

**IMPROVING STUDENTS' ABILITY IN WRITING
RECOUNT TEXT USING GUIDED WH-QUESTIONS**

AN ARTICLE

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2018

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A RESEARCH ARTICLE

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Abstract

This research aimed to improve students' ability in writing recount text using guided wh-questions to class VIII C students of SMP Negeri 6 Teluk Keramat in Academic Year 2018/2019. This research was conducted based on the problems found in the classroom. First, students had difficulty in writing recount text because they did not know about the generic structures. Second, students also had difficulties in using simple past tense. The research was conducted using Classroom Action Research in three cycles. The subject of this research was 26 students in class VIII C. The researcher used observational checklists, field notes, and scoring rubric as tools to collect the data. The result showed that the use of guided wh-questions can generate the students' ideas and develop the ideas in writing. Guided wh-questions was improved students' achievement in writing recount text concerning the generic structure, language features, and writing mechanics.

Keyword: Improve, Writing Recount Text, Guided WH-Questions.

INTRODUCTION

Writing is one of English skills which the students are expected to be able to write. Zemach and Islam (2004) writing is an important form of communication in daily life but it is especially important to teach in the school. In writing, students make it as a process of exploration of their ideas and they write the ideas on a piece of paper in order to make their ideas become clear and comprehensible for the reader.

Writing is an ability of a student in expressing their thoughts by creating the words in the written form of writing (Elbow, 1998). The objective of learning writing is to be able to write a good written text. In producing a good writing text, there are some components of writing that should be considered by the students. The components are about the ability of expressing and developing the ideas, and the use of structure in writing. There are several purposes of writing that can be applied in teaching writing.

According to Wagner (2002), the type of writing consists of writing for information and understanding, writing to persuade, and writing to narrate personal experience. In this case, the researcher focused on one of the writing type which is writing to narrate or personal experience. In this writing type, the students write their personal past experience. The students told about their past experiences. However, there are still a lot of students have difficulties in writing recount text.

Based on the researcher's observation at SMP Negeri 6 Teluk Keramat, it was found that in class VIII C, the students were not able to writing well. The students had difficulties in writing a recount text based on the generic structures and language features. They were also had difficulty in using punctuation, capitalization, and spelling. When the students were asked to write a recount text, they were confused how to start. Based on the researcher interview with the English teacher, it was found that the teacher

only followed the source given on the course book without using other supporting technique to make the students were easy to write. In order to solve the students' problems in writing recount text, the researcher used guided wh-questions.

Guided wh-questions are the guidance for the students in order to stimulate the ideas (Brown & Wrag, 1993). Wh-questions consist of what, who, where, when, why, and how. According to Raimes (1983,p.101) "wh-questions are frameworks for the text where the students should be able to answer the questions, combine the answer, and develop the answers into a paragraph of writing. Wh-questions have a potential to stimulate students' interaction, thinking and learning because the answers of wh-questions will be connected to the person, thing, events, times, places, reasons, and manner in writing recount text. Guided wh-question is also important for the teacher. The teacher knows how the students' skill and knowledge by the students' answer. Questions also make the teaching become warm activity because not only the teacher transfers the knowledge but also help students express their ideas.

Wh-questions are very important in teaching learning writing because questions affect for the teacher and the students. According to Brown and Wrag (1993, p. 5) the purposes of questions are; (1)To give everyone to answer, (2)Encouraging thought, understanding of ideas, phenomena, procedures, and values, (3)To allow expressions of feeling, views and empathy, (4)To make the students to direct attention to the teacher or text, (5)Checking students' understanding, knowledge and skills, (6)Specifically to teach whole class through students answer, (7)To enable teacher to move towards teaching as a warm-up activity for students. In previous study conducted by Riza Fitrianti (2011) entitled "improving students' writing recount text by using wh-questions and answer technique." The results showed that after the researcher applied wh-questions, the students had a better performance in writing than before the implementation of wh-questions. The other

previous research has been done by Cenderato (2010). His research investigated the effect of guided wh-questions in improving students' writing hortatory exposition. The results showed that the students who were taught by using wh-questions had better ability in their writing.

