



**The Influence of Guided Question Technique Combine Picture Series
Toward Students' Writing Ability in Recount Text**

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APA Citation:

Azhari, d., & Evenddy, S. (2021). The Influence of Guided Question Technique Combine Pictur Series Toward Students' Writing Ability In Recount Texr. *PROCEEDING AISELT (Annual International Seminar on English Language Teaching)*, 6(1), 94-104

Abstract

The objective of this research was to find out the influence of Guided Question Technique combine picture series toward students' writing ability at the tenth grade of SMA Negeri 8 Kabupaten Tangerang. The researcher use quantitative research by applying quasi-experimental design for conducting the research. The population of this research was the tenth grade students of SMA Negeri 8 Kabupaten Tangerang. The sample of this research was chosen based on cluster random sampling. The groups were put into experimental group and control group. Each group consists of 36 students. Pre-test was given to the groups at the beginning of the phase. Then treatment was given only to experimental group for two meetings. To find the improvement, post-test was given to the groups. The researcher used content validity and inter-rater reliability in order to make the instruments was valid and reliable. In testing the hypothesis the researcher used t-test as formulas to know the influence. The calculation shows the result of *tcount* is higher than *ttable* ($6.67 \geq 1.99$) with the significance 0.05 (5%). It can be concluded that there is an influence of Guided Question Technique combine picture series toward students' writing ability in recount text at the tenth grade of SMA Negeri 8 Kabupaten Tangerang. It is suggested that Quided Question Technique combine picture series can be used by English teacher to help students improve their writing ability in recount text.

Keywords: Guided Question Technique; Picture Series; Writing Recount Text

INTRODUCTION

Writing is one of the skills that essential because writing trains students to think rationally and scientifically, thus expecting to affect students' accomplishments. By writing, students are trained to compose thoughts, ideas, or responses in writing. This statement is supported by Raimes (1983, p. 76) as cited in Wardani, Basri, & Waris (2014, p.2) that through writing, students should be pushed to deliver their experiences, feelings, and ideas. Javed, Juan, & Nazli (2013, p. 131) also said that writing has an essential part in increasing students' ability to interact and communicate.

Writing is not an easy thing to be done by second language students to master. Heaton (1975, p. 135) supported it, as cited in Musabihhin (2017, p. 84), who stated that writing is complicated and sometimes to be difficult to learn. Richard and Renandya (2002, p. 303) also said that "writing is a troubled skill for second language students to master." Those difficulties are also found in students writing recount text as one of the materials in the English lesson for the tenth grade of SMA Negeri 8

Kabupaten Tangerang. Hyland (2002, p. 87) said that a recount text is a text to tell about something that occurs in the past.

Moreover, students got several difficulties in the teaching writing especially in recount text process based on researcher interviews with English teachers at SMA Negeri 8 Kabupaten Tangerang, especially in tenth-grade students, which the researcher conducts. The difficulties are: First, the students have not become active in writing class. This because they are in adaptation process from the previous level in junior high school to the senior high school, they also still in adaptation to the online class. The second is the big parts of students did not know how to start writing. Students did not know what the first sentence they wanted to write, and it made students waste their time doing nothing. This statement is supported by Axelrod and Cooper (1985) as cited in Amalia (2017, p. 3), that beginning the introductory sentence is the most challenging part in writing, and writers can resolve this issue if they can start their writing and continue going on about what they write. Third, another factor that influenced students' difficulties in writing is that the greater part of students did not have a clue and did not take any technique to guide them in creating and developing their thoughts. They are difficulties transferring their ideas and thoughts to the paragraph because they are confused and worry about making mistakes in their writing. It made them think that they could not produce a written text.

Facing these difficulties, selecting useful learning techniques is essential to the critical success factors in increasing the writing activity effectively. To realize this, teachers must be able to encourage students to create strategies so that students are motivated and interested in writing activities. The teachers need to complete themselves with an effective teaching technique applied to teaching writing, especially in helping students achieve their learning goals. These techniques should assist the students in training their English writing. One teaching technique that teachers can use is the guided question technique.

