this research for 4 weeks to prove the effect of using guided question technique on students' writing skill of explanation text. The researcher taken one class as sample, the sample of this research get of purposive sampling. One class consist 13 students. Present the data from the test, test in this research are pre test, treatment, and the last post test. The first meeting, before giving treatment the researcher was given pretest. Pre test is done at 23th Mai 2022 and post test done at 30th Mai 2022 for experimental class. All of these students joined the test. The researcher gave essay question for students; the topic is about rainbow.

Table 2
The Results of Pretest Experimental Class

No	Name of students	Pre test
1	Student 1	95
2	Student 2	95
3	Student 3	95
4	Student 4	100
5	Student 5	100
6	Student 6	95
7	Student 7	95
8	Student 8	90
9	Student 9	85
10	Student 10	95
11	Student 11	95
12	Student 12	90
13	Student 13	90
	Total	1.220
	Average	93,84

Source: processed data

Based on the above results, the researchers concluded that one student had a minimum score of 85. The highest score is only 95. The rest of the students only get 85-95 points. The researchers were treated after the pre-test. Treatment consists of asking essay questions and teaching textual explanations of how rain is formed using guided questioning techniques in class. The treatment time is 45 minutes. The last meeting was held in a post-test experimental class.

Table 3
The Results of Posttest Experimental Class

No	Name of students	Post-test
1	Student 1	95
2	Student 2	90
3	Student 3	95
4	Student 4	95
5	Student 5	100
6	Student 6	95
7	Student 7	95
8	Student 8	100
9	Student 9	100
10	Student 10	100
11	Student 11	90
12	Student 12	90
13	Student 13	100
	Total	1.245
	Average	95,76

Source: processed data

Based on the result above, them researcher concluded that there are six students who get the lowest score is 90. The highest score is 100. The result of test showed that the post test score were better than the pre test score, it can be seen from the difference of both test mean score. There is significant on students writing ability after using guided question as a method bin the classroom. It is very apparently that the students were able to write better. The first meeting in control class the researcher was given pre test. Pre test is done at done at 23th May 2022 and post test done at 30th May 2022 for experimental class The result of pre test as a follows:

Table 4
The Results of Pretest Control Class

No	Name of Students	Pre-test
1	Student 1	75
2	Student 2	75
3	Student 3	75
4	Student 4	70
5	Student 5	70
6	Student 6	80
7	Student 7	75
8	Student 8	80
9	Student 9	75
10	Student 10	70
11	Student 11	70
12	Student 12	75

13	Student 13	75
	Total	925
	Average	74,23

Source: processed data

Based on the above results, the highest value in the previous trial was 80. The researcher was treated after the previous trial. The Treatment Method is an explanatory text on how rain can occur without using the guided question technique. Treatment time is 45 minutes. After giving the treatment, the researcher gave the following test.

Table 5
The Results of Posttest Control Class

No	Name of Students	Post-test
1	Student 1	75
2	Student 2	85
3	Student 3	60
4	Student 4	70
5	Student 5	75
6	Student 6	75
7	Student 7	85
8	Student 8	70
9	Student 9	85
10	Student 10	85
11	Student 11	80
12	Student 12	75
13	Student 13	80
	Total	1.000
	Average	76,92

Source: processed data

Based on the results of the control class after the test, the highest value in the test was 85 and the lowest value was 60.

Table 6
Different Between Control Class and Experimental Class

Variable		Mean	The Improvement
Control Class	Pre test	93,84	1,92
	Post test	95,76	
Experimental Class	Pre test	74,23	2,69
	Post test	76,92	

Source: processed data

The result of control and experimental class is different. The result of control class is 1,92 and experimental class is 2,69. Experimental class higher than control class. This result is significant. To know that there is a significant difference between the scores of the experimental class and the scores of the control class, the t-test is higher than the t-table. To see the significance between the pre-test and the pre-test and after the experimental class treatment, the formula will be used to analyze the data, the researcher is compared between the scores of the pre-test and the post-test.

Table 7
Paired Sample Statistics

		Mean	N	Std. Deviation	Std. Eror Mean
Pair 1	Pretest	93,8462	13	4.16025	1.15385
	Posttest	95,7592	13	4.00320	1.11029

Source: processed data

From the results of the distribution table, it is found that the t table is of the pre-test 93.84 and the post-test 95.76. The t-statistical formula was used to analyze the test results. The aim is to know if there is a statistical difference between the experimental class before and after the test and the control class. In addition, for the significant effect of using guided questioning as an effective technique for teaching explanatory writing, see Table 13 of the statistical analysis, which finds that the value of table t is used to know the accepted hypothesis in this research.

Table 8
Paired Samples Test

	Mean	N	Std. Deviation	Std. Error Mean	Lower	Upper	df	Sig.
Pretest & Posttest	1.92308	3	6.30425	1.74848	-5.73270	1.88654	12	.293

Source: processed data

As a result of the "test pair" table, we find that the value sig. 0.293 and 95% confidence

level. if sig value < 0.05, it means influence. If the sig value is > 0.05, it means that using guided questions has none effect, because a technique is effective in teaching writing explanation text. Based on the research results, it is found that the students are taught by the effect. guided questioning techniques on students' explanatory text writing skills in the second semester (a2) of FKIP at Jambi Batanghari University. Initially, the researcher performed a pre-test in the experimental class on May 23, 2022, and a post-test performed on May 30, 2022.

