

**THE USE OF GUIDING QUESTIONS TECHNIQUE IN INCREASING  
STUDENTS' WRITING OF ANALYTICAL EXPOSITION TEXT AT THE  
SECOND GRADE OF SMA N 1 NATAR**

**(A Script)**

**By  
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**ENGLISH EDUCATION STUDY PROGRAM  
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2018**

## **ABSTRACT**

### **THE USE OF GUIDING QUESTIONS TECHNIQUE IN INCREASING STUDENTS' WRITING OF ANALYTICAL EXPOSITION TEXT AT THE SECOND GRADE OF SMA N 1 NATAR**

**By**

**Nabilla Marsya**

The aims of this research are to find out if guiding questions technique can increase the students' writing of analytical exposition text and to find out which aspect of the students' writing increases the most after they are taught by guiding questions technique.

The subject of the research were 35 students of XI IPA 6 class at SMA Negeri 1 Natar in 2017/2018 academic year. In this research, the researcher administered five meetings. The beginning of the meeting, the researcher conducted the pretest to find out the students' initial ability in writing analytical exposition text. Then, the researcher had three time meetings of the treatments. At the end of the meeting, the researcher conducted the post test to find out the students' writing ability after having the treatments which used guiding questions technique. The result of the students' writing test was measured in terms of content, organization, vocabulary, grammar, and mechanic. The data were analyzed by using Paired Sample t-test in which the significance was determined by  $\text{sign} < 0.05$ .

The result of the reasearch shows that there is an increase of the students' writing of analytical exposition text from pre test to post test after being taught through guiding questions technique. The mean score of pre test was 51.89 and the mean score of post test was 63.54. The score is increase about 11.56. The increase includes all aspects of writing: content (2.36). The second is vocabulary (2.32) then organization (2.3), grammar (2.29), and mechanic (2.17). The result of computation shows that the value of two tailed significance is 0.000. It means  $H_1$  is accepted and  $H_0$  is rejected since  $0.000 < 0.05$ . It proves that that guiding questions technique can increase students' writing of analytical exposition text.

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SECOND GRADE OF SMA N 1 NATAR**

**By:**

**Nabilla Marsya**

**A Script  
Submitted in a Partial Fulfillment of  
The Requirements for S-1 Degree**

**In**

**The Language and Arts Education Department of  
The Faculty of Teacher and Education**



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2018**

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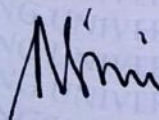
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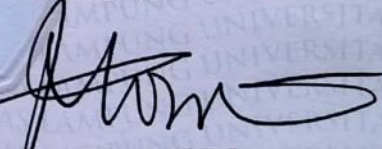
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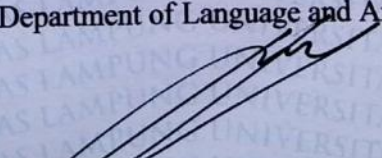
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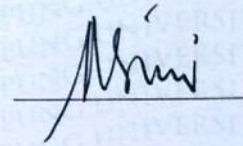
  
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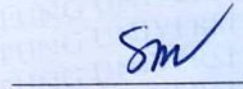
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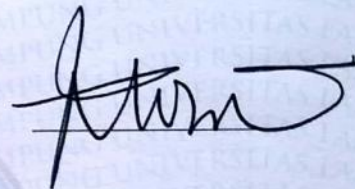
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## CURRICULUM VITAE

Nabilla Marsya was born in Bandar Lampung, on March 9<sup>th</sup>, 1996. She is the oldest child in the family of Harguslana and Nopristina. She has one younger sister and one younger brother, Nadira Fayola and Ahmad Zaki Alwan.

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## **DEDICATION**

The writer dedicates this work to:

1. Her beloved parents – Harguslana and Nopristina
2. Her brother and sister – Nadira Fayola and Ahmad Zaki Alwan
3. Her Almamater – Lampung University
4. Her friends in English Education Study Program
5. UKM-U English Society (ESo)
6. English Teachers



## **MOTTO**

“When you want something, all the universe conspires in helping you to achieve it.”

-Paulo Coelho, *The Alchemist*

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Praise is only for Allah SWT, The Almighty God, for blessing the writer with health and determination to finish this script. This script, entitled “The Implementation of Guiding Questions Technique in Increasing Students’ Writing Analytical Exposition Text at Second Grade of SMAN 1 Natar”, is presented to the Language and Arts Education Department of Teacher Training and Education Faculty of Lampung University as partial fulfillment of the requirements for S-1 degree. Among many individuals who gave generous suggestions for improving this script, first of all the writer would like to express her sincere gratitude and respect to:

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Finally, the writer believes that her writing is still far from perfection. There might be weaknesses in this research. Thus, comments, critics, and suggestions are always open for better research. Somehow, the writer hopes this research would give a positive contribution to the educational development, the readers and to those who want to conduct further research.

Bandar Lampung, June 2018

The writer,

Nabilla Marsya

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## **I. INTRODUCTION**

This chapter presents background of the research, research questions, objectives of the research, uses of the research, scope of the research and definition of terms.

### **1.1. Background**

Writing is one of the language skills. In the division of language skills, writing is always placed at the end after the abilities of listening, speaking, and reading. Nunan (1985: 91) states that writing is clearly complex. Before the students begin to write, they should first master the other language skills. This knowledge will be useful for the students and important for them to be able to express what they actually want to express. Not only that, but also there are some reasons why writing is regarded difficult. According to Simpson (as cited in Supiani, 2011) the difficulty is due to the fact that a writer needs to have enough language and general intellectual skills to generate an organize ideas and put those ideas into coherent, logically ordered, intelligible sentences, paragraphs and essays.