The guided question technique used by asking a question to students and answer the question that have given by the teacher as an outline. The guided question technique can influence mentally and guide students' thoughts to get the point from the question by the teacher. Guided questions are basic questions that guide the search for understanding (Traver, 1998. p. 1). Guided question techniques can direct students' ideas when writing in processing. In general, a guided question is a technique that the teacher asks students several questions applied to a topic in teaching and learning. The uses of picture series also believe can be media in teaching process. According to Raimes (1983, p. 27), everyone likes to see pictures, so pictures are often used to present situations in the learning process. The use of picture series can provide a focus that attracts students' attention to provoke their creativity. This can be used as an improvement in learning exercises for students to help students develop their imagination.

Several studies related to teaching writing using the guided question technique (Siswanjaya, 2017; Hariyanto, 2018; Indrasari, 2018). All of them found the biggest part of the students fear having a

mistake when writing, and the students' writing ability skill, in general, was comparatively weak. The three of that researchers used the guided question technique to repair students' writing to solve those issues. The research results showed an increase in students' reports after being taught using the guided question technique. The similarity of this research with previous research is the guided question technique's use as the technique in teaching writing ability. However, previous research was done at different levels using different research designs subject, research design, the research procedures, and the point of variables. Therefore, this research strengthen guided question technique combine picture series was done at SMA Negeri 8 Kabupaten Tangerang.

This research method uses a quantitative methodology with a quasi-experimental design. This research focused on the influence of using the guided question technique on students' writing in recount text. The research instruments concerned on the writing test. The test is separated into two types of test: pre-test and post-test, which function to determine and measure the influence of using guided question technique on students' English writing ability.

According to the statements and data statistics directly above, the researcher decided to establish the research with a title: "The Influence of Guided Question Technique Combine Picture Series Toward Students' Writing in Recount Text".

LITERATURE REVIEW

Concept of Writing

Byrne (1988, p. 1) said that writing is a clustering of sentences that organized in a certain order and connect from one the other with a specific goal in a thought. Although, in the Longman Dictionary, writing means making a composition, such as a story, sonnet, or article.

According to Raimes (1983, p. 2), writing is the ability in which someones expresses their thought or ideas and arranged into word, sentence, and paragraph using our eyes, main, and hands. It others, writing is a media to expressin a thought or feelings in a writing form.

Harmers (2004, p. 31) stated that writing is one method to create a language and deliver feelings, ideas, and opinions. Moreover, Harmers also said that writing is a process that is often written by people who are influenced by boundaries, then these elements must be introduced in learning activities. Nunan (2003, p. 88) as cited by Firdani (2017, p.41) says that writing is a mind ways to find ideas, think about expressing ideas into good writing, and organize them into statements and also paragraphs..

Javed, Juan, and Nazli (2013, p. 1)) said writing has an important part for students to improve their exposure and ability to interact and communicate. Richards and Renandya (2002, p. 316) said that writing based on four primary stages: steps that you may need to plan for getting an idea, writing your first drafting, revising to improve content and organization, and editing language errors in the writing

process. According to Grenville (2001, pp. 1-2), writing has three purposes based on the type of writing in English learning, there are: to inform, to entertain, and to persuade.

From the explanation above, the researcher concluded that writing is an activity of communicative actions, sharing information, thoughts, or ideas into a written form using written systems and tools with the function to inform, to entertain, and to persuade

Definition of Recount Text

Based on Anderson (1997, p. 50) as cited by Amalia (2017, p.12), recount text tells a sequence of events in the past that can be in the form of writing or speaking. Knapp & Watkins (2005, p. 223) said that recount texts are the simplest type of texts. Meanwhile, Hyland (2002, p. 87) state that a recount text is a text about some event that occurs previously. Its form to be events or experiences. It means that recount text made based on an exciting experience or story that happened in the past, like a wonderful, unforgettable, shamed and so many others which student's experience like to explain. The kind of recount text is factual, imaginative, and personal. Factual recounts tell about reports of events that happened, such as reports on scientific experiments, police reports; imaginative is to create an imaginative story and then write down the events or incidents that have occurred; and personal recount tells about the writer's personal experience. Recount text has the purpose of entertaining or of giving information to readers. There is nothing conflict in the recount text.

It can be concluded that recount text is a type of text that retells past events or what occurred before to inform and entertain.

