

Writing fluency through the use of Guided Questions

Dwi Warochmah

dwichmah@gmail.com

Zaitun Qamariah

zaitunqamariah@gmail.com

IAIN Palangka Raya

Jalan G.Obos Komplek Islamic Center Palangka Raya, Kalimantan Tengah 73112

Abstract

An important step in writing is to ask a good guided analytical question to address the central text(s) to write about. Establishing that question might help writing fluency with something to explore or an idea to discover. This Quantitative study with Quasi-Experimental design was aimed to measure the writing fluency of the third semester students of Prodi TBI IAIN Palangka Raya through the use of guided questions as one of the steps in writing. Through One Way Anova formula analysis by using test, questionnaire & observation checklist as the instruments of collecting the data needed, the result found that the guided questions technique is having a significant effect in improving students' writing fluency.

Keywords: Guided Questions, Writing Steps, Writing Fluency

INTRODUCTION

According to Weigle (2002, p.19), who defines writing as an act that takes place within a context, that accomplishes a particular purpose, and that is appropriately shaped for its intended audience. From the definition, it means that it is important to view writing not only as the product of an individual but also as a social act because writing is activities that are socially and culturally shaped and individually and socially purposed. Because writing is considered to be most difficult and complicated language skill to be learned compared to other language skills, it requires more effort to produce meaning through writing than to recognize meaning (Miftah, 2015, p. 9). Therefore, writing needs some process of thinking. By knowing the process of writing, students can develop their ability to create a good written text.

There are some factors which makes students' writing skills low. The basic factor is related to the students' habit. In reality, the students only practice

their writing in their school but do not practice it in their daily life. They are not accustomed to English words, so students lack vocabulary and make errors in grammar and spelling in their writing. This habit makes the students have a difficulty to express their ideas in the written form. Students should practice their writing regularly to make a good writing. This factor also affects the writing mastery and makes students' writing ability low.

The problems must be solved, the technique must change, so that the student not boring and they realize that write a descriptive text is an interesting sub skill. The technique in writing class should be applied. The possibly made that writing using a technique is better than writing without using it (Sabarun, 2013, p. 17).

Since writing is such a must in education, a form of communication and a necessary in teaching and learning process, so the writer tries to use an interesting technique to improve students' writing skill. The technique is called "Guided Question".

Guided question is one of techniques that can make the students easier to write their ideas into a written paragraph or essay. It is a technique in which the teacher gives a topic and some questions to the students, then they answer those questions based on the topic given. According to Wilhelm (2007, p.8) said that guiding questions create a clearly focused problem orientation for our studies that connects kids to socially significant material and learning. This in turn leads to exciting conversations that bring together the students' lives, the course content, and the world in which we live as we consolidate major concepts, vocabulary, strategies, and ideas. The students would be helped in writing by guiding question technique.

Guided questions is a technique which is the writer will use in this research. Guided Questions is a technique for teaching English in which the teacher gives some questions to the students applied to a topic in teaching writing. When trying to phrase a guiding question, begin with the starter words: who, what, when, where, how, and why, especially what and how (SACE Board of South Australia, 1998, p.2). Langan (2005, p.25) suggests that we should consider more carefully what kind of guidance we should give them, we must generate ideas and details by asking question about subject, include *why?*, *when?*, *where?*, *who?*, and *how?*

Asking question can be a way of playing with material before deciding what you want to make of it, like toying with modeling clay until it takes a vague shape that suggest the final shape it tought to take. If you happen to know in advance what sort of writing you want to do, you can turn directly to

the questions that are most suitable for that sort of writing. If you do not what sort of writing you want to do, working through several sets of question may lead you to a purpose as well as information.

Dunigan (2008, p.14) states several steps of guided questions, they are:

- a. Planning: the students identify, collect and organize the ideas.
- b. Packaging: the teacher guides the students in a write-along as they follow the plan to write their first draft.
- c. Popping: using the established rubric, the teacher and individual student conference on paragraph. Popping ideas and words in, out, and/or around.
- d. Polishing: the students polish their writing project, with assistance as needed to compose a final draft.
- e. Publishing: the students shared their completed work. Cooper and Axelrod (1985, p.475) said that there are several steps in using guided question for invention. They are:
 - a. Think about the subject. ("Subject" means any event, person, problem, project, idea, or issue. In other words, anything you might write about).
 - b. Start with the first question, and move right through the list. Try to answer each question at least briefly with a word or phrase.
 - c. Write the responses quickly, without much planning.