Besides, writing is also as a productive skill which can be used as a tool in communication. Using English orally is not the only way to communicate; people can also communicate in written form. Therefore, it is important for students to learn how to write well in English seriously.



In order to master in writing skill, it must be taught extensively by teachers to their students. Morton and Wright (1986:1) have written that “written communication is different. No one can hear your voice rise when you ask a question. A person cannot do any pauses between thoughts. For instance, in speaking if you use confusing sentences, the listener can stop you and tell you that is confusing, but it will be different in writing. Another example is if you spell the contraction of “there is” as “theirs” not “their’s” the reader may simply conclude that you are not very smart. So it is very important that you learn to write well and correctly”.

It can be said as a communicative if a text can deliver the content well. It means that in writing, the students should pay attention in the aspects of writing. First, grammar which concerns with the tenses. Second, vocabulary which concerns with proper diction in the sentences. Third, the organization which concerns with the arrangement of the sentences. Then, the content which is the statements related to the topic. The last is mechanic which means that the students have to pay attention in spelling, capitalization, use of numerals and other symbols.

Furthermore, the researcher realizes that most students in her surrounding do not like writing. They said that writing is a boring activity. Not only that, most of the students have difficulty in producing text. Byrne (1988:4) states that writing is difficult for most people both in mother tongue and in foreign language. Hall (1999) and Harris (1998) in Waldron (2005:25) also say that writing is perhaps the most complex of all the language skills that students must learn because there are many aspects to produce a piece of a good writing, such as: grammar, vocabulary, content, organizations, and mechanic. Here, the proper strategy is needed to teach them writing.

The strategy should motivate the students to write and allow them to enjoy the writing so that the difficulties can be minimized. The strategies in teaching writing are various. The teacher may use a technique as their strategies to make them easier in presenting the materials. By using a technique, the teacher can increase the students' motivation and create an interesting learning atmosphere. According to Wilkins (1983: 14) the students' learning depends on the effectiveness of the teachers' techniques. Therefore, the use of various techniques is necessary for motivating the students to learn English, as well as for adjusting the material and avoiding the students' boredom. By mastering a good technique, the teacher will be able to perform well in the teaching learning process and simultaneously will be able to achieve the target. So here, the researcher has to choose the best technique which will be suitable with the students and the condition.

In learning activity, a technique can make teaching learning process alive. In short, the students can be creative in writing a paragraph. The teacher also should know that there are so many techniques which can be used in teaching writing. One of them is guiding questions technique. According to Traver (1998:70), a guiding questions technique is the fundamental query which directs the search for understanding. This technique provides a list of questions which can make the students think about the answer based on the topic. Not only that, but also this technique is expected to give guidance about what should be included in students' writing. By using guiding questions technique, the students will not be confused of what to write first and next because they have guidance in its process.

It will be easier for the students to write something based on what topic that they have by answering some questions provided. The questions here have powers to clarify a

problem. It means that by having some questions, the students will think critically and help them to organize the answer. Additionally, guiding questions technique can also overcome their difficulties in writing a text. So, in this research, the researcher used Guiding Questions as a technique to teach writing analytical exposition text to the students of second grade in SMA Negeri 1 Natar. Besides, the researcher expected the students to be able to write the text which consider the aspects of writing there.

There are some of previous researches about the implementation of guiding questions technique in teaching writing.

One of them is conducted by Wulandari (2015). The subject of her research is the second grade students of SMP N 1 Gadingrejo Pringsewu. The result showed that guiding question technique can be used in teaching writing, in this case in teaching descriptive.

The second previous research is conducted by Yulianingsih (2017). She conducted quantitative research using descriptive text in order to know the improvement students' writing skill of recount text through guiding questions technique at first grade of SMA N 13 Bandar Lampung. The finding of her study concludes that guiding questions technique can improve students' writing recount text

The third previous research is conducted by Sunyan (2012). The research was conducted in SMPN 1 Toba on the Eighth grade A students. This aims at describing the improvement on speaking ability about question and giving answer through WH-question. The result of this research is there is an increase between the pretest and posttest.

The researcher finally chose this technique to teach writing skill and also she found the answers of the research questions about increasing the students' ability in writing analytical exposition text through guiding questions technique and which aspects will increase the most after learning writing analytical exposition text through guiding questions technique to the students of second grade in SMA Negeri 1 Natar.

## **1.2. Research Questions**

The research questions of this research are formulated as follows:

1. Can guiding questions technique increase students' writing skill in analytical exposition text?
2. Which aspects of students' writing will increase the most after they learn writing through guiding questions technique?

## **1.3. Objectives**

It is expected that the objectives of this research are:

1. To find out if guiding questions can increase the students' writing in analytical exposition text.
2. To find out which aspect of the students' writing increase the most after they are taught by guiding questions.

## **1.4. Uses**

The result of this research can be used as follows:

1. Theoretically, it can be used as a contribution to the English teacher and researchers who are interested in conducting future research in the same field.



2. Practically, it can be used as an alternative technique in teaching writing analytical exposition text.

### **1.5. Scope**

This research is an experimental quantitative one. The subject of this research is the second grade students of SMA Negeri 1 Natar. It focused on guiding questions as a technique to help students in developing their analytical exposition text which the researcher limit the topic of the text, that is elaborating their opinion about the advantages and disadvantages of using internet. Furthermore, students were asked to write analytical exposition text based on the five aspects of writing; content, organization, vocabulary, grammar, and mechanic.