Concept of Guided Question Technique

Based on Traver (1998, p. 1), Guided questions are basic questions that guide the search for understanding. The guided question could assist students to explore their ideas in the writing skills. Raymond (1980) state that questions could be a tools to assist students explore topics in writing skills, as cited in Hariyanto (2018, p. 77). In other, Raimes (1983, p. 101) stated, "Guided questions are given to students to establish a text." This means that guided questions are the basic framework for a text. Guided questions make students write in which students will answer questions, merge answer, and build them into good written with guidance using the questions that their teacher has given.

Meanwhile, White (1986, pp. 40-41) as cited in Indrasari (2018, p.165) said that to finding a topic needs questions. He calls this technique 5W +1H grid, which contains questions about what, where, when, why, who, and how.

5 Ws and the H Grid		
Q	General	Specific
What?		
Where?		
When?		
Why?		

Who?		
How?		

The functions of guided question technique are: What have to function for asking about object/idea/action; who has a function for asking about subject/topic; where have function for asking about a place; when have to function for asking about time; why have to function for asking about contextual description; and how have to function for asking about manner.

Based on Langan (2005) as cited in Indriani (2017, p. 222), one ways for learned writing is by giving some questions as guidance before writing, and by answering the question students can express their idea in writing. On other, Nasreen (2003) as cited in Etemadzadeh, Seifi, & Far (2012, p. 1025) said that the reason for asking questions is to motivate students to express what they have feel and thought, push a problem-solving to thinking and learning, and to extend students' level of thought.

The purpose of the guided questions technique is to improving students' success in writing skills, help students to explore their ideas/topics in learning writing skills, help students to use the correct tense, develop students ideas in writing text, and solve their problems in transferring their ideas and thoughts to the paragraph. In general, guided questions can influence mentally and direct students' ideas to determine the answer from the teacher's question.

According to the theory above, the researcher can conclude that the guided question technique is a technique when the teacher gives several questions as a guide line about some topic to students, guides the student to answer them, and converts the answer into a written form.

The Concept of Picture Series

Based on Wright (1989) stated by Muhibbudin (2016, p.290) argues that a picture series is an picture that shows several activities or events in successive requests. The picture series usually ranges from four to eight pictures. According to Raimes (1983, p. 27), everyone likes to see pictures, so pictures are often used to present situations in the learning process. The use of picture series can provide a focus that attracts students' attention to provoke their creativity. This can be used as an improvement in learning exercises for students to help students develop their imagination. By using a picture series, students' can be attention focused on the picture, so it can be creates their inspiration. Pictures can also be used for creative language use, whether in books or sign cards, flashcards, or wall pictures. Picture series can be used to teach several genres that require chronological order, such as procedure, recount, narrative, and descriptive text.

Based on the explanation, the researcher concludes that the Picture series is structured as a media to help students express their ideas and feelings fluently. Picture series as a learning strategy that uses pictures as a medium of learning.

The Procedure of Teaching Writing Using Guided Question Technique Combine Picture Series

Based on the procedure described by Taylor (2010 p.22), the researcher will use several ways by assimilation of the expert's steps in put on the guided question technique in learning writing. There are:

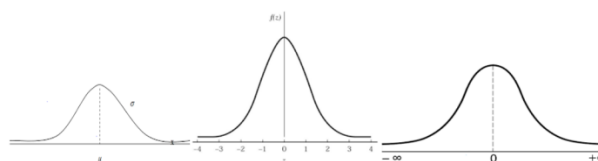
1. The researcher will give a topic about past experiences.
2. The researcher will provide picture series with the some guiding questions about their experience. The guided question be composed by 5W + 1H that related to the topic. Questions are asked from the opening questions to the final questions by giving concern to the generic structure in recount text.
3. Students must answer every question that has been given. Each respond to the question that the student has written could be used as an outline to write recount text.
4. Researchers help students develop students' answers that students have written by adding ideas and thoughts from students to become sentences and paragraphs in the form of recount text by notice to the generic structures and also language features.

The researcher concluded that the guided question technique is a technique when the teacher gives several questions as an outline about some topic to students, guides the student to answer them, and converts the answer into a written form. Students can use these guided questions techniques to minimize mistakes and help students arrange their ideas to be coherent throughout the students following the teacher's questions.