According to Walsh and Sattos (2005, p.22) "teacher poses questions to help the students make new concepts and ideas." It means that the questions are given by the teacher for students in order to encourage them to think about the answers. The questions can guide students to express new concepts and ideas that they need to deliver in answering the questions. The teacher writes wh-questions on the paper and ask the students to answer. Then, develop the answer into paragraph. But According to Galko (2001) asking questions can help the students generate ways to approach a topic. Students answer wh-questions in pairs then develop the answer into paragraph based on the topic that have been prepare by the teacher. Raimes (1983, p. 101) states that "guided questions are given for the students which form a text." It means that guided questions are a framework for a text. The teacher gave the guidance for students in writing which the students answer of the questions, combine the answer, and develop them become a good text. The questions are required to make the students easy to write a personal recount text because the questions are clues which can help the students to write correctly. Based on Brown and Wrag (1993), stated that by asking questions, the students can stimulate their ideas and imaginations that they have and write them into a written form. When the teacher gives the list wh-questions, the teacher must guide the students to answer.

The procedures of guided wh-questions are the teacher gives the list of wh-questions to the students. Then, the students should be answer with the simple answer. Next, the teacher ask the students to write the past form sentences using the answer of wh-questions. Afterthat, the teacher ask the students to develop the sentences into a paragraph of

recount text based on the generic structures, language features, and using capitalization, punctuation, and spelling. These steps make the students easier in writing because it is as the guidance for the students to express their ideas into written form.

Reflecting on the previous research by Riza Fitrianti (2011), improving students' writing recount text by using wh-question and answer technique with preexperimental design, it was found that wh-question and answering technique can improve students writing. So, the researcher intended to conduct the research using guided wh-questions to improve students' ability in writing recount text with classroom action research. The research is expected that guided wh-questions can be used as the technique to facilitate the students to improve their writing.

RESEARCH METHOD

The researcher use classroom action research design to conduct this research. According to Burn (2010), classroom action research (CAR) is a method of research involved taking a self-reflective, critical, and systematic approach to explore teacher's teaching contexts. According to Kemmis and Mc Taggart (as cited in Burns, 2010.P. 9), classroom action research consisted of four stages namely planning, action, observation, and reflection. Before the researcher begins to do those four stages, the researcher has to identify the problems based on the preobservation then they want to solve. Afterthat, the researcher may go to the four stages.

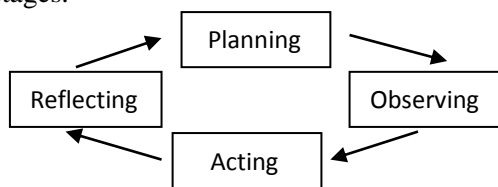


Figure 1. The Process of Classroom Action Research

Planning is the first stage in conducting this research. The researcher needs a plan to make the research run well. In planning stage, the researcher prepared all the things that might be used for the action stage, such as teaching material, research instruments to documenting the teaching and learning process and so on. It is important for the researcher to make a well prepared plan, so the researcher could have such good direction in doing the research. In this research, the researcher and the teacher identified the problem and discussed the lesson plan that was going to be implemented for teaching and learning activity in the classroom.

Acting is the second stage of classroom action research. Acting is how the researcher carries out their research using the chosen method. It is to do what has being prepared in planning stage. The researcher has to do the activity based on the lesson plan that was already prepared by the researcher and the teacher, while the teacher as the observer in the classroom. In implemented the action, the researcher did some activities; they were presenting the topic, gave the task and evaluation.

Observing is the third stage of this research. After the researcher does the acting stage, the researcher begins to observe what has being done in the acting stage. In this stage, the researcher analyzes and observes the data what was happened during the teaching and learning process in the classroom by observation checklist, field note and took some pictures using camera. It was aimed to support in writing the data. In this research, the researcher with the English teacher reflected the data that was already analyzed and decided whether there should be next cycle or not.

Reflecting is the last stage of classroom action research. In reflecting stage, the researcher finally found the result and reflect on their findings whether that is satisfying or not. In this research, the researcher with the teacher reflected the data that was already analyzed and decided whether there should be next cycle or not.

