



The Effectiveness of Using Questions Technique to Improve Students' Writing of Recount Text

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ARTICLE INFO	ABSTRACT
Received: 15 March 2022 Accepted: 28 March 2022 Published: 1 April 2022	Writing as a productive skill is considered a difficult skill to be mastered because not every student has better English proficiency which somehow has become an obstacle for them to construct better grammatical text. This research aims to improve the writing skills of recount text of students of Class CA of STMIK STIKOM Indonesia. The approach of this research is Class Action Research (CAR). The data collected are observation, interviews literary research, and tests. The results of this research showed that the implementation of Questions Guiding Techniques (QFT) was conducted successfully which can be seen through the results of cycle I and the progress made by students in cycle II. The results of cycle I (pre-test) and cycle II (post-test) were examined using an assessment rubric of writing text skills of recount text which consists of 5 aspects those are content, organization, structure, vocabulary, and mechanics with the score 4-3-2-1 (best-better-poor-poorer). The results of the cycle I (4-1) are 17-19-32-52. The result of cycle II shows that there is improvement in students understanding of grammar and writing skill on the recount text because score 4-3 is increased (36 – 95) and 2-1 is decreased (86 – 25) which shows better writing skills of the students.
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1. Introduction

Language has four fundamental skills: speaking, writing, reading, and listening. While reading and listening are receptive skills, speaking and writing are productive skills. Taylor (2010) asserts that through writing, we create, record, and preserve knowledge. Writing is where our understanding is sown, grown, and preserved. New information and new meaning are genuinely created by effective academic writing. Additionally, for the majority of people, writing is a challenging endeavor when they are attempting to express in their language novel thoughts and fresh perspectives. Even with the passing of time and the accumulation of experience, sitting down to write may be a torturous affair. Because of this,

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authors must consider and evaluate how they have responded to the writing challenge. In other words, if the authors can learn to deal with their unique ways of avoiding or delaying the moment when they start writing, the task will become more bearable.

According to Ghazali (2013) writing activities in the second language learning process are mostly considered secondary below the primary ones, which are listening, speaking, and reading. Writing is mostly used as a way to practice language aspects or to express the personal concerns of students. Furthermore, according to Ghazali (2013), the development of writing skills as a second language, like other oral skills requires an understanding of how to combine all linguistics components (knowledge about vocabulary, grammar, orthography, and genre to produce texts. There are several text types in English. One of the text types is recount text according to Ansyari (2007), literature that recounts historical occurrences or experiences is called a recount. The audience is either being informed or entertained. It differs from storytelling in that there are no complications between the players. Reorientation, events, and orientation make up the generic recount structures. Orientation represents the participants, place and time, events represent the sequences of activities or experiences while reorientation is the closing of the story. Recount text is written in past tenses because it retells the experiences in the past.

Yule (2020) stated that there are three approaches to teaching languages: 1) the grammar-translation method, which is the conventional method of teaching a foreign language using the students' vocabularies and grammar and encourages them to memorize; 2) the audio-lingual method, which emphasized written language; and 3) the communicative approach, which enhances second language learning as a response to "practice pattern". Since the communicative approach places emphasis on how students use English as a second language for academic purposes, it is used in this study to determine the efficacy of employing the questions technique to improve students' writing of recount texts.

According to Skinner (2014) input in the form of a stimulus and output in the form of a reaction are both significant in the behaviouristic perspective. Reinforcement is an important factor in learning. Reinforcement is a form of response. When added (positive reinforcement) the response will be stronger. Likewise, if it is reduced (negative reinforcement), the responses will be weak. The effect of the procedure in responding to certain control conditions is usually carried out in another way. In addition, using a variety of boots, controlled dependence with verbal responses and general boosters. Each event that presents a different reward, can be used to bring behavior under one's control under all conditions that are not appropriate and bad stimuli. In this research, the stimuli given are question techniques in the form of WH Questions.

Based on the observation of learning activities done in a second meeting when students were asked to write down their experiences before that became the reasons why they chose their study program now, most of them had the idea but found it difficult to construct the sentences. Besides, a lack of English grammar proficiency has become a hindrance for students to express their ideas in their writing. The mistakes students did not only in grammar but also in spelling and dices. Furthermore, the changes in verbs in English have become students' additional problems. Students found it difficult to choose the correct verbs for the sentence based on its context. All of these concerns have become an interesting topic

of research to know the effectiveness of using questions technique to improve students' writing of recount text.

