

THE EFFECT OF QUESTIONING TECHNIQUE IN PRE-WRITING STAGE TOWARD STUDENTS' WRITING ABILITY

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Abstract

One of the requirements in teaching English at Junior High Schools is the students are required to get better result in writing kinds of text. However, the fact showed that the students still faced problems in writing. Those problems can be caused because of not all stages of writing process are done. Specifically, the students did not go through and use a certain technique on prewriting stage, thus, they faced problems in expressing their ideas, organizing ideas, and developing good paragraph to produce a text type. Therefore, the researcher conducted an experimental reserach. The purpose of this reserach is to find out whether or not the effect of using questioning technique in pre writing stage toward students' writing ability. Based research result, it was found that there was significant effect of using questioning technique toward students' writing ability. Thus, the researcher suggests the English teachers and the students to apply questioning technique in writing process.

Keywords: *Pre-Writing Stage, Questioning Technique*

Abstrak

Salah satu tuntutan dalam pengajaran Bahasa Inggris di sekolah tinggi adalah siswa dituntut untuk mendapatkan hasil yang lebih baik dalam menulis berbagai jenis teks. Akan tetapi, fakta menunjukkan bahwa siswa masih menghadapi masalah dalam menulis. Masalah tersebut disebabkan karena tidak semua tahapan dalam proses menulis dilakukan. Khususnya, siswa tidak melakukan dan menggunakan teknik tertentu pada tahapan *pre-writing* sehingga mereka menghadapi masalah dalam menuangkan dan menyusun ide mereka serta mengembangkannya menjadi paragraf yang baik untuk menghasilkan satu jenis teks. Oleh karena itu, peneliti melakukan penelitian eksperimen. Tujuan dari penelitian ini adalah untuk menemukan apakah ada pengaruh penggunaan *questioning* teknik terhadap kemampuan menulis siswa. Berdasarkan hasil penelitian, diteumakan bahwa ada pengaruh penggunaan *questioning* teknik terhadap kemampuan menulis siswa. Dengan demikian, peneliti menyarankan guru Bahasa Inggris dan siswa untuk menggunakan *questioning* teknik dalam proses menulis.

Keywords: *Tahapan pre-writing, Questioning teknik*

In the English syllabus of High Schools, students are required to be able to write some monologue texts. Those text types involve descriptive, procedure, narrative, report, recount, new items, hortatory exposition, and analytical exposition. In addition, the students are also required to be able to distinguish social function, schematic structure, and linguistics features of each text type.

One of the text types that have to be mastered by the eighth grade students of Junior High School is recount text. Dardjis et.al (2008) explain that the social function of recount text is to reconstruct past events by retelling them in order in which they occurred. Then, Wardiman, et.al (2008) state that recount text has the function to tell about one story, activity, or action. It has generic structure that includes orientation, events, and re-orientation. Orientation presents information about who was involved, where it happened and when it happened. Then, events are told in chronological order. Re-orientation is as the closing in retelling the events.

The result of interview with the students and the teachers of Junior High School Number 4 Kerinci showed that students have problems in writing recount text. They have problems in expressing their ideas, organizing ideas, and developing good paragraph. The students' writing was not comprehensible because the content of the composition was not relevant to the topic and the ideas were

not clearly stated. They could not develop their ideas systematically. They also were not able to describe specifically in details. In addition, they also still faced problems in using appropriate grammar.

The use inappropriate technique in teaching writing might be one of the causes of those problems. In fact, it was found that free writing technique was as the technique used in writing process. In this case, the students were let to explore the ideas about a topic. They free to write whatever sentences come into their minds about a topic. By using free writing technique, it is hard for the students to get starting in writing and to develop their ideas chronologically because there is no listing that they can use as the guideline. In addition, their ideas can be inappropriate with the topic and they also make more mistakes on spelling, grammar, sentence structure and order of events. "In free writing, the writers do free write, they choose a topic, sit down and write whatever sentences come into their minds about the topic" (Hoque, 1996).