This research is conducted to the eighth grade students of SMP Negeri 6 Teluk Keramat. The subjects of this research were the students in class VIII C which consisted of 26 students. The researcher used observation for technique of data collection. The observation was used to describe the students and the teacher's activity during the teaching and learning process in the classroom using guided wh-questions.

In this research, the writer used some tools such as observation checklists, field notes, scoring rubric, writing test, photograph. Observation checklist was used for gathering all the data during the teaching and learning process using guided wh-questions. It was done by the teacher to observe students' and researcher's activity in the classroom. The teacher gave the checklist on each of the indicators of the criterion and see whether it is fulfilled or not. Field notes were used to note down all the important things that was needed to be observed during the teaching and learning process. Scoring rubric was used to see students' score in writing recount text after implementing guided wh-questions. Writing test used to assess students' achievement. The questions related to what the students had learnt. The test gave after applied the technique, and photograph was used to support in writing the data. It can visualize the real situation during teaching and learning process in the classroom. The researcher took some pictures of teaching and learning activity in the classroom using camera.

Table 1 The Qualification of Students' Individual Score

The Score Specification	
80-100	Good to Excellent
70-79	Average to Good
60-69	Average
50-59	Poor to Average
0-49	Poor

Adapted from Heaton(1998)

FINDINGS AND DISCUSSION

Findings

To solve the students' problems and improve students' ability in writing recount text at the eighth grade students in class C SMP Negeri 6 Teluk Keramat, the researcher conducted classroom action research. Furthermore, every cycle in this research consisted of four stages namely planning, action, observation, and reflection. Based on the result of observation checklists, field notes, and students' score were guided wh-questions improved students' writing recount text. In using guided wh-questions, the teacher guide the students on how to answer and developed the answer into a paragraph. Guided wh-questions as the supporting technique to make students were easy in writing and focused during teaching and learning activity. This research was conducted in three cycles.

The first cycle of this research was conducted on Thursday, May 17th 2018. The problem were found Based on the researcher's preliminary observation at SMP N 06 Teluk Keramat in Class VIII C, there were several problems faced by the students in writing recount text namely problem in writing using simple past tense, problem in writing based on the generic structure of recount text, and problem in writing capitalization especially punctuation, spelling, capitalization. Here, the researcher was running the activity in the classroom as it had been planed in lesson plan.

In re activity, the teacher started by greeting, praying, checking the attendance, and telling the students what the activities the students were going to do. In main acitivity, the teacher gave a text to the students and asked the students some questions related to the text. After the students knew the learning topic, the teacher showed the list of guided wh-questions that should be answer by the students. Then the teacher asked the students to develop the answer became the sentences using past form of a verb. These

kinds of activities to make the students easier in writing recount text from step by step. Next the students read the answer of wh-questions and read the sentences, the teacher wrote on the board. Next, the teacher explained the teaching material and checked the students' answer. After getting the information, the students were asked to do an assessment. The students work in pairs to answer guided wh-questions, write the answer became the sentences, and develop the sentences into paragraph of recount text using a correct verb and good generic structures. After they were done, the teacher asked them to read their recount text in front of the class.

In post activity, the students worked individually to do the assessment. In the end of the activity, the teacher helped the students to summarize the teaching and learning activity. After that, the teacher asked the students about their opinion and their feeling when they used guided wh-questions in writing recount text. In this stage, most students were excited to deliver their opinion.

Based on the first cycle's result of teaching and learning process, there were some weaknesses of the first action were the teacher did not explain clearly about so that the students confused how to write recount text. The teacher asked the students to find the meaning of difficult words in the dictionary, it made the teacher spent too much time in discussing the learning topic. Time management was not organized well by the teacher.

Based on the result of observation, the teacher and the researcher did the reflection to find the problem solving of weakness in the first cycle. There were some revisions to improve the previous lesson plan. The teacher gave the list the meaning of difficult words on the board to manage the time well. The researcher gave more explanations about generic structure, language features, and mechanics in writing recount text. The researcher should make sure that all students understood the researcher's explanation. The researcher

should motivate all students to participate actively in learning recount text. The teacher and researcher discussed and agreed to conduct the second cycle because the first cycle was not running as it expected to be.