Table 1 Guided Question Table

5Ws and the H grid		
Questions	General	Spesific
What?		
Where?		
When?		
Why?		
Who?		
How?		

Source adapted by Fred D. White

Raymon (1980, p.16) said that guided question can be the way to help exploring topic in writing skill. Asking questions can be a way of playing with material before deciding what you want to make of its shape. Moreover, by asking question about the subject, you can also generate ideas and details such questions include *Why, What, When, Where, Who, and How*. White (1986, p.61-62) also said that the needs to know the topic might consider using the questions. He called this method by 5Ws and the H grid. It works because the question

generates and provides a wraparound understanding of the topic. Based on the definition of guided questions above the purposes of using guided questions are:

- a. to increase students' achievement in writing skills especially in descriptive paragraph.
- b. to make easier for students in exploring the topic which they will write about.

According to Parsons (2001, p.13), there are some benefits of guided questions:

- a. Provide a supportive environment for students to practice their writing skills and build confidence.
- b. Offers students opportunities to receive immediate teachers' feedback on their writing efforts.
- c. Students understand that one ultimate goal is to take responsibility for their writing and put into practice learned problem-solving strategies.
- d. Students learn the value of combining their independent writing effort in a group of writing project.
- e. Provides a supportive context for specific instruction on the writing tools, for example at the text, sentence, and word level.
- f. Guided question demonstrates to students how to manage their writing time.

Some previous studies under the topic of writing and guided questions have been shared positive results. I Made Ariye (2014) conducted the research under the title "Assessing Descriptive Paragraph Writing Ability of the Eighth Grade Students of SMP Swa Dharma in Academic Year 2013/2014 Through Guided Question and Answer". The subject of this research was the student of second grade of SMP Swa Dharma in Academic Year 2013/2014. The result of this reseach showed that students achievement score in writing descriptive text was sufficient achievement.

The second research related with this study is Yosep Dwi Antara (2013) entitle "The Effectiveness of Guided Writing In Improving The Students' Writing Ability of The Eighth Grade Students at Smp Negeri 2 Temon in The Academic Year of 2012/2013". The subject of this research was the students of second grade of SMP Negeri 2 Temon in The Academic Year of 2012/2013. The result of this study showed that a significant difference in the writing ability between the students who are taught by using guided writing technique and those who are taught by using a conventional technique was excellent achievement.

The third previous study is Muhammad Adi Nur Yahya (2012) entitled "Increasing the students' Ability in Writing Recount Text through Guiding Questions Technique at the second Year Students of MTsN Bandung Tulungagung in Academic Year 2011/2012". The subject of this research was the second grade of MTsN Bandung Tulungagung in Academic Year 2011/2012. The result of test showed that students score in writing recount text using guided question was good achievement.

METHOD

The design of this study is experimental design, because this study measure the effect of using guided question on writing fluency. An experiment involve the comparison of the effect of a particular treatment with that of a different treatment or without treatment. Quasi' experimental design are similar to randomized experimental design in they involve manipulation of an independent variable but different in that subjects are not randomly assigned to treatment group. This study will be used quasi-Experimental design. The object of the research consists of three classes (A, B & C class) with total 67 students from third semester of IAIN Palangka Raya. While the sample are the students of two classes as the sample taken by cluster sampling.

Research Instrument Development

The data needed is to look at the students writing fluency, then the research instrument used is a test in the form of writing comparison and contrast text. Pre-test is a test which is conducted in the beginning of the treatment. It give information about the students' writing ability before the actions. Moreover, post-test is to measure the students' writing fluency after the treatment. Both tests measured how the guided question effect the students' writing fluency. The writer uses the test which is made by her in the form student write comparison and contrast paragraph by answering the question. Because of it is written test, the writer used writing rubric in scoring student's writing. It is divided into five criteria, which are content, organization, vocabulary, language use and mechanics. Furthermore, each criteria was rated into four scale of rating score adopted from Jacob et al in Weigle (2002, p.116). Besides, in this research, observation be in the form of check list. This is done to measure how many percent of students who are active in the classroom during the teaching and learning process. The observation checklist is adapted from Muhammad Faiq (2013, p.79). The item specification of research instrument can be seen in the Table 2.

