

The effectiveness of teaching English writing recount text by using guide question

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Abstract

This research is aimed to study using guide question in English teaching writing recount text of English students. The research was carried out by experimental method. The research population was the third grade semester of English students (two classes of treatment and group control which every class has 35 students). It is taken by using purposive sampling as the research sample. To know the effectiveness of teaching English writing recount by using guide question, the data collection technique used pre-test, treatment, and post-test. Next step, the pre and post-tests data were analyzed by t-test. The data analysis showed there is significantly correlation using Guide Question toward teaching writing recount text. It meant that English teaching writing recount text by using guide question is effective.

Keywords: teaching writing; recount text; guide question

INTRODUCTION

Writing is a challenge and is not easily learned. Like reading, writing skills do not develop naturally, but only through explicit teaching on how to write, much exposure to excellent writing, and ample opportunities to practice writing with corrective feedback. Like reading well, writing well requires background knowledge of the topic, vocabulary, knowledge of text structures or genre, and knowledge of the strategies that help writers focus their efforts and create products that bring to life the purpose for which they have written.¹ The writing process includes five phases through which many students move from the seed of an idea to a finished piece of writing ready for publication: prewriting, drafting, revising, editing, and publishing.²

Based on the researcher's experience while teaching in English department of State Islamic Institut of Samarinda. The researcher has observed and informal interviewed some students about the students' problem in writing English text. There are three problem that they have, they are: First, they do not know how to get ideas. Second, they fell difficult to begin to write. Third, they do not know how to organize

¹ Ellen McIntyre, Nancy Hulan and Vicky Layne, *Reading Instruction for Diverse Classrooms*, (New York: The Gullford Press, 2011), p.154

² Ellen McIntyre, Nancy Hulan and Vicky Layne, *Reading Instruction...*, p.159

them to an united text. These problems make the students less comprehended the material and the students cannot produce their own sentence in English in the end of writing class.

In this case, the researcher suggested Guided questions as a method of technique in teaching writing to be more effective. There are reason why using guide question is really effective for students to write. The first reason is because guided questions help provide focus and coherence for units of study. The second reason is because guide questions can be a way to help exploring topic in writing skill. The other reason is because guided questions can help the students to explore their idea in learning writing skill like James C Raymond said that questions can be a way to help exploring topic in writing skill. Asking questions can be a way of playing of material before deciding what you want to make of it, like toying of modeling clay until it takes a vague shape that suggests the final shape it ought to take.³

The researcher also suggested Recount Text as the medium of guide questions technique in teaching writing. Recount text is an act or instance of giving an account of an event or experience. Recount text is text that retell about a story, experience and other. Social purpose of recount is to reconstruct past experiences by retelling events in original sequence.

In this research, the students used to retell about a story, experience, and other and the researcher used to guide question technique in English teaching writing. They were asked to answer some questions which be given by researcher. The guiding questions were used to allow students a little more freedom in structuring sentences.

Writing is activity to write something idea in your mind to give idea or opinion in writing by using pencil, pen, felt-tip marker in the media paper, stone or the others. Since was a young, the human learn how to write the idea or opinion in their mind. in school, the student's learn how to make a good writing and learn to convey their idea and opinion. Students have to write well if they expect to do well in school. Whether it's a lab report in a biology class, a research paper in a sociology course, a proposal in a business class, or a literary analysis essay in an English course. Writing effectively means better learning and better grades⁴. Good writers think, plan, write a draft, think, rewrite, think, and rewrite until they are satisfied. Writing is a continuous process of thinking and organizing, rethinking and reorganizing.

Good writers think, plan, write a draft, think, rewrite, think, and rewrite until they are satisfied. Writing is a continue process of thinking and organizing, rethinking and reorganizing. Good writers go through six basic steps. Each step can repeated as

³ James C. Raymond, *Writing Is An Unnatural Act*, (New York: Harper and Row Publisher, 1980), p.2

⁴ Robert P. Yagelski, *The Essentials of Writing: Ten Core Concepts*, (USA: Cengage Learning, 2015), p.30

many times as necessary. The steps in writing process are 1) Assessing the Assignment, 2) Generating Ideas, and 3) Organizing Ideas.

Pardiyono said recount is a text that tell an event of the past. From the point of the writer, the main purpose of a recount text is to tell about an event, experience, or activities of the past to readers in order to merely inform. And from the point of the readers, after reading the text, they will be informed about an event, experience, or activities of the past. If only after reading the text the readers get nothing, they don't get informed, the text might not be well constructed and perhaps it is not textually meaningful⁵.

Recount is one of the easier non fiction text types because, since it focuses on telling what happened, it has the same key ingredients as a narrative and is thus comfortingly familiar. The difference is that whereas narrative is imaginative and made up, recount text should be a retelling of events that have actual happened. In the first person if it is a personal recount, and in the third person if recounting events that have happened to others.

Like most non fiction, recount writing begins with an introduction that explains what the subject matter is about, often using who, what, where, why, and when, approach to orientate the reader, crafted into some sort of book to encourage the reader to read on.

Ordering recount text is relatively straight forward because it is logical to retell events in chronological order. However, since the skill of recount writing lies in the ability to make the event sound interesting, this sometimes means breaking away from strict chronological order and always means thinking about just the right phrases to engage the reader⁶.

A recount describes an event that has occurred in the past, so is always written in the past tense. Even though a text follows a basic structure, the relationship between the text and the reader, the subject matter and whether the text is spoken or written affects the language that is used.