There are many techniques to help students in writing process such as technique that is used in prewriting. Prewriting is the first stage of writing process. Prewriting is important to do before coming to writing stage. Seow in Liu (2006) notes the first stage of writing process is pre writing stage. It fully reveals its importance in writing. It helps students stimulate thoughts for getting started and gathering information for writing.

Questioning technique is one of the techniques in prewriting that can help the writer to explore ideas and focus their thoughts. By asking questions, it can help the writer identify and develop their ideas in writing. As Nazario, et al (2010) claims that the questions technique asks the writer to take a journalist's approaches in gathering information. This technique is a quick way to gather a lot of information on specific topic by asking six important questions (who/what/when/where/why/how) that most journalist rely on to complete information. Beside that, "questioning technique reveals a wealth of details for enriching the paragraph. This process is particularly productive to stimulate an active thinking and to help students to generate and focus on specific ideas in writing" (Liu, 2006).

According to Beacon (2003:2) questioning is pre-writing technique of asking Who, What, Where, When, Why, How, in order to focus ideas on particular subjects or topic. The WH-questions can help the writers to see what they want to say and what they do not want to say. In this case, by asking who, what, when, where, why, and how of the topic, it can help the writers to explore the topic deeper into what the prompt may be asking. As Gatz (2004) mentions that questioning is designed to help students to generate and focus on specific ideas while writing. In answering the questions, it will help the students to discover information and focus the students thinking on their topic. The questions are broken down into "what", "where", "when", "who", "how" and a basic evaluation of the writer's thought.

Furthermore, Laneaux (2009) states that questioning technique consists of relevant questions of the topic that can lead to ideas. By asking the who, what, when, where, why, and how of the topic, it can help the writer to explore the topic deeper into what the prompt may be asking. In addition, Dibello (2009:4) states that the technique that helps students sharpen the focus of their papers is to use a series

of ordered questions about the topic and about its audience and purpose. These questions can be as simple as the traditional journalistic “who, what, when, where, why, how” or can be lengthy or very detail depending on the assignment and the level of the students.

In writing process, questioning technique is applied in prewriting stage before they come to writing stage. The first stage in writing process is pre – writing stage. Before going through to writing stage, pre – writing have to be done. Linse (2005) notes the stages of writing process involve pre-writing, writing, revising, editing, and publishing. Those process of writing s needed in order to get good product of writing.

In addition, Linse (2005) explains the process in those stage. In prewriting, the writers choose the topic and collect ideas to explain the topic. In writing stage, the writers write down the ideas related to the topic. In revising stage, the initial piece of writing is examined and reworked to make ideas logical and flow together. In editing stage, the writer proofread their work and to make sure that there are not any content errors or grammatical or spelling errors appear. Then, publishing reveals that the writing piece is rewritten in a published or presentable form in a student-made book on special paper, and/or on a computer to be displayed or shared.

Furthermore, prewriting is a significant part in writing process. The writer can reach their topics and come upon their main ideas in this stage. It will guide the writer into an organized outline of possible ideas, topics, and/or comments. It also will help the writer get started and measured what the writer knows about the topic and identifies the ideas related to that topic. “Prewriting is a way to get ideas” (Oshima, 2007:16). In this step, the writer chooses a topic and collects ideas to explain the topic. In addition, Linse (2005) said in this step, the writers are given opportunity to write and collect their thoughts and ideas.

Regarding this point of view, it can be stated that questioning technique can help the writer to identify the ideas and explore the information about the topic. The use of questioning technique can also help the writer to reveal with details for enriching their paragraph. Accordingly, this technique can be used in writing recount text as a kind of text that deal with the details of the sequence of events. By answering the questions that involves in WH-questions and basic evaluation question about people, place, and events, it can help the writer to trigger the memories and to highlights the significance of the events. This technique can be applied in prewriting stage as a part of writing process. The students can have the guidelines by answering WH-questions and basic evaluation question for their writing. They can use those guidelines in writing stage. Based on those explanations, the research conducted an experimental research by applying questioning technique and find out whether or not this technique has significant effect toward students’ writing ability.