### **1.6. Definition of terms**

In order to avoid misunderstanding, the definitions of terms are provided as follows:

#### **1. Writing**

It is a skill in which people express their ideas, feeling and thoughts which are arranged in words, sentences and paragraph using eyes, brain and hand. (Raimes, 1983: 76).

#### **2. Analytical Exposition Text**

An analytical exposition is a type of spoken or written text that is intended to persuade the listeners or readers that something is the case (Anderson, 1997: 2 – 3).

### **3. Guiding Question Technique**

It is a technique in which the students are guided to express their ideas into the written form by giving them some questions related to the topic (Traver, 1998).

This chapter has discussed about background of the research, research questions, objective of the research, uses of the research, scope of the research, and the definition of terms.

## **II. LITERATURE REVIEW**

This chapter is concerned with the discussion on the definition of writing, teaching of writing, analytical exposition text, technique in teaching writing, guiding questions technique, teaching writing using guiding questions technique, the procedure of teaching through guiding questions technique, the advantages and disadvantages of guiding questions technique, theoretical assumption, and hypothesis.

### **2.1. Writing**

One of the most important skills which foreign language students need to develop is writing. It is the last stage in learning language after listening, speaking, and reading. In other words, it can be said that writing is an indicator of their achievements in learning language. Before the students write, they should be able to listen, to speak, and to read. So this is the reason of writing which is considered as the most difficult skill to be mastered in English. As an addition to Bryne's statement, Nik (2010) states that writing is not just putting pen to paper or writing down ideas but it is how these ideas are presented or expressed effectively.

Another opinion comes to Raimes (1983) that there are some reasons why writing helps students to learn. The first reason is that writing reinforces the grammatical structures, idioms, and vocabulary that the teachers have taught the students. Second, when the students write, they also have chances to be adventurous with the language,

to go beyond what they have just learned to say. Lastly, Raimes (1983) further claims that when they write, they necessarily become very involved with the new language: the efforts to express ideas and the constant use of eyes, hand, and brain is a unique way to reinforce learning. Thus, writing is the process of expressing the ideas and thoughts of the writer using knowledge of the structure and vocabulary of language to combine the ideas of the writer as a means of communication.

According to Oshima and Hogue (1991), writing is a progressive activity. They explain that when the writer writes down something, first he has already been thinking about what he is going to say and how to say it. Then after he has finished writing, the writer reads over what he has written and perhaps makes changes and corrections.

From these points of views, it can be concluded that writing is a complex activity because the students should master in listening, speaking and reading skills beforehand. Not only that, but also in writing people have to do writing continually to decrease some mistakes there. Writing must be done as a systematic process of actions and thoughts because writing activity is a process of delivering ideas, thoughts, and feelings in written form. The most important thing that must be considered is whether the writing can communicate the ideas of the writer to the audience and consider any other aspects of writing.

In writing, there are several aspects which should be considered by students in order to write well. The researcher will explain the aspects of writing according to Brown, Harris and Jacobs.

The first comes from Brown (2001: 15) who proposes six major aspects of writing that have to be required by a writer in producing a written text namely content, organization, discourse, syntax, vocabulary, and mechanics. Content deals with thesis statement, related ideas, development ideas, and the use of description. Organization covers the effectiveness of introduction, logical sequences of ideas, conclusion, and appropriate length. Discourses include topic sentence, paragraph unity, transition, discourse maker, cohesion, rhetorical convention, reference, fluency, economy, and variation. Mechanics include the use of spelling, punctuation, citation of reference, and appearance.

In addition, Harris (1979: 68-89) also states that there are five aspects of writing. They are:

1. Content refers to the substance of writing, the idea expressed (unity).
2. Grammar refers to the employment of grammatical form and syntactic patterns.
3. Form refers to the organization of the content (coherence).
4. Style is related to the choice of structure and lexical items to give a particular tone or flavor to the writing.
5. Mechanic refers to the conventional devices used to clarify the meaning.

The last is Jacob (1981), he says that the aspects of writing consist of content, organization, vocabulary, language use, and mechanic. The definitions are as follows:

### **1. Content**

It refers to substance of writing, the experience of the main idea (unity), such as: groups of related statements that a writer presents as unit in developing a subject. Content paragraph do the work of conveying ideas rather than fulfilling special function of transition, restatement, and emphasis.

## **2. Organization**

It refers to the logical organization of the content (coherence). It contains sentences that are logically arranged and flow smoothly. Logical arrangement refers to the order of the sentences and ideas.

## **3. Vocabulary**

It refers to the selection of words those are suitable with the content. It begins with the assumption that the writer wants to express the ideas as clearly and directly as he can.

## **4. Grammar/Language Use**

It refers to the use of the correct grammatical and syntactic pattern on separating, combining, and grouping ideas in words, phrases, clauses, and sentences to bring out logical relationships in paragraph writing.

## **5. Mechanics**

It refers to the use graphic conventional of the language, i.e., the steps of arranging letters, words sentences, paragraphs by using knowledge of structure and some others related to one another.

In this research, the writer will choose those aspects of writing which is stated by Jacob in evaluating the students writing score. They are content, organization, grammar, vocabulary, and mechanic.

## **2.2. Teaching of Writing**

Teaching writing in English as a foreign language is more difficult than teaching writing in native language. Teaching writing in foreign language and teaching writing in native language have different goal. In this case, teaching writing in English as foreign language has goal to increase in using it.

Douglas (1987:7) defines that teaching is showing or helping someone to learn how to do something which providing with knowledge, causing to know or to understand. Relating to the teaching foreign language, Lado (1959:125) states that simply the goal of teaching foreign language is the ability to use it, to understand the speech and its native and target culture in terms of their meaning as well as their great ideas in achievement.