RESEARCH METODOLOGY

In this research, researcher used quasi experimental design. This research divided two groups as the research participants: X MIA 4 as an experimental class and X MIA 3 as a control class. The researcher uses some steps to analyze the data. First, the researcher analyzed the validity and reliability using content validity and inter-rater reliability to ensure the instruments were valid and reliable. Second, the researcher analyzed the normality of data whether the students' scores of pre-test and post-test were normally distributed or not. The researcher used the graphical method to analyze the normality of the data. Based on Hatch and Lazaraton (1991), there are three possessions to showed the normal distribution, as follows:

Figure 1 Normal Distribution



Cited in Pangestu (2019, pp. 26-27)

Third, the homogeneity variance of the data used to know whether the data from the experimental and control class were homogeneous or not. According to Sugiyono (2012, p. 175), the formula of homogeneity is:

$$F_{count} = \frac{BV}{SV}$$

Notes:

Fcount = Homogeneity

Bv= The biggest variance

SV = The smallest variance

(Sugiyono, 2012, p. 175)

The criteria of homogeneity as follows:

1. If $f_{count} \leq f_{table}$: the data is homogenous
2. If $f_{count} \geq f_{table}$: the data is not homogenous

Hatch and Anne (1991) as cited in Silviaturahmah (2017, p. 34)

Last, a hypothesis test used to know whether the alternative hypothesis was accepted or not. Therefore, there were two hypotheses in this research, there are:

1. ***H₀*** (Null Hypothesis): There is no influence of using the Guided Question Technique toward students' writing recount text at the tenth-grade students of SMAN 8 Kabupaten Tangerang in the academic year of 2020/2021.
2. ***H_a*** (Alternative Hypothesis): There is any influence of using the Guided Question Technique toward students' writing recount text at the tenth-grade students of SMAN 8 Kabupaten Tangerang in the academic year of 2020/2021.

The hypothesis was formulated as follow:

$$T_{xy} = \frac{Mx - My}{\sqrt{\left\{ \frac{\sum x^2 + \sum y^2}{N_x + N_y - 2} \right\} \left\{ \frac{1}{N_x} + \frac{1}{N_y} \right\}}}$$

Notes:

Txy = T-Test

Mx = mean of Experimental Class

My = mean of control class

Nx = number of students in experimental class

Ny = number of students in control class

x²= variance of experimental class

y²= variance of control class

2= constant number
(Arikunto, 2010, p. 280)

Below the hypothesis criteria of the test:

1. If $t_{count} \geq t_{table}$ in a significant degree of 0,05, it means that the null hypothesis (H_0) is rejected.
2. If $t_{count} \leq t_{table}$ in a significant degree of 0,05, it means that the null hypothesis (H_0) is accepted.

It functions to prove the influence of using the guided question technique combine picture series toward students' writing ability at the tenth grade of SMA Negeri 8 Kabupaten Tangerang in the academic year of 2020/2021.

RESEARCH FINDING AND DISCUSSION

This research aimed to find out the influence of the guided question technique combine picture series as a teaching technique in teaching writing for the tenth students of SMA Negeri 8 Kabupaten Tangerang. The researcher took the data for measuring the pre-test and post-test, such as reliability, normality, homogeneity, and t-test analysis. For the validity of the instruments, the researcher took from the English teachers' approval. In this term, the researcher focused on continuous material of the curriculum, that is: Recount text, and focused on how the students presented their writing text.

The population of this research was the students of tenth grade in SMA Negeri 8 Kabupaten Tangerang, which consisted of 3 departments with a total population consisted of 432 students. The sample was taken with cluster random sampling with a similar average of English proficiency, especially on writing ability based on the English teacher in SMA Negeri 8 Kabupaten Tangerang. The researcher took two classes as research participants. There are X MIA 4 as the experimental class, consisting of 36 students, and X MIA 3 as the control class, which consists of 36 students.