RESEARCH METODE

This research used quasi-experimental design. It had experimental and control classes. In this research, the pretest was administered to both experimental and control group. The experimental group was taught by using questioning technique and the control group through free writing technique for

eight meetings. The posttest was then given to both classes. In this research, cluster sampling technique was used. The sample was selected based on their same average score in their pre test. The experimental class was VIII B and the control class was VIII A.

This research used test as the instrument. The form of the test was writing test. In this case, students wrote recount paragraph based on the topic given. In this research, the pretest was used to find out the students' writing score before the treatment applied. The posttest was used to find out students' writing score of writing recount text after the treatment. To gain the data, pretest was administrated to both experimental and control group before the treatment administered for eight meetings. After eight meetings treatment, posttest was administered in order to know the difference of improvement of both groups.

After administrating the test, then the data were analyzed. The correctors assessed four major elements in writing aspects (structure, language, spelling, and paragraph). The two raters crosschecked their scores and combined them into average. The procedures in analyzing the data were as follow:

- a. reading the students' paragraph at least twice. In order to make more understand about the students' paragraphs before correcting, the raters read the students' paragraphs at least twice.
- b. analyzing the data. In this case, each rater analyzed the four aspects of students' writing (structure, language, spelling, and paragraph).
- c. crosscheck the scoring data
- d. both raters did the crosscheck of the data in some cases to give judgments of the score objectively.
- e. the data obtained was analyzed by using t-test to find out whether the mean difference of the experimental group and control group were statically significant or not.

FINDING AND DISCUSSION

The Results of the Pretest and Posttest in the Experimental Group

The result of pretest in the experimental group showed that the mean score was 7.25 with the lowest score was 5 and the highest score was 13. Meanwhile, in the posttest, the lowest score was 8, the highest score was 18 and the mean score was 11.12. Table 1 shows the score distribution in the experimental group.

Table 1.

The distribution of scores in the Experimental Group

Score Interval	Category	Pretest		Posttest	
		Frequency	Percentage	Frequency	Percentage
17-20	Very good	-	-	3	9.37%
13-16	Good	2	6.25%	7	21.87%
9-12	Fair	9	28.12%	16	50%

5-8	Weak	21	65.62%	6	18.75%
0-4	Poor	-	-	-	-

The Results of the Pretest and Posttest in the Control Group

The result of pretest in the control group showed that the mean score was 7.34 with the lowest score was 5 and the highest score was 13. Meanwhile, in the posttest, the lowest score was 5, the highest score was 14 and the mean score was 8.28. Table 2 shows the score distribution in the control group.

Table 2

The distribution of scores in the Control Group

Score Interval	Category	Pretest		Posttest	
		Frequency	Percentage	Frequency	Percentage
17-20	Very good	-	-	-	-
13-16	Good	3	9.37%	6	18.75%
9-12	Fair	6	18.75%	9	28.12%
5-8	Weak	23	71.87%	17	53.12%
0-4	Poor	-	-	-	-

Aspect of Writing in Pretest and Posttest for Experimental and Control Group

Based on the results of the students' writing, it was assessed in for aspect of writing based on the analytic rubric writing that was used in pretest and posttest for experimental and control group. Those aspects were (structure, language, spelling, and paragraph). The following table shows the number of students who got score 1-5 and percentage for each aspect of writing assessment in experimental and control groups.

Table 3.