Teaching writing is to teach the students how to express the ideas or imagination in writing language. Finnochiaro (1964:129) states that in order to be successful in writing, the material has to be relevant to the students' interest, needs, capacities, and ages until they are able to make a composition with view or even no errors.

Moreover, Nunan (2003:88) delivers an idea that teaching writing is the process of delivering ideas and thoughts into sentences and paragraphs. The teacher here is hoped to enable students to organize the ideas, sentences and paragraphs correctly. So there are some steps which the students should follow it in order to have a good writing.

From the statement above, there are three steps of writing that states by Edelstein and Pival (1988: 11):

### **1. Pre-writing**

In pre-writing, the writer selects the general subject, restrict the subject, generate the ideas, and organize the ideas.

## **2. Writing**

In this step, the writer sets the ideas in his minds into words, sentences, paragraph, on the papers.

## **3. Re-writing**

The writer evaluates his/her writing: they are in part of correcting the content and the form, correcting vocabularies, punctuation, and grammar, and correcting writing errors, word duplication, and omission.

Crimmon (1983) points out that there are three stages of writing process. They are planning, drafting, and revising. The elements will be described as follows;

### **1. Planning**

In this stage, the writer gathers information details or facts about the topic.

### **2. Drafting**

In this stage, the writer arranges the information, facts or details that she/he has gathered in sentences of paragraph.

### **3. Revising**

It deals with series of strategies designed to re-examine and to re-evaluate the choices that have created a piece of writing.

In addition, Mappe (2000) states that there are different views on the stages that the writers go through in producing a piece of writing, but a typically through model identifies four stages: pre-writing, drafting, revising and editing. The description of each stage is shown as follows:

### **1. Pre-writing**

In this stage, the students involve the activities, such as reading, brainstorming, mind mapping, discussing, fast writing, questioning, interviewing, encourage them



before they write their sentences in the first draft. A typical pre-writing activity in the process approach would be for learners to brainstorm on the topic being provided. By this way, students will get motivation to write because they feel that they have something matter to say.

## **2. Drafting**

In this stage, students will select among ideas during pre-writing and structure. The result of brainstorming session provides a plan of description of topic. The content might be written without considering the grammatical aspect first.

## **3. Revising**

In this stage, the students review a draft to check five aspect of writing based on the feedback which is given by the teacher or peers. Revision is a process in which writers not only polish their style, but also develop their ideas. In this stage, the teacher helps the students through the revision to shape and reshape the text into final form.

## **4. Editing**

In this stage, the students check their final text for some mistakes they have made based on the feedback given, such as spelling, punctuation, grammar, and all presentation.

It can be concluded that in writing there are some processes that should be considered in order to get a good piece of writing. The researcher applied pre-writing, drafting, revising, and editing (Mappe: 2000) as the teaching of writing.

### **2.3. Analytical Exposition Text**

Analytical exposition is a text that elaborates the writer's idea about the phenomenon surrounding. In addition, analytical exposition aims to convince the reader that the

topic presented is an important topic to discuss or get attention by providing arguments or opinions that support the main idea or topic. Analytical exposition text can be found in scientific books, journals, magazines, newspaper articles, academic speech or lectures, and research report. Analytical exposition text is popular among science, academic community and educated people.

The generic structure of analytical exposition will be mentioned as follows:

### **1. Thesis Statement**

In thesis, the writer introduces ideas about a topic or subject which will be discussed. Thesis is always in the first paragraph of analytical exposition text.

### **2. Arguments**

In this section, the writer presents her/his arguments or opinions which support the main idea of the writer, usually in an analytical exposition text there are more than two arguments.

### **3. Reiteration**

This section is the concluding part of an analytical exposition text which is always located at the end of the paragraph. Reiteration contains the rewriting of the main ideas contained in the first paragraph. Reiteration is also commonly called the conclusion.

### **The example of analytical exposition text:**

Generic Structure	THE BENEFITS OF HAVING SOCIAL MEDIA
Thesis statement	Everyone nowadays absolutely has their own social media. They make it since they have a smartphone which has the internet. They use social media when they have their free time. Because most people have their own smartphone so they can use social media everywhere. They also use their social media is about a whole day. There are three advantages of using social media.

Arguments	<p>First, people can communicate with others easily. Communicating and socializing with others are very important. If they have more than one social media, such as: facebook, twitter and instagram. They will have more friends whether they know each other or not. Besides, people can also chat or talk with their siblings without worrying the distant or the cost. So, it will be easier if people have social media to communicate each other.</p> <p>Second, people will know the latest information. By having social media, people are able to stay up-to-date with the latest news in the world. They can easily find the latest news by typing one word or just typing the hashtag which is related to the news. Moreover, they will know their friends' news by reading their status. So, by having social media, people will know the latest news.</p> <p>Third, people will be entertained while having social media. In their free time, mostly people will play their social media and they will find so many things there. They are funny stories, funny pictures and videos. Not only that, but also people can see good things there, such as: the tutorial of making something and the inspiring story of someone. So, people will be so entertained by playing social media in their free time.</p>
Reiteration	<p>It can be concluded that there are some advantages of having social media, they are people can communicate to others easily, people will know the latest information, and they will be so entertained.</p>

From the explanation above, it can be concluded that analytical exposition text has generic structure. They are thesis statement, arguments and reiteration. This text usually is about the phenomenon surrounding. So the writer can put their arguments or opinions into this text.