A pre-test ended at the start of the search. In this study, the data source that became the control class was the 11th grade science class 11 with 13 students and the experimental class. They should explain according to the topic given by the researcher. The topic is Natural phenomenon. Before conveying the test instruction, the researcher asked about There was five general aspects which were used in scoring system. They were content, organization, vocabulary, language use and mechanics. In this pre-test, the researcher found that the students were poor the organization, vocabulary, and grammar. It is because the researcher had not explained in detail about explanation text yet, so they had not known what the explanation text.

Actually students written explanation text was not coherent and united. They actually constructed a sequence of step in a paragraph which did not have good arrangement. Moreover some of students ignored about punctuation such as capital letters, periods, and commas in their paragraph. They did not use the mechanics of writing well. In the control class, there was no new treatment in a teaching-learning process. They are treated normally. They learned explanatory text by conventional methods as they did. Using the usual method in the teaching process, the teacher used a monotonous method that did not increase the student's writing process. Students cannot enjoy writing and exploring their ideas because they have to write down what they have to listen to the teacher's explanation.

In the experimental class, there is treatment in the teaching process of students. The researcher used guided questioning as a technique. At first. The researcher explained the social function of the narrative text, its general structure and linguistic features to the students. Next, the researcher gives an example of an explanatory text using guided questioning on the topic of how rain occurs. The teacher asked to try out what the teacher explained in front of the class. Suddenly, the class became noisy because some students were having fun. They looked very excited about the teacher's explanation. The researcher persuaded them to pay attention and asked them how the rain could happen. In fact, they could express their steps well in Indonesian, but the teacher asked them to express it in English, even though it was very difficult for them. The researchers then asked the students to write a paragraph explaining how rain might occur.

In the last activity, the researcher gave the following test in the experimental class on May 30, 2022. Students had to write a simple explanatory text based on the given topic and pay attention to it. the general written structure of the components and features of the language. After the researcher received the results of the pre-test and the post-test, the researcher found that there was no significant difference in his scores in the experimental and control classes. It is affected by the treatment, so the student's ability is improved. This is evident from their test results. Based on the paired t-test calculation, a t-test was found between the control and the experience class. The results show that the t-test value is 0.293 while the t-table value with degrees of freedom (df 12) and significance level of 0.05 is 0.293. The alternative hypothesis (Ha) is accepted if the value of the t-test is greater than the value of the t-table (t-test > t-table). Therefore, the alternative hypothesis is accepted, the value of the t test is larger than the value of the t table (0.293 > 0.05). Therefore, it turns out that there was no Effect of guided questioning technique on students' explanatory text writing skills in the second semester (A2) FKIP at Jambi Batanghari University.

CONCLUSION

Based on research results and discussion, we could conclude that using guided questions as a technique can improve its effect on writing skill of explanation text the researcher concluded that there was not significant influence. One student had a minimum score of 85. The highest score is only 95. Student in the experimental class, more than one student scored between 90 and 85. The lowest student scored 85. The average score in the chart is 93.84. In the previous test in the control class, more than one student scored 70-75. The lowest number of

students is 70 and the highest is 80. The average score is 74.23. Therefore , In the post test, students got score which mean improvement in students ability, 10 students get Excellent, 3 students get good category, in the post test no one students got fair, poor, and very poor category. The results show that the t-test value is 0.293 while the t-table value with degrees of freedom (df 12) and significance level of 0.05 is 0.293. The alternative hypothesis (Ha) is accepted if the value of the t-test is greater than the value of the t-table (t-test > t-table). Therefore, the alternative hypothesis is accepted, the value of the t test is larger than the value of the t table (0.293 > 0.05). Meanwhile, it turns out that there was no effect of guided questioning technique on students' explanatory text writing skills in the second semester (A2) FKIP at Jambi Batanghari University. The students wrote comfortably and fluently the used guided question technique. The result could be seen from their improvement in writing achievement.

REFERENCES

Axelrod, Rise B. and Charles R. Cooper. 1985. *The ST. Martin's Guide to Writing*, New York: ST. Martin‟s press.

Brown, H. Douglas. 2007. *Teaching by Principles: An InteractiveApproach to Language Pedagogy*. New York.

Longan, John. 2005. *College Writing Skill*. New york: The McGraw Hill Companies,Inc.

Meyers, Alan. 2005. *Gateways to Academic Writing*. New York: Longman.

Nunan, 2003. *PracticalEnglish Language Teaching*.Singapore: Mc Graw Hill Company.

Ontario. 2005. *A Guide to Effective Instruction in Writing*. Toronto: Ontario Education.

Raymond, James C, 1980. *Writing (Is unnatural Act*), New York: Harper & Row Publisher.

Taylor, G. 2009. A student's writing guide: how to plan and writesucessfulessays. New York: Cambridge University Press.

Traver, R. 1998. What is a good guiding question?, *Educational Leadership*, 55(6), 70-73.

White, Fred D, 1986. *The Writer's Art*, California: Wadsworth Publishing Company.