In this research, researcher took the research on four. In the first meeting of the experimental and control class applied an online learning scenario using Microsoft Teams. The researcher gave the students a pre-test in 30 minutes. The pre-test session took from the students writing a text about personal recount text related to their bad experience. The data showed that the mean score of pre-test in the experimental class was 62.97, and the control class was 61.80. The researcher also asked for help from the English teacher to analyze the content validity of data, and the result of content validity was valid. Then, the researcher asked to analyzed the reliability, the result of an agreement in inter-rater of experimental class was 0.68 agreement and agreement in inter-rater of control class was 0.60, it mean the data is reliable. Then, the researcher analyzed the normality of data using the graphical method. The graphic indicated that the distribution of students' scores in the pre-test of experimental

and control was normal. The last, the researcher used homogeneity to find out the similarity between the experiment and control class. The data showed that F_{count} was 1.04, with the F_{table} was 3.982. so, if the $F_{count} \leq F_{table}$, its means that the experiment and control class was homogeneous.

In the second meeting of the experimental class, the researcher explained personal recount text and asked the students to find some information related to personal recount text. The researcher also gave known about the guided question technique. Moreover, in control class, the researcher gave material and explanations about personal recount text and asked the students to find some information related to personal recount text.

In the third meeting of the experimental class, the researcher gave a picture series and guided question for next the students to answer and arrange to be recount text. Moreover, in the control class, the researcher gave a question from the textbook and arranged to be recount text.

In the fourth meeting, the researcher asked the students to write personal recount text related to their wonderful experience in 30 minutes. The post-test session took from the students writing a text about personal recount text related to their wonderful experience. The data showed that the mean score of post-test in the experimental class was 70, and the control class was 68.72. The researcher also asked for help from the English teacher to analyze the content validity of data, and the result of content validity was valid. Then, the researcher asked to analyze the reliability. The result of an agreement in the inter-rater of the experimental class was 0.65 agreement and the inter-rater of the control class was 0.70, which means the data is reliable. Then, the researcher analyzed the normality of data using the graphical method. The graphic indicated that the distribution of students' score in the pre-test of experimental and control was normal. The last, the researcher used homogeneity to find out the similarity between the experimental and control class. The data showed that F_{count} was 1.01, with the F_{table} was 3.982. so, if the $F_{count} \leq F_{table}$, its means that the experiment and control class was homogeneous.

The result of Independent T-Test indicated that the value of $t_o = 6.67$ and the value of df (degree of freedom) 70 with a significance 5% is 1.99. The result showed that $t\text{-test } (t_o) > t\text{-table } (t_t)$ ($6.67 > 1.99$). It means that $t\text{-test}$ was higher than $t\text{-table}$. Since t_o score in the table is higher than $t\text{-table}$ score obtained from calculating, the alternative hypothesis (H) is accepted, and the null hypothesis (H_o) is rejected.

Based on the explanation and the data above, it can be concluded that using the guided question technique combine picture series in teaching writing was successful in increasing students' score in writing ability in recount text.

The influence of guided question technique combine picture series on students' writing ability can be seen from the score of experimental class students that increased after guided question technique combine picture series was applied in the class. This study also confirms what has been found by Siswanjaya, 2017; Hariyanto, 2018; Indrasari, 2018. All of them found an influence in students'

writing ability with the implementation of guided question technique as a technique, although the research design and sample differed between the researchers. The result of students' achievement from pre-test to post-test showed a difference between students' writing ability from the experimental class that received treatment and the control class that did not receive treatment. Students in the experimental class got a better score in writing than students' from the control class. Both students in the experimental and control class showed an improvement of the score after treatments; the score from the experimental class was higher than the control class. Therefore, it is conclude that guided question technique can increase students' writing recount text ability.

CONCLUSION

Based on the result of analysis of the research, it is proven that the students' score of writing after taught by using the guided question technique combine picture series is better than before taught by using guided question technique combine picture series. The result of analysis in the hypothesis calculation showed that $F_{count} \leq F_{table}$ were $1.04 \leq 3.982$ and $1.01 \leq 3.982$ meant that the students' scores in experimental class and control class were homogeneous. The result of the hypothesis can be seen from the score of t_{count} is higher than t_{table} . From the result of statistical calculation, the value of $t_{count} \geq t_{table}$ or $6.67 \geq 1.99$ with the degree of freedom (df) was 70. The alternative hypothesis was accepted, and the null hypothesis (H_0) was refused. Therefore, it can be concluded that there was an influence of using the guided question technique combine picture series toward students' writing ability in recount text at the tenth grade of SMA Negeri 8 Kabupaten Tangerang in the academic year of 2020/2021.

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