## 2.4. Technique in Teaching Writing

There are several techniques in teaching writing, such as:

### 1. Brainstorming

As asserted by Brown (2001), brainstorming is a technique whose purpose is to initiate some sort of thinking process. To put more simply, brainstorming is a technique which help the people to overcome their problems in writing. For example, the writers who use brainstorming technique in writing because they have difficulties

to develop main topic while they are elaborating or exploring the ideas. But when they use brainstorming, it will help them in elaborating or exploring the ideas.

## **2. Free writing**

Free writing is an individual activity for getting thoughts from students' head on to paper. The teacher asks the students to write what they think about the topic. (Elbow, 1998)

## **3. Cluster Mapping**

Cluster mapping is a great way to show relationships between ideas. Cluster mapping is also part idea generation and part organization, so students will know exactly how to group their ideas once they are ready to write. The students can have their topic then they begin delivering their ideas by having branches. (Ferris, 2005)

So, brainstorming, free writing, and cluster mapping are some kind of techniques of teaching writing.

## **2.5. Guiding Questions**

Teachers are suggested to use a good technique in teaching writing. One of them is guiding questions technique. According to Bramer and Sedley (1981:24) asking and then answering questions is a good method to discover details of experience. So, giving questions to the students is expected to stimulate students' thoughts and they can compose the paragraph by answering the questions given to them.

Furthermore, Robinson (1967: 2) defines guided writing as writing in which one cannot make a serious error so long as he follows directions. From this statement, if it is applied in the classroom context, it seems that the guide is used to avoid a serious error made by the students and the condition is that they should follow the direction.

To encourage the students to express their ideas, it will be better to use “W+H questions” than “yes or no questions” because it gives them more chances to express their ideas openly. Rivers (1964:262) states that a series of questions may be constructed that the students can write their ideas as they answer the questions. If the teacher teaches writing analytical exposition text through guiding questions technique, they can make a list of questions which will guide the students to write their ideas into a text.

Besides, Benjamin Bloom’s Taxonomy of Educational Objectives (1956) provides another useful way to think about when and how to use questions in teaching. As people know that Bloom identified six types of cognitive processes and ordered these according to the level of complexity involved. They are knowledge, comprehension, application, analysis, synthesis, and evaluation.

The teacher used "close-ended" and "open-ended" questions. Closed-ended questions is typically at the remember, understand, and apply levels of the taxonomy and are most appropriate for evaluating students' preparation and comprehension. Meanwhile, open-ended questions involves the ability to analyze, evaluate, or create, and are most appropriate for encouraging students to think more deeply and critically, problem solving, and stimulating students to seek information on their own.

For producing the questions itself, the researcher should consider the generic structure

of analytical exposition text because the text will have a good content and order. Then, the researcher does not limit how many questions will be produced, it depends on the topic which will be elaborated. The researcher sees the generic structure for producing the questions.

**The example of how to make a list of questions:**

1. Who use social media? 2. When do they use social media? 3. Where do they use social media? 4. How long do they use social media?	Thesis Statement
5. What are the advantages of having social media? a. What are the evidence or examples of the first opinion? b. What are the evidence or examples of the second opinion? c. What are the evidence or examples of the third opinion?	Arguments
6. What can we conclude from this text?	Reiteration

After answering those questions, the researcher elaborated the answers to be a text.

#### THE BENEFITS OF HAVING SOCIAL MEDIA

**(1)Everyone nowadays absolutely has their own social media.** They make it since they have a smartphone which has the internet. **(2)They use social media when they have their free time.** Because most people have their own smartphone so **(3)they can use social media everywhere.** **(4)They also use their social media is about a whole day.** There are three advantages of using social media.

**(a)First, people can communicate with others easily.** Communicating and socializing with others are very important. If they have more than one social media, such as: facebook, twitter and instagram. They will have more friends whether they know each other or not. Besides, people can also chat or talk with their siblings without worrying the distant or the cost. So, it will be easier if people have social media to communicate each other.

**(b)Second, people know the latest information.** By having social media, people are able to stay up-to-date with the latest news in the world. They can easily find the latest news by typing one word. Moreover, they will know their friends' news

by reading their status. So, by having social media, people will know the latest news.

**(c)Third, people will be entertained while having social media.** In their free time, mostly people will play their social media and they will find so many things there. They are funny stories, funny pictures and videos. Not only that, but also people can see good things there, such as: the tutorial of making something and the inspiring story of someone. So, people will be so entertained by playing social media in their free time.

**(6)It can be concluded that there are some advantages of having social media, they are people can communicate to others easily, people will know the latest information, and they will be so entertained.**

As can be seen that the researcher used open-ended questions when she focused on the content of the text. Otherwise, closed-ended questions were used for asking the students about language features.

#### **The example how to make a list of questions:**

1. Can you find where the verb one is?
2. Is it using simple present tense for this text?
3. Can you find the conjunction in this text?

In making close-ended questions, the researcher can not limit how many questions will be produced since it can not be predicted. Moreover, the researcher used these questions to ask the language features and also the generic structure of the text.

In short, guiding questions is a suitable technique to apply in teaching writing analytical exposition text. Because here, they can answer a list of questions which will elaborate their ideas and check their knowledge in the language features.

## **2.6. Teaching Writing Using Guiding Questions**

As we know that writing is the last skill which should be mastered by everyone. However, the students think that writing is difficult and boring activity (Hall :1999 and Harris: 1998 in Waldron: 2005, 25). This is the reason for the teachers that should have good technique in teaching writing. Crider (2000) in her book “On Teaching Writing” states that without guidance, some students will never learn to write. Thus, by having a list of questions, the students are guided to elaborate their answers into a text.

There are some of previous researches about the implementation of guiding questions technique in teaching writing. One of them is conducted by Wulandari (2015). The subjects of her research were the second grade students of SMP N 1 Gadingrejo Pringsewu. The result showed that guiding question technique could be used in teaching writing, in this case in teaching descriptive.