2. Literature Review

Three previous pieces of research can be discussed in this research. The first research done by Firdani (2017) concerned teaching writing through guiding question techniques to improve students' writing skills. The ability of the pupils to compose ideas was examined using report text in the study. Pre-test and post-test qualitative methods were used in this study. The population of the study was chosen at random from 21 of the 115 second-graders at MAN Darussalam Aceh Besar. The findings demonstrated that the mean post-test score is more than the t-table value ($14.67 > 2.086$). Thus, it can be said that using guiding question approaches when writing helps pupils perform better. Furthermore, substance and structure have improved the most in terms of writing qualities.

The second research done by Situmorang (2018) studied improving students' writing skills through the guiding questions technique. The population of this research was 35 students in Grade X of APHC of First Public Senior High School in Singaraja. This is a Class Action Research that was done in 2 cycles with the implementations of planning, implementation, observation, and reflections. The data collecting was done by giving a 15-question test. The results showed the improvement of students writing skills from cycle 1 with a percentage of 40% passing score to 71.42% in cycle II.

While third research was done by Koraag, Nitha, and Liando (2019) entitle " The effectiveness of Guiding Questions Technique to improve students' writing recount text". The population of this research was students of 4th Public Junior High School of Tombariri giving the students the activity of writing a recount text. The results of the study showed that after the implementation of the Guiding Questions Technique, the students were able to construct better recount text by paying close attention to each part of the generic structure of recount text. The writer's research is done in Class AC with the subject English for Informatics and Technology of STMIK STIKOM Indonesia. There were 24 students in this class with different English backgrounds. This variety of backgrounds requires a better teaching technique and one of them is the Guiding Questions Technique. The implementation of the technique must have an advanced scope of implementation for better English proficiency and performance. For 3 previous research, the participants were given only 5W and 1H while in this research the participants are given 8W (What, Who, Whom, Which, Whose, When, Where, Why) and 1H (How + adjective, How + to be, How + to do, How + modal verbs) because the participants are college students so they will have more options to express their ideas.

3. Method

This study uses an action research methodology in a classroom setting (CAR). CAR is implemented to address the problem of cycle-based learning. There are four phases of implementation in each cycle: planning, carrying out, observing, and reflecting (Suharsimi Arikunto, 2011). Based on the requirements of the research, these four CAR levels are completed in a cycle. If the objectives or goals of the research are met, the implementation of these cycles will end. This study used observation, interviews, textual analysis, and tests

to obtain data. Cycle I and Cycle II of the implementation process are used for observation. The questionnaire is used for the interview, while the lesson plan and other teaching resources are used for the literary research. While tests are done through pre-test and post-test. The questioner is an instrument given to the students to know about their difficulties in writing a recount text and difficulties in learning English in general. According to Bailey in (Louis Cohen, Lawrence Manion, 2018), as interviews can be flexible, questioners are able both to probe and to explain more fully. Further explanation about CAR can be seen in Figure 1.

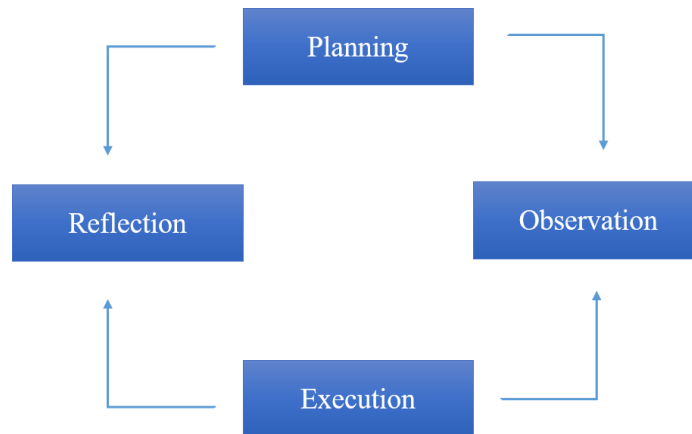


Figure 1. Class Action Research Implementation according to Arikunto (2011)