Recounts appear in a variety of text forms, dealing with events and recounting experiences. Historical recounts (telling events from different perspectives), diaries, journals, detailed observations (over a period of time), police record, conversations, speeches, television interviews, eye witness accounts, letters, biographies, autobiographies and newspaper articles are some of the forms belonging of this text type. There are different types of recounts with varying levels of language and content according to the audience and purpose⁷.

⁵ Pardiyono, *Pasti Bisa: The Art of Teaching*, (Yogyakarta: Andi Publisher, 2010), P. 41

⁶ Pie Corbet & Julia Robert, *Talk for Writing Across the Curriculum*, (New York: Open University Press, 2011), P. 49

⁷ John Barwick, *Targeting Text*, (Singapore: Green Giant Press, 2002), P. 4

A personal recount retells an activity that the writer or speaker has experienced. It has personal and emotive comments and anecdotes added and may take the form of an oral story, a letter or a diary entry. It is written in the first person using personal pronouns, We and I. Details of who, what, when, where and why are included but the sequence of recounting may change⁸.

A factual recount documents a series of events sequentially and evaluates their significance. This can be presented as a historical recount, science experiment, traffic report, sport report or in film, television and video. At this stage recounts involve detailed research about unfamiliar topics for which students should be using print and technological resources. Appropriate technical language, precise details of time, place and manner and retelling with appropriate explanations and justifications assists **writer** to accurately reconstruct what happened. This recount is usually written in third person using pronouns he, she and they. It may be written in the passive voice.⁹

The imaginary details of a literary or story recount are placed in a realistic context. Character development is emphasis with the narrator responding emotively to the events. The sequence of details may be changed but who, what, when and where are still included. The literary recount is generally written in the first person using We or I, establishing a relationship between the writer reader or speaker and listener.¹⁰

A procedural recount record, in an oral or written form, the sequential steps needed to achieve a result. This is written after the completion of a procedure. Procedural recounts are found in information books, television, films, and books that explain how things were made. The focus is on accurate order of sequence, the selection of the correct language for the topic and the use of time conjunctions. Diagrams and drawings are often included to assist with the clarification of the stages.¹¹

A critical recount looks at an issue and comments and evaluates negative and positive aspects. Selected details are included to suit the argument, but this recount may not be sequenced chronologically. It is generally written in the first or third person using I or we but may be written in the passive voice.¹²

METHOD

The research was conducted at IAIN Samarinda of the third semester students of English Department were chosen to be the participants of this research. This research used pre-test, exercises and post-test as the instrument to get the data. Pre-test was done before teaching writing by using guide question, meanwhile post-test was given to participants after guide questions are done to teach writing. The following tables are the

⁸ John Barwick, *Targeting Text ...*, P.4

⁹ John Barwick, *Targeting Text ...*, P.4

¹⁰ John Barwick, *Targeting Text ...*, P.4

¹¹ John Barwick, *Targeting Text ...*, P.4

¹² John B arwick, *Targeting Text ...*,P.5

statistical scores from participants' scoring that were gained by giving pre-test and post-test.

FINDINGS

The table 1 shows that the mean or average score of pre-test is 76,10. The median score of pre-test is 77. The mode score of pre-test is 72;77;80 and 81. The maximum or highest score of pre-test is 85 while the minimum or lowest score is 66. The standard deviation score is 5,66 and variance score is 32,09.

Table 1. Statistical Scores of Pre-test

Variable	N*	Mean	St. Dev.	Variance	Minimum	Median	Maximum	Mode
pretest	0	76,10	5,66	32,09	66,00	77,00	85,0	72; 77; 80; 81

The scores that were collected from the result post-test, the researcher needed to know statistical score of the data including the mean, median, mode, maximum, minimum, variance and standard deviation of the scores. To find out those mean, median, mode, maximum, minimum, variance and standard deviation, the researcher used Minitab. The finding described on Table 2.

Table 2. Statistical Scores of Post-test

Variable	N*	Mean	St. Dev.	Variance	Minimum	Median	Maximum	Mode
posttest	0	79,33	6,77	45,83	66,00	80,00	90,00	79; 82

Based on the table above, the mean or average score of posttest is 79,33. The median score of posttest is 80. The mode score of posttest is 79 and 82. The maximum or highest score of posttest is 90 while the minimum or lowest score is 66. The standard deviation score is 6,77 and variance score is 45,83.

To know whether there is effective to teach writing recount text by using guide question. The data were collected and analyzed by using statistic formula (Minitab). The Table 3 is the scoring correlation between pre-test and post-test, such as follows:

Table 3. Minitab Correlation Table

Pearson correlation of pre-test and post-test = 0,890

P-Value = 0,000

DISCUSSION

The result of those two calculations, manual calculation and Minitab calculation are the same. The result shows the value of r_{xy} is 0,890. It means the result match in the process of calculation the data.

Based on the calculation above, the result is compared by r_{table} with the significant of 5% and $n = 43$, the researcher found the *degree of freedom* (df) with the formula: $df = N - nr$. From result of df, it is obtained $r_{table} (5\%) = 0,456$. It means that r_{xy} is very high than r_{table} $0,890 < 0,456$. Therefore, the teaching writing recount text by using guided questions of Students' English Department of state Islmic Institut of Samarinda is effective.

CONCLUSION

There is correlation significant between teaching Writing Recount text and giving guided question. It means guiding questions help provide focus and coherence for units of study. Guiding question can affect and lead the students' ideas to find the whole things that are questioning the students to write. The students can write a continue story by answering the questions. It can be concluded that guiding questions gives the opportunity for the students to develop their own idea freely by answering the questions given by the teacher.

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