The second previous research is conducted by Yulianingsih (2017). She conducted quantitative research using descriptive text in order to know the improvement students’ writing skill of recount text through guiding questions technique at first grade of SMA N 13 Bandar Lampung. The finding of her study concludes that guiding questions technique can improve students’ writing recount text.

The third previous research is conducted by Sunyan (2012). The research was conducted in SMPN 1 Toba on the Eighth grade A students. This aims at describing the improvement on speaking ability about question and giving answer through WH-question. The result of this research is there is an increase between the pretest and posttest.



The fourth is conducted by Gunawan (2011). This research is conducted at the first year of SMA Negeri 1 Terbanggi Besar. He conducted a quantitative research in order to find out the improvement of students' writing especially in recount text. His finding shows that the use of guiding questions improves the students' ability in writing recount text.

Based on previous researches above, it has been approved that guiding questions can be implemented successfully to teach writing and speaking skill.

### **2.7. The Procedure of Teaching Writing using Guiding Questions**

Procedure of applying guiding questions is used to make sure that the research is systematically arranged and to avoid confusion. There are the procedures of teaching analytical exposition text through guiding questions from Mappe (2000):

#### **1. Prewriting**

Prewriting activity gave warming up to the brain to gather the ideas to write about. It was begun by explaining the material which a certain topic to the students so that they had prior knowledge about the topic discussed. Also, the teacher gave a brief explanation about the content, the generic structure and the language features of the text.

#### **2. Writing**

- The teacher applied guiding questions technique in this activity.
- The students were asked several questions based on the topic given.
- After answering the questions, the students are asked to elaborate the answer to be an analytical exposition text.

### **3. Revising**

- The teacher identified some mistakes in students' writing analytical exposition text.
- The teacher gave more explanation about the mistakes in students' writing.

### **4. Editing**

In this stage, the groups of students checked their mistakes and also did a revision. After that, the groups of students did editing that was making finalization text into a good text.

Hopefully by using guiding questions technique, the students' writing can be developed and organized well. The time during the treatments is about 6x45 minutes.

### **2.8. Advantages and Disadvantages**

There are two advantages and a disadvantage of guiding questions technique based on explanations above are as follows:

1. The students will not be confused to write since they have a guidance to make a text.
2. The students will have a good organization while developing the ideas since they pay attention with the questions.

Despite guiding questions' beneficial role in helping the students to produce written work with confidence, there is a disadvantage about guiding questions:

1. The students sometimes only answer the questions by having short answer. They do not have addition answer or supporting sentences which support the main answer.

## **2.9. Theoretical Assumption**

Guiding questions technique is an effective way to be used in teaching paragraph writing like analytical exposition text since a list of questions can lead them to have critical thinking to produce an analytical exposition text. So, this technique can be used for teaching writing because it helps students to elaborate their ideas.

From the explanation above, the researcher assumes that guiding question technique can increase students' writing analytical exposition text. The reason is because the students are also helped to focus on the idea they want to write and to link sentences into coherent ideas in the target language. By using guiding questions technique, the students will also have different answers or opinions while they answer a list of questions about a certain topic. Besides, the students will write analytical exposition text in the correct grammar, organization, content, mechanics, and vocabulary.

Based on the statement above, the researcher assumes that there is an increase of students' writing analytical exposition text after being taught by using guiding questions technique.

## **2.10. Hypothesis**

Based on the theoretical assumption above, the researcher formulates hypothesis as follows:

1. There is an increase in students' writing analytical exposition text through guiding questions technique.
2. The aspect of writing that improves the most after the implementation of guiding questions technique is content and organization.

This chapter has explained about the definition of writing, teaching of writing, analytical exposition text, technique in teaching writing, guiding questions technique, teaching writing using guiding questions technique, the procedure of teaching through guiding questions technique, the advantages and disadvantages of guiding questions technique, theoretical assumption, and hypothesis.

### III. METHODS

This chapter explains about research design, data sources (population and sample), data collecting technique, instrument, validity and reliability, data collecting procedure, scoring system, data treatment, and hypothesis testing.

#### 3.1. Design

In this research, the researcher conducted quantitative research based on pre experimental method. This study applied *one-group pretest-post test design of pre-experimental design* (Setiyadi: 2006). In this research, the students were given pretest before treatment to find out the students' initial ability and then they were given post test after the treatments. The researcher used one class as the sample of the research. It can be illustrated as follows:

<b>T1 X T2</b>
----------------

T1 : pre-test

X : treatment

T2 : post-test

The research was conducted five meetings. Each meeting takes two lesson hours (2x45 minutes). The first meeting was pre test session, then the next day was the

treatment for the students which was conducted three times and the last day was post test. The pre test was done to find out the students' basic ability in writing analytical exposition text before treatment. Then, the treatments were done to guide the students in writing analytical exposition text. The last, post test was done to find out the students' increase in writing analytical exposition text. It was also to make sure that guiding questions could be used to increase students' writing especially in writing analytical exposition text.

### **3.2. Data Sources**

Data sources were from population and sample which are necessary in a research. The researcher did the research in SMA Negeri 1 Natar; it was Senior High School level, where the population and sample of the research were the students of the school. The detail explanation of the population and sample is as follows.

#### **3.2.1. Population and Sample**

The population of this research was the second grade students of SMA Negeri 1 Natar. The researcher took one class of the second year students which was taken randomly. In this research, the researcher gave pre test, treatments, and post test to the sample of the students.