Second cycle was conducted on Monday, May 21st 2018. Regarding to the reflection of the first cycle, the researcher made a lesson plan for the second cycle based on the revision that had been discussed with the English teacher. In pre activity, the teacher reviewed the lesson that purposed to remain the students in learning about writing recount text. Then, the teacher gave the text to the students and asked some questions related to the text.

In main activity, the teacher wrote wh-questions on the board. The teacher explained how to answer wh-questions as the guidance for the students in writing recount text. Then, the teacher asked the students to write complete answer based on their experience. Then, the researcher asked the students if they found difficult words. After the students discussed the meaning of the difficult words, the teacher wrote the meaning of difficult word on the board. Then, the researcher asked the students to develop the answer into paragraph of recount using language features, generic structures, and the use of punctuation, spelling, capitalization. After that, the researcher gave explanation about the generic structure of a recount text, language features, and the use of punctuation and capitalization. After getting the explanation, the teacher asked the students to do an assessment. The students were asked to answer wh-question that prepare by the teacher. Then write a paragraph recount based on the generic structure and language features. After the students were done, the researcher asked volunteers to write the answer on the board.

In postactivity, the teacher checked the students' worked on the board and correct the mistakes in order to improve students' writing. Finally, the teacher asked the students to do the task individually.

The results showed that the students' writing had been improved. Some students were good in expressing their ideas, and the students were easily to use wh-questions as guidance in writing recount text because the students listened carefully to the teacher's explanation. The students tried hard to do the task better than before.

In the reflecting of the second cycle, the researcher decided to have one more meeting to get more improvement. The researcher used the lesson plan was the same with the lesson plan in the second cycle, because the teacher and the researcher considered that the implementation of guided wh-questions in the second cycle had been suitable to teach the students of class VIII C.

Third cycle was conducted on Tuesday, May 22nd 2018. The teacher prepared the same task in order to make students realize their mistake in the previous assessment, so that they can improve their comprehension in writing simple past tense and writing the generic structure of recount text with the correct use of punctuation, capitalization and spelling. In pre activity, the researcher showed a recount to the students.

In main activity, the researcher asked some questions related to the text. The teacher wrote wh-questions on the board and asked the students to write complete answer based on their experience. The teacher explained how to answer wh-questions as the guidance for the students in writing recount text. Then, the researcher asked the students if they found difficult words. After the students discussed the meaning of the difficult words, the teacher asked the students to develop the answer into paragraph of recount using language features, generic structures, and the use of punctuation, spelling, and capitalization. Next, the researcher gave explanation about the generic structure of a recount text, language features, and the use of punctuation and capitalization. After the students got the information from the teacher's explanation, the teacher asked the

students to do an assessment. The students were asked to answer wh-question that prepare by the teacher. Then write a paragraph recount based on the generic structure and language features. After the students were done, the researcher asked volunteers to write the answer on the board.

In post activity, the teacher checked the students' worked on the board and correct the mistakes in order to improve students' writing. Finally, the teacher asked the students to do the task individually.

Based on the observation on students' worksheet, the results showed the students' writing had better improvement than the second cycle. The students behaved more discipline when the teaching and learning process was going on. There was no serious problem faced by the students. The students' mistakes in writing simple past tense, writing paragraph using punctuation, using capitalization, misspelling and generic structures had been minimized.

The researcher concluded that the students' ability in writing a recount text improved. The process of guided wh-questions could help the students in writing recount text. Problems faced by the students in the first cycle had been eliminated namely problem in writing sentences of simple past tense, problem in writing paragraph generic structure and problem in writing punctuation, spelling, and capitalization.

Discussion

Based on the finding on the data of the first cycle, the students' writing ability was unsatisfactory. Students made a lot of mistakes in writing sentences using a correct past form of the verb and the students also made errors in writing paragraph recount text based on the generic structures. Moreover, students made a lot of mistakes in using punctuation, capitalization and spelling. The instruction of wh-question given by the teacher was not clear for the students. The students became passive learners, only some of them follow the learning process activities actively. The

teaching and learning process also took much time because the students spent much time in finding the meaning of difficult words. Besides, the students score was also low and the goal of learning was not achieved as expected by the researcher.