Table 2. Item Specification of Research Instrument

Data Needed	Instrument
Ability	Test
Response	Questionnaire
Process	Observation

Table 2 shows that the data needed from the test is the ability of students to write descriptive text, while the data needed from the questionnaire is the student's response to learning descriptive text using guided question, and the data needed from the observation checklist is the process, how many percentage of students who are active during teaching and learning process. In measuring the instruments validity and reliability, the writer used the formulation of product moment by person as follows:

$$r_{xy} = \frac{N \sum xy - (\sum x)(\sum y)}{\sqrt{\{N \sum x^2 - (\sum x)^2\} [N \sum y^2 - (\sum y)^2]}}$$

Where:

r_{xy} : Index Correlation Number "r" Product Moment.

N : Number of Cases

$\sum XY$: Multiplication Result between score X and score Y.

$\sum X$: Total Value of score X

$\sum Y$: Total Value of score Y.

Interpretation:

$r_{xy} > r_t$ = Valid

$r_{xy} < r_t$ = Invalid

Arikunto (2006, p.274) said that the criteria of interpretation the validity:

0.800 – 1.000 = Very High Validity

0.600 – 0.799 = High Validity

0.400 – 0.599 = Fair Validity

0.200 – 0.399 = Poor Validity

0.00 – 0.199 = Very Poor Validity

Content Validity

The writing ability test employed content validity. Based on Wiersma and Jurs (2009, p.328), content validity is the process of how the test establishes the representativeness of the items in certain domain of the skills, tasks, knowledge, and other aspects that are being measured.

Content validity is essentially and of necessity based on the judgment and judgment must be made separately for each situation. It refers to whether or not the content of the manifest variables is right to measure the latent concept that is trying to measure. In this study, the instrument tests are suitable with the condition at writing class.

Construct Validity

According to Ary (2010, p.218), construct validity is concerned with the extent to which a test measures a specific trait or construct. It is related to the theoretical knowledge of the concept that wants to measure. The meaning of the test score is derived from the nature of the tasks examines are asked to perform. In this study the writer measured the students writing fluency. Therefore the test instrument is made in the written form and the test is done by students' complete answer.

Reliability defines whether an instrument can measure something to be measure constantly. There are many form that can be used to measure the reliability of the test. In thies case, the writer uses the single test-single trial approach with Kuder-Richardson formula:

The formula to be used:

$$r = \frac{k}{k-1} \times \left\{ 1 - \frac{\sum pq}{s^2} \right\}$$

Notes

- | | | | |
|----------------|------------------------|---|------------------------------|
| R | : Reliability of test | P | : Mean of the correct answer |
| K | : Number of test items | Q | : Mean of the wrong answer |
| S ² | : Variants | | |

Based on the calculation of percentages, the reliability of the instrument is 0,680 while r table = 0,404. It means that 'r calculated' is higher than 'r table'. Finally, it can be concluded that the test is reliable.

Data Collection Procedure

In this study the writer used some processes to collect the data.

1. The writer observed the Class A and C (third semester student of English education in Islamic Institute of Palangka Raya).
2. The writer divided the students (sample) into two groups (experimental and control) by using cluster sampling.
3. The writer gave a pre-test to both groups (experimental and control).
4. The writer checked the result of pre-test of experimental and control group.
5. After the pre-test given, the writer taught the students in experimental group and control group about writing by using different technique. Experimental group was taught using guided questions and control group taught using technique commonly used by previous teachers. The treatments were done 4 meetings.
6. After doing the treatments, the writer gave the post-test to both groups.
7. The writer gave scores to students' writing fluency by using scoring rubric. In this case, the writer applied One Way Anova for correlating samples to 43 examine the significant difference score between experimental and control group.
8. Finally, the writer compared the students' scores in the pre-test and post-test. It is done to know whether the students' scores in experimental group are higher or not than students' scores in control group.

Data Analysis Procedure

Having got the data from pre-test, then the data will analyzed and processed by using statistic calculating of the One Way Anova. Data analysis is the last step in the procedure of experiment, in this case, processing the data. Data processing is the first step to know the result of both the experiment class and controlled class and also their difference.