### **3.3. Data Collecting Technique**

The data were gained based on the students' score on the pre-test and post-test

#### **1) Pre-test**

Pre test was given in order to find out the students' scores before the treatments applied. The researcher provided some topics and it was chosen by students.

Then the students were asked to write analytical exposition text which should be about 120 words for minimum and 150 words for the maximum. This test was held about 90 minutes.

## **2) Post-test**

Post test was given after the treatments. This test aimed to know the students' score of writing analytical exposition text. Not only that, but also to know how far the increase of the students' analytical exposition text writing ability from pre-test to post-test. In this test the researcher provided the same topic to the students as they chose in the pre test. The text should consist of at least 120 words and maximum is 150 words. It took 90 minutes for this post test.

Thus, from the explanation above, the instruments of this research was writing test which were pre-test and post-test.

## **3.4. Instrument**

To figure out whether the objective of the research had been achieved or not, the researcher used research instrument. The instrument of this research was writing test. In the first meeting, the researcher did pre test and for the last meeting after the treatments was post test. The test was asked the students to write analytical exposition text based on the topics which had been given by the researcher. In addition, the students had to choose the same topic in the pre-test and post-test. For the pretest, the students had to write minimum 120 words and maximum 150 words, and the students did the same thing for the post test that was writing 120 a word test as the minimum and 150 a word test as the maximum.

### **3.5. Validity and Reliability**

In this section there are two parts that will be discussed further that is validity and reliability.

#### **3.5.1. Validity**

A test can be said valid if the test measures the object to be measured and suitable with the criteria (Hatch and Farhady, 1982:250). According to Hatch and Farhady (1982: 251), there are two basic types of validity, construct validity and content validity. The researcher here considers construct validity and content validity in producing the writing test.

Since this research is about writing skill, so that is why the researcher considers five aspects of writing which will be measured. It can be said that the test has been covered with construct validity. Furthermore, the writing test is composed based on indicators and the objectives in the syllabus of the School. The researcher chose writing analytical exposition text for this research, so it was examined by considering indicators of analytical exposition text. It can be said that the instrument in this research is valid.

#### **3.5.2. Reliability**

Hatch and Farhady (1982:243) establish that the reliability of a test can be defined as the extent to which a test produces consistent result when it administers under similar conditions. A test will be considered reliable if the test has a consistent result. In order to ensure the reliability of scores and to avoid the subjectivity of the research, there is inter-rater reliability. Inter-rater reliability is used when the score on the test is independently estimated by two or more raters. In this case, there were two raters.



The first rater was the researcher and the second was English teacher in SMA Negeri 1 Natar. So, it is important to make sure that both raters use the same criteria for scoring the students' writing test. To measure how reliable the scoring is, this study uses *Rank – order Correlation* with the formula:

$$p = 1 - \frac{6 \cdot \sum d^2}{N(N^2 - 1)}$$

- $p$  : Coefficient of rank order  
 $d$  : Difference of rank correlation  
 $N$  : Number of students  
 $1-6$  : Constant number

(Hatch and Farhady, 1982: 206)

In this case, the co-efficient of rank correlation was analyzed with the standard of reliability as follows:

1. 0.80000 - 1.0000 : very high reliability
2. 0.60000 - 0.7900 : high reliability
3. 0.40000 - 0.5900 : medium reliability
4. 0.20000 - 0.3900 : low reliability
5. 0.0000 – 0.1900 : very low reliability

After calculating the result of the students' analytical exposition text writing, the researcher calculated the data by using the formula above (Appendices 9 and 10).

The result of the reliability could be seen in the following tables:

**Table 3.1. The Result of Reliability**

Reliability	Pre Test	Post Test
	0.975	0.9831

Based on the result of reliability of the pretest and the posttest, it can be concluded that the reliability of the inter-rater is very high.

### **3.6. Data Collecting Procedure**

The procedures of the research are as follows:

#### **1. Determining the population and samples**

The researcher chose SMA Negeri 1 Natar as the population and sample of this research. The researcher took one class as the sample of the research. The researcher chose the second grade as the sample of the research.

#### **2. Deciding the materials to be taught and tested**

The researcher provided some topics for the pre test.

#### **3. Conducting pre test to the students**

The researcher prepared some topics during the pre test. So, the researcher asked the students to write analytical exposition text by choosing one of the topics to be written by them into analytical exposition text. The time was 90 minutes for this test.

#### **4. Giving treatments by teaching analytical exposition text by using guiding questions technique**

In this step, the researcher explained the procedure in writing analytical exposition text by using guiding questions technique. Then, the students were asked to make an analytical exposition text after the researcher gave the examples.

#### **5. Conducting post test to the students**

In order to see the improvement of student's writing ability, the post test was conducted in the class after having the treatments. The test was in form of writing. The students were asked to develop their analytical exposition text based on the topic which had been prepared. The post test was conducted in 90 minutes.

#### **6. Analyzing the test result (pretest and posttest)**

After scoring pretest and post test, the researcher analyzed the data by using SPSS version 16.0 software program. In this step of the research procedures, the researcher gave score based on the five aspects of writing. The five aspects are content, organization, vocabulary, grammar and mechanic. In scoring, the researcher used two raters in order to avoid the subjectivity of the researcher. The first rater is the researcher and the second rater is the English teacher of SMA Negeri 1 Natar.

In short, from the explanation above, there were some steps of research procedure in this research starting from selecting the material, conducting pretest, giving treatments, conducting posttest, and analyzing the data.

### **3.7. Scoring System**

In scoring the student's draft, the researcher uses the scoring criteria (adopted from Harris, 1979: 68-89).

The scoring criteria are as follows:

### **1. Content**

The score of the content ranges as the followings:

16-20 = Excellent: all developing sentences support main idea.