The stages of this research are done through several levels. First, the students were given a questionnaire that contains questions about the difficulties in learning English most especially recount text and at the same time, the research does observation on pre-implementation in the classroom. Second, the research gives the pre-test (cycle I) to know the level of English proficiency and performance of the students. After knowing the pre-test then the researcher conducts the third stage which is the explanation of English grammar and recount text. Next, after the explanation, the students will be given a post-test (cycle II) to know how much the students have grasped the knowledge. All the results of the pre-test and post-test will be examined with the purpose to know the progress of the students. While the questionnaires will be used as qualitative data to know the difficulties of the students in learning English. The data source of this research is 24 students of Class CA (English for Informatics and Technology) academic year 2021/2022. The research analysis techniques of this research are done by comparing the results of the pre-test and post-test. The rubric of the tests is examined using the rubric from Marhanei (2017) about assessment rubric of writing text skills can be seen in table 1 below.

Table 1. Assessment Rubric of Writing Text Skills

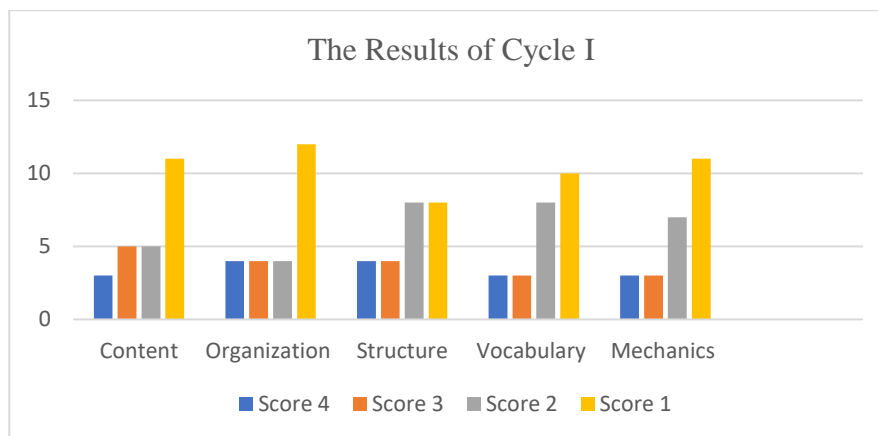
Indicator	Weight	Score			
		4	3	2	1
Content	8	The information in the paragraph	The information in the paragraph	The information in the paragraph	The information in the

		is very solid, fully developed, and relevant to the substance of the task.	is quite dense, less developed and less complete but quite in accordance with the substance of the task.	is less clear, write a very limited content, the content does not match the substance of the task.	paragraph is not clear, the contents of the instruction is not in accordance with the substance of the task.
Organization	6	The ideas expressed in the paragraph are clear, organized with logical sequence and cohesive.	The ideas expressed in the paragraph with somewhat rigid, less organized, less cohesive, but the main idea is still visible so it does not interfere with meaning.	The ideas expressed in the paragraph are not smooth, there is no logical sequence of ideas; the main idea is not visible.	The ideas expressed in the paragraph are not clear, there is no visible setting of ideas.
Structure	4	Use complex and effective sentence construction, there are only a few mistakes in the use of grammar	use complex sentences and there are some grammatical mistakes, do not convey the meaning.	Use complex sentences but somehow less effective, there are many grammatical mistakes but do not obscure meaning.	Use sentences which are not effective, so many grammatical errors, do not master the rules of syntax.
Vocabulary	4	The use of rich vocabularies, choices of words and expressions used very precisely, the words forms are used well.	The use of very rich vocabulary, the choice of words and phrases that are used sometimes less precise but not annoying, less errors in the use of words but its meaning is clear.	The use of vocabulary is limited, many errors on words usage and do not represent meaning.	The use of vocabulary is very limited; do not understand the rules of words formations.
Mechanics	3	Demonstrating a very good of rules of writing, there are only few	Demonstrating a good mastery of the rules of writing, there	Demonstrating a poor mastery of the rules of writing, a lot of spelling and	Not indicating mastery of the rule of good writing.

		speeling and punctuation errors.	are some spelling and punctuation errors but do not interfere with the message delivered.	punctuation errors which make the message unclear.	Many spelling and punctuation errors which make the message is unclear.
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4. Results and Discussion