Based on the observation data of the second cycle, the students showed some good improvement in learning writing recount text. It showed that the quality of students writing were better than the previous writing. The teacher gave clear explanations about the learning topic so that way the students knew what they had to do in the classroom. When they answered wh-questions based on their experiences, some students were enthusiast to be a volunteer. They did not confuse how to answer wh-questions, most of students could write the complete answer. On the other hand, the students could write a paragraph baased on the generic structure of recount text, and they used punctuation, spelling, and capitalization was right. Even though some students did not pass KKM and the means score of students were still not satisfactory. Therefore, the teacher needed to conduct cycle III.

Based on the observation data of the third cycle, the students showed their improvement in writing recount text. There was no serious problem faced by the students. The students behaved more discipline when the teaching and learning. All students got involved actively in teaching and learning to write a recount paragraph based on the generic structure and language feature of recount text. The students' mistakes in using mechanics could minimize and the teacher could manage the time well.

As the result, the students' writing problems in recount text to the eighth grade students of SMPN 6 Teluk Keramat were solved by implementing guided wh-questions as a technique in teaching and learning process. Moreover, Raimes (1983,p.101) stated that "wh-questions are frameworks for the text where the students should be able to answer the questions,

combine the answer, and develop the answers into a paragraph of writing. Wh-questions have a potential to stimulate students' interaction, thinking and learning because the answers of wh-questions will be connected to the person, thing, events, times, places, reasons, and manner in writing recount text.

Table 2. The Students' Writing Score Based on Cycle 1, 2, and 3

Recount Text	Cycle		
	1 st	2 nd	3 rd
Language features	1.46	2.11	2.54
Generic structures	6.46	8.23	8.65
Mechanics	2.11	2.54	2.77
Mean score	50.19	62.88	69.62

To conclude, the predictions of the action hypothesis of this research were accepted. Guided wh-questions were useful technique to be used in guiding students in writing recount text. Through wh-questions the students were easier in expressing the idea mind and the students knew the role how to write a good recount text.

CONCLUSION AND SUGGESTION

Conclusion

Referring to the discussion in this research, the researcher proposed the agreement toward the use of guided wh-questions in improving students' ability in writing recount text. Guided wh-question can be used as the guidance for the students to write recount text, it was used to help the students in getting their idea. Through guided wh-questions, the students can learned how to construct the idea then wrote the idea into written form, and also through guided wh-questions the students knew the information in the recount text. Guided wh-questions not only improved students' ability in writing recount text but also improved students' participation and motivation in learning. Before applying guided wh-questions, only few students participated in teaching and learning process actively. But by using guided wh-questions, students were encouraged to share opinion, rise up their hand to answer

wh-questions. The term of guided question refers to the question work in which the students are guided in writing. The teacher guided the students in writing by giving them the questions. Guided questions is one of the best suited for the students in writing because guided question technique allows the teacher to guide the students to generate their own ideas in writing.

Based on the finding of the research, it could be concluded that the used of guided wh-questions in improving students' ability in writing recount text does not always be appropriate and always work well. The teacher needed to give clear explanation of guided wh-questions based on the material taught. Also, the students need someone to guide while in teaching and learning activity. There are many technique, media, and strategy that can help students to improve their writing. Guided wh-questions is one of the technique in improving students' ability in writing recount text. By using this technique, the students need to be more focus to develop the answer into written text.

Suggestions

In reference to the research findings, the researcher wrote suggestions to the part in improving students' ability in writing recount text by using guided wh-questions as follows: (1) the teacher can use guided wh-questions to improve students' ability in writing recount text, (2) the teacher explained clearly about the learning topic and the teacher make sure that the students listened and understood to the lesson, (3) the teacher should manage the time well in teaching and learning process, (4) the teacher should give feedback and motivation to the students who make the mistakes so that they can get improvement, (5) the students should paid attention to the teacher's explanation, (6) the students have to be focus in answering the guided wh-questions in order to write a good recount text, (7) the students should be well prepare to their learning activity such as bring dictionary in learning English.

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