11-15 = Good: three of all developing sentences support main idea.

6-10 = Fair: two of developing sentences support main idea

1-5 = Poor: one of developing sentences support main idea

### **2. Organization**

The score of the organization ranges as the followings:

16-20 = Excellent: Fluent, all sentences in chronological order.

11-15 = Good: loosely organized but some sentences in chronological order.

6-10 = Fair: not fluent, few sentences are disconnecting each other.

1-5 = Poor: does not communicate, no organization.

### **3. Vocabulary**

The score of vocabulary ranges as the following:

16-20 = excellent: effective word, choice and usage.

11-15 = good: occasional errors of word, choice and usage but meaning not obscured.

6-10 = fair: frequent errors of word, choice and usage.

1-5 = poor: there is no word, choice and usages are not correct.

### **4. Grammar**

The score of grammar ranges as the following:

16-20 = excellent: effective complex constructions, grammar.

11-15 = good: effective but simple grammar.

6-10 = fair: major problems in simple grammar.

1-5 = poor: no mastery of grammar rules.

### **5. Mechanic**

The score of the mechanic ranges as the followings:

16-20 = excellent: conventions are correct.

11-15 = good: occasional errors of punctuation, spelling, capitalization.

6-10 = fair: frequent errors of punctuations, spelling and capitalization.

1-5 = poor: no mastery of conventions.

The score of writing based on five components can be calculated as follows:

Content	20	
Organization	20	
Vocabulary	20	
Grammar	20	
Mechanics	20	+
Total	100	

**Table 3.2. Rating Sheet Score**

<b>S's Codes</b>	<b>Cont.</b>	<b>Org.</b>	<b>Voc.</b>	<b>Lang.</b>	<b>Mech.</b>	<b>Total</b>
<b>1.</b>						
<b>2.</b>						
<b>3.</b>						

Based on on the criterion above, the researcher evaluated the aspects of analytical exposition text writing based on content, organization, vocabulary, language use, and mechanics with the range is 1-20.

### **3.8. Data Treatment**

The researcher treated the data as follows:

In order to get the results of this research, the researcher analyzed the data using some steps as follows:

1. Scoring the pre-test and post-test.
2. Finding the mean of the pre-test and post-test using this formula:

$$Md = \frac{\sum d}{N}$$

Md        = mean  
 $\sum$         = total score of the students  
 N         = number of students

3. Drawing conclusion by comparing the means of the pre-test and post-test.

(Arikunto, 2006:272)

It can be concluded that, the formula of the mean was used to find out whether there was an increase of students' writing analytical text.

Meanwhile, the researcher used normality test to know the data normally distributed or not.

The hypothesis of the normality test are:

$H_0$  : The distribution of the data is not normal

$H_1$  : The distribution of the data is normal.

The level on the significance used is 0.05.  $H_1$  is accepted if the result of the normality test is higher than 0.05 (sign > 0.05).

### 3.9. Hypothesis Testing

Then the result of the t-observed or t-value was compared with the result of the t-table to determine whether the alternative hypothesis can be accepted or not.

The hypotheses are as follows:

$H_0$  : There is no increase in the students' writing analytical text using guiding questions in term of content, organization, vocabulary, grammar, and mechanic.

$H_1$  : There is an increase in the students' writing analytical text using guiding questions in term of content, organization, vocabulary, grammar, and mechanic.

The criteria for accepting the hypothesis are as follows:

$H_0$  would be accepted if the significant value is higher than 0.05 (Sign. > 0.05).

$H_1$  would be accepted if the significant value is lower than 0.05 (Sign. < 0.05).

This chapter has discussed about research design, data sources (population and sample), data collecting technique, instrument, validity and reliability, data collecting procedure, scoring system, data treatment and hypothesis testing.

## **V. CONCLUSION AND SUGGESTIONS**

This final chapter presents the conclusion of the research findings and suggestions for English teachers who want to use guiding questions technique as an additional step in teaching writing and for those who want to conduct similar research.

### **5.1 Conclusion**

Referring to the discussion of the research findings on the previous chapter, the researcher comes to the following conclusion.

Based on the result of this research, guiding questions technique can increase students' writing skill and it also improves the students' skill in five aspects of writing namely: content, organization, vocabulary, grammar, and mechanic. In addition, the content has the highest score than other aspect. It is because there is a list of questions which makes them easier to put their ideas by answering those questions, so they can elaborate their answers well.

### **5.2 Suggestions**

Referring to the conclusion above, the researcher would like to recommend some suggestions as follows:



### **1. Suggestions to the teacher**

- a. English teachers are suggested to apply guiding questions technique as one of the alternative ways to increase the students' writing analytical exposition text. This is because this technique can help the students who still have the problems in expressing their ideas in written form to generate their ideas related to the topic.
- b. English teachers are also suggested to use media in teaching writing by guiding questions technique while the treatments, such as: pictures, videos, and posters. It is because most of the students get bored easily if the teachers only give them a list of questions.
- c. The mechanic aspect was the lowest achievement among the other aspects of writing. The teacher should discuss the aspect of writing especially mechanic aspect during the treatments.

### **2. Suggestions to Other Researchers**

- a. In this research, the researcher only focused on the increase of students' analytical exposition text writing ability. The researcher suggests other researchers to find out the effect of guiding questions technique in other skills such as reading, listening and speaking.
- b. Other researchers also can try to find out other types of texts besides analytical exposition text, for example: hortatory text, narrative text and procedure text.

This chapter presents about the conclusion of the research and also the suggestions for English teachers and other researchers who are interested in conducting future research in the same field.

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