The Number of Students for Each Aspect of Writing Assessment in Experimental and Control Groups

Aspect of Writing	Rater	Point	The Number of Students (%)			
			Experimental Group		Control Group	
			Pretest	Posttest	Pretest	Posttest
Structure	I	5	0 (0%)	2 (6.25%)	0 (0%)	0 (0%)
		4	0 (0%)	8 (25%)	0 (0%)	4 (12.5%)
		3	4 (12.5%)	18 (56.25%)	5 (15.62%)	10 (31.25%)
		2	18 (56.25%)	4 (12.5%)	17 (53.12%)	10 (31.25%)
		1	10 (31.25%)	0 (0%)	10 (31.25%)	8 (25%)
	II	5	0 (0%)	2 (6.25%)	0 (0%)	0 (0%)
		4	0 (0%)	8 (25%)	1 (3.12%)	4 (12.5%)
		3	5 (15.62%)	18 (56.25%)	4 (12.5%)	9 (28.12%)
		2	17 (53.12%)	4 (12.5%)	19 (59.37%)	11 (34.37%)
		1	10 (31.25%)	0 (0%)	8 (25%)	8 (25%)

Language	I	5	0 (0%)	1 (3.12%)	0 (0%)	0 (0%)
		4	0 (0%)	2 (6.25%)	0 (0%)	0 (0%)
		3	2 (6.25%)	12 (37.2%)	3 (9.37%)	8 (25%)
		2	11 (34.37%)	17 (53.12%)	14 (43.75%)	9 (28.12%)
		1	19 (59.37%)	0 (0%)	15 (46.87%)	15 (46.87%)
	II	5	0 (0%)	1 (3.12%)	0 (0%)	0 (0%)
		4	0 (0%)	3 (9.37%)	0 (0%)	0 (0%)
		3	3 (9.37%)	10 (31.25%)	3 (9.37%)	8 (25%)
		2	9 (28.12%)	18 (56.12%)	12 (37.2%)	9 (28.12%)
		1	20 (62.5%)	0 (0%)	17 (53.12%)	15 (46.87%)
Spelling	I	5	1 (3.12%)	3 (9.37%)	0 (0%)	0 (0%)
		4	4 (12.5%)	5 (15.62%)	5 (15.62%)	6 (18.75%)
		3	8 (25%)	9 (28.12%)	5 (15.62%)	8 (25%)
		2	11 (34.37%)	14 (43.75%)	17 (53.12%)	17 (53.12%)
		1	8 (25%)	1 (3.12%)	5 (15.62%)	1 (3.12%)
	II	5	1 (3.12%)	3 (9.37%)	0 (0%)	0 (0%)
		4	5 (15.62%)	5 (15.62%)	5 (15.62%)	6 (18.75%)
		3	7 (21.87%)	9 (28.12%)	5 (15.62%)	8 (25%)
		2	12 (37.2%)	14 (43.75%)	17 (53.12%)	17 (53.12%)
		1	7 (21.87%)	1 (3.12%)	5 (15.62%)	1 (3.12%)
Paragraph	I	5	0 (0%)	2 (6.25%)	0 (0%)	0 (0%)
		4	0 (0%)	4 (12.5%)	0 (0%)	0 (0%)
		3	2 (6.25%)	7 (21.87%)	3 (9.37%)	8 (25%)
		2	12 (37.2%)	19 (59.37%)	14 (43.75%)	10 (31.25%)
		1	18 (56.12%)	0 (0%)	15 (46.87%)	14 (43.75%)
	II	5	0 (0%)	2 (6.25%)	0 (0%)	0 (0%)
		4	0 (0%)	3 (9.37%)	0 (0%)	0 (0%)
		3	2 (6.25%)	11 (34.37%)	2 (6.25%)	9 (28.12%)
		2	14 (43.75%)	16 (50%)	15 (46.87%)	9 (28.12%)
		1	16 (50%)	0 (0%)	15 (46.87%)	14 (43.75%)

Based on the table above, it shows that, there was no a big range of score difference between first rater and second rater in correcting students' writing. The total number from the each aspect of writing assessment showed that the students' writing score from first rater and second rater was still in the same category.

T-test Analysis

To know whether there is significant difference between experimental scores and control scores', t-test is applied. Based on the calculation, it was found that the value of t-test was higher than

the value of t-table ($3.78 > 2.000$) at the degree of freedom 62 and the level of confidence 0.05. It means that the null hypothesis was rejected and the alternate hypothesis was accepted.

Based on the analysis of the students' writing, it was found that there