The observation of pre-implementation of CAR and cycle I was done on Wednesday, 29 September 2021 with the purpose to know the participation and English grammar proficiency of the students in Class CA. There were 24 students before the implementation of the Guiding Questions Technique. In this pre-implementation stage, the students were asked to write their experiences that somehow had led them to choose the study program and college they are studying now. The students were given the time of about 30 minutes to write the recount text. Some students found difficulties in their writing process because most of them did not have enough basic knowledge about English grammar and vocabulary enrichment. For those reasons, they made mistakes in grammar, especially in verb choices and dictions. Besides, the coherence and cohesion of the sentences. There were also errors in spelling and punctuation that can change the meaning or context of the messages. The result of their writing of recount text of most students was poor. It can be seen through the rubric of writing text skills. The mistakes can be seen through the content, organization, structure, vocabulary, and mechanics. The score given is from 4-1. The results of the cycle I can be seen in graph 1 below.



Graph 1. Results of Cycle I

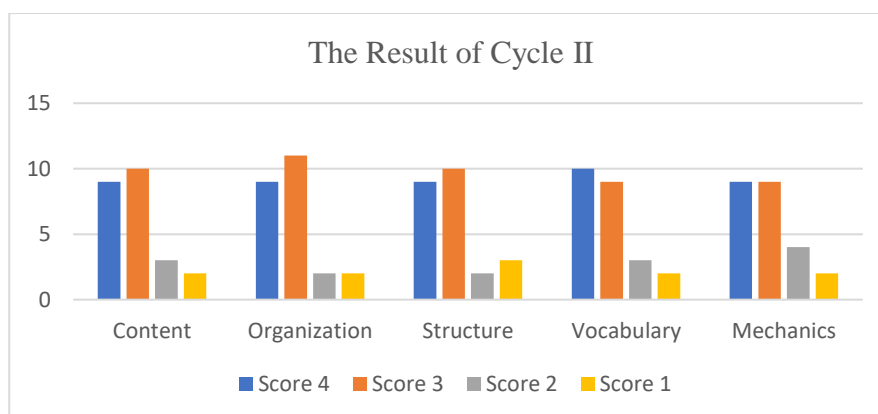
After knowing the results of cycle I, the researcher explain English grammar based on the level of understanding of the students. This activity was done on Wednesday, 6 October 2021. The students have explained past tenses are Simple Past Tense, Past Continuous Tense, and Past Perfect Tense. Besides, there is also an explanation about Modal Verbs for past time expressions and recount text regarding the generic structure (orientation, events, and reorientation). Then, there were explanations about WH Questions that will lead to Guiding Questions Techniques. For WH Questions explanations, the researcher chose 8W (What, Who, Whom, Which, Whose, When, Where, Why) and 1H (How + adjective, How

+ to be, How + to do, How + modal verbs). These 8W and 1H were chosen so the students would have more options in writing their experiences in the past.

Student asked a question about the differences between Who and Whom, and how to use them in sentences. The explanation for the question was “Who” is used to ask about the subject (person/people) while whom is used to ask the question about the object (person/people) in a sentence. For example: “Who is your sister?”. The answer: “Betty is my sister” or “My sister is Betty”. Betty or my sister is the subject of the sentence. While for “QW Whom”, the example is “Whom did see last night?”. The answer was “I saw Juan last night”. Juan is the object of the sentence. Another student asked about the use of “Whose” and examples in sentences. The explanation was Whose is used to ask about ownership or possessiveness. For example: “Whose car is that?”. The answer was “That is my car.” or “That is mine.” or “That is Farid’s car”. Another question was about the use of Which. Which is used to ask about options. The example in sentences is: “Which one do you prefer coffee or tea?”. The answer: “I prefer coffee to tea”. Besides, the students were encouraged to memorize the changes or formations of verb 1 to verb 2 to have the correct formation of verb 2 in the sentences.