To find out the differences between students score in using guided question in teaching essay the writer uses the formula that is as follow:

1. The writer give test to the third semester students at IAIN Palangka Raya.
2. The writer collect the data of the students test results.
3. The writer give score the students test results by used the scoring system.
4. The writer give score for each item by using formula:

$$\frac{\text{score acquisition}}{\text{total score}} \times 100$$

5. The writer will discuss and conclude the result of data analysis.

FINDINGS

The hypothesis testing using one way ANOVA to measure the significance effect of using guided question toward writing fluency. Based on SPSS 18 Program, the researcher interpreted that Guided Question gives effect on students' writing fluency and learning motivation at IAIN Palangka Raya. It was based on the calculation used SPSS 18 statistic program, the result showed. In the table multivariate test, that F_{value} was 8.765 higher than F_{table} 3.22 ($8.765 > 3.22$), so it can be concluded that there is significant effect, the alternative hypothesis (H_a) is accepted and the null hypothesis (H_0) is rejected.

In addition, based on Post Hoc test, writing fluency in experimental class showed the significant value was lower than alpha ($0.01 < 0.05$) and learning motivation the significant value was lower than alpha ($0.01 < 0.05$). It proves that the guided question technique is effective in writing fluency. Thus, it concludes that using guided question affect students' writing fluency and learning motivation score of third semester of English Department at IAIN Palangka Raya.

DISCUSSION

The result of the data analysis showed that guided questions gave significance effect on writing fluency at third semester english department of IAIN Palangka Raya. The students who were taught using guided questions got higher score than students who were taught without guided questions. It was proved by the mean of writing fluency was 85.69 points and the mean of control group was 78.28 points. This research is also supported by using calculation SPSS which shows that there was significant effect of guided questions toward writing fluency with p-value was lower than alpha.

The finding of the study interpreted that the alternative hypothesis stating that using guided questions on writing fluency for the third semester students at english department of IAIN Palangka Raya was accepted and the null hypothesis stating that using guided questions on writing fluency and learning motivation for the third semester students at english department of IAIN Palangka Raya was rejected.

The problem of using guided question on writing is the way students answer the questions. Some of students answer the question by numbering the answer and used short answer. Meanwhile, in using guided question students should answer the questions in essay form.

This finding confirm Yosep Dwi Antara (2013) and Jase Moussa – Inaty (2015) studies. In specific, the study found guided questions can improve

students writing fluency, build good atmosphere in teaching learning process. Besides, guided questions could stimulate the students thought, effeciencie, effective and active during learning and teaching process.

The students who were taught using guided questions got higher score than students who were taught without guided questions. It was proved by the mean of experimental group was 84.54 points and mean of control group was 71.55 points. This research is also supported by using calculation SPSS which shows that there was significant effect of guided questions toward learning motivation with p-value was lower than alpha.

This finding confirms Ade Maria Novita (2013) study. In specific, the study found guided questions can improve students learning motivation and student active in teaching learning process. Besides, guided questions could stimulate the students thought, effeciencie, effective and active during learning and teaching process.

In conclusion, the use of guided questions as a technique in the teaching and learning process of writing can make a significant improvement on the students' score. It could be stated that guided questions can be used to solve the students' writing problem and it can increase the students' writing fluency. The hypothesis says that "There is a significant difference in writing fluency between students who are taught using guided questions and those who are taught by conventional media" is accepted.

CONCLUSION

The conclusion of this research study is supported by three findings. Firstly, the pre-test result of the experimental class reveals that the mean score was 67.86 which was in fair category. Meanwhile, the post-test result shows that the mean score was 85.69 which belonged to very good category. It can be concluded that the students' writing fluency of the experimental group improved significantly from the mean score 67.86 to 85.69. It improved 17.22 point and it was higher than the ideal SD. It means that the use of guided questions gives much better result than conventional media to improve the students writing fluency.

Secondly, the pre-test result of the control class illustrates that the mean score for the pre-test was 63.7 which is in fair category. Meanwhile, the mean score for the post-test was 78.28 which is in good category. It can be concluded that the students' writing fluency of the control group improved from the mean score 63.7 to 78.281. It slightly improved 15.12 point and it was smaller than

ideal SD. It means that the use of conventional media gives good result in improving the students writing fluency.