The implementation of cycle II was done on Wednesday, 13 October 2021. First, the researcher did a review of the topics discussed in the previous meeting and then gave the chance to the students to write their recount text. The students were given WH Questions (8W and 1H) to guide them in writing their recount text. They were also reminded to pay attention to the changes of verb 1 to verb 2 (regular, irregular formations, and no change). The students were given 30 minutes to write down their recount text. Most of the students could write their ideas clearer by paying attention more closely to grammar, sentence patterns, an agreement between subjects and verbs, and using more appropriate words or dictions. Students also could use conjunction and sequences for the order of the events. Besides, there were fewer errors of spelling and punctuation that made messages or context delivered clearer. Furthermore, the use of WH Questions made the students the directions to compose their writing. These WH Questions made them find more ideas about recount text.

The results of cycle II showed that there is an improvement in students writing skills of recount text. There are fewer mistakes or errors for scores 1 and 2 which means the students have better English proficiency in content, organization, structure, vocabulary, and mechanics. The results of cycle II can be seen in Graph 2.



Graph 2. Results of Cycle II

Based on the result of cycle II the researcher did not do the next cycle because the aim of CAR is achieved. Students have shown better English proficiency in English grammar especially past tenses, modal verbs for past expressions, and WH Questions (8W and 1H). Besides, it can be seen through their better performance in writing recount text. While the questionnaire was given to the students after the implementation of cycle II to know the effectiveness of using Questions Techniques. The questions were: 1) what part of English that you considered difficult for you to understand? 2) what can you do to improve your English proficiency and performance? and 3) does the implementation of the Guiding Questions Technique improve your English writing skills? Why?. The results of question number 1 are: grammars are 9 students (37.5%) because of the changes of verbs and using correct dictions, verbs changing/formations are 7 students (29.2%) because there are 3 formations of verbs changes, pronunciations are 4 students (16.7%) and spellings are 4 students (16.7%) because in English there are differences of spelling and how to pronounce the words. The answers for questions number 2 are: keep on practicing English are 10 students (41.7%) so the speakers or learners become familiar with English; learn more new vocabularies are 6 students (25%) because dictions or words can determine the meaning or context of the messages properly; read English books and watch English movie are 5 students (20.8%) so students become more familiar with English environments, and using English applications are 3 students (12.5%) as a part of learning language, context, and grammar. Furthermore, for question number 3 the answer “Yes, it does” was answered by 24 students (100%) for the reasons: 1) knowing more about English grammar 13 students (54.2%), 2) knowing more about verbs changing are 5 students (20.8%), 3) knowing the correct dictions/words choices are 3 students (12.5%), and paying close attention to spelling are 3 students (12.5%).

5. Conclusion

Based on the purposes and results obtained from the discussions above, this research concludes that the implementation of Questions Guiding Techniques for students of STMIK STIKOM Indonesia was conducted successfully which can be seen through the results of the cycle I and progress made by students in cycle II. The results of cycle I and cycle II were examined using an assessment rubric of writing text skills which consist of 5 aspects those are content, organization, structure, vocabulary, and mechanics with a score of 4-3-2-1 (best-better-poor-poorer). The results of students' pre-test (cycle I) range from 4-1 are content (3-5-5-11); organization (4-4-4-12), structure (4-4-8-8), vocabulary (3-3-8-10) and mechanics (3-3-7-11). This result showed that recount text writing skills of students based on the score 4-1 is still low because the total number of scores 2 and 1 is still high that is 86. After the implementation of CAR through the explanation of grammar and recount text, the students were able to have a better understanding of English grammar. This can be seen through the result of the post-test (cycle II) range from 4-1 those are content (9-10-3-2); organization (9-11-2-2), structure (9-10-2-3), vocabulary (10-9-3-2) and mechanics (9-9-4-2). The result of cycle II shows that there is an improvement in students understanding of grammar and writing skills especially recount text because the scores 4-3 increased from 36 to 95 and scores 2-1 decreased from 86 to 25. While the results of the questionnaire show that the students took benefit from the implementation of Questions Guiding Techniques because

they stated that 1) knew more about English grammar than 13 students (54.2%), 2) knew more about verbs changing are 5 students (20.8%), 3) knowing the correct dictions/words choices are 3 students (12.5%), and paying close attention to spelling are 3 students (12.5%).

Conflict of interest

The author(s) declare(s) that there is no conflict of interest.

Authors' contribution

The author made substantial contributions to the conception and design of the study. The authors took responsibility for data analysis, interpretation and discussion of results. The authors read and approved the final manuscript.

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