Thirdly, the post-test result notes that the mean score of the experimental class was higher than that of the control class. The mean score of experimental group in the post-test was 85.69 while that of control group was 78.28. And the learning motivation result notes that the mean score of the experimental class was higher than that of the control class. The mean score of experimental group in learning motivation was 84.54 while that of control group was 71.55. It means that in teaching writing, students who were taught by using guided questions had higher scores than those who were not.

Therefore, the hypothesis which says: "There is a significant effect of using guided questions toward writing fluency and learning motivation" is accepted. Based on the conclusion of the research, the researcher proposes some suggestions for the following parties: teachers, students, and other researchers.

1. Students

It is expected for the students of English Education Department to enrich their knowledge about the use of guided questions technique as an alternative teaching technique in teaching learning process of writing. They are motivated to learn other various techniques in teaching learning process of writing.

2. Teacher or Lecturer

The research finding shown that this technique is effective to student writing fluency and learning motivation, so the researcher recommended this technique to English teacher or lecturer for teaching writing in the class. The technique chosen has to overcome students' difficulty in writing texts and building students' creativity. It has to motivate, stimulate and improve students' writing fluency.

3. Other Researchers

This research is only aimed at finding the significance of guided questions technique on the teaching-learning process of writing. It needs an outgoing research in the form of an action research study as an effort to improve students' writing fluency. The next researchers also be able to combine the guided question with outline to make the students easier to start writing.

REFERENCES

Agustina Dwi Jayanti. 2014. *Teaching Narrative Writing Through Guiding-Questions Technique at The Second Grade of SMA.*

- Arikunto, S. 2002. *Prosedur Penelitian: Suatu Pendekatan Praktek*. Jakarta: PT Rineka Cipta
- Broadmann., Chintya, A., & Frydenberg, J. 2002. *Writing to Communicate*. New York: Person Education, Inc.
- Broadmann., Chintya, A., & Frydenberg, J. 2002. *Writing to Communicate*. New York: Person Education, Inc.
- Brown, H. Douglas. 2001. *Teaching by Principles (2nd Edition): An Interactive Approach to Language Pedagogy*. New York: Addison Wesley Longman, Inc.
- Dunigan, Jima. 2008. *Classroom Authoring Guided Writing*. Teachers Created Resources.
- I Made Ariye. 2014. *Assessing Descriptive Paragraph Writing Ability of the Eighth Grade Students of SMP Swa Dharma in Academic Year 2013/2014*.
- Jack C. Richard. 2002. *Methodology in Language Teaching: An Anthology of Current Practice*. New York: Cambridge University Press.
- Jase Moussa – Inaty. 2015. *Reflective Writing through the Use of Guiding Questions*.
- Langan, John. 2005. *College writing skill*. Mc Graw: Hill Companise Inc.
- Miftah, M. Z. 2015. Enhancing writing skill through writing process approach. *Journal on English as a Foreign Language*, 5(1), 9-24.
- Muhammad Adi Nur Yahya. 2012. *Increasing the students' Ability in Writing Recount Text through Guiding Questions Technique at the second Year Students of MTsN Bandung Tulungagung in Academic Year 2011/2012*.
- Paul R. Pintrich and Dale H. Schunk. 2008. *Motivation in Education Theory, Research, and Applications*. New Jersey: Pearson Education.
- Paul R. Pintrich and Dale H. Schunk. 2008. *Motivation in Education Theory, Research, and Applications*. New Jersey: Pearson Education.
- Roestiyah. 2001. *Srategi Belajar Mengajar*. Jakarta. PT Rineka Cipta.
- Sabarun. 2013. The effect of clustering technique on writing expository essays of EFL students. *Journal on English as a Foreign Language*, 3(1), 11-20.
- Weigle, Sara Cushing. 2002. *Assessing Writing*. Cambridge: Cambridge University Press.
- Wiersma, Wiliam and Jurs G, Stephen. 2009. *Research Method in Education*. Essex: Pearson Education Limited.
- Yosep Dwi Antara. 2013. *The Effectiveness of Guided Writing in Improving the Students' Writing Ability of The Eighth Grade Students at Smp Negeri 2 Temon in The Academic Year of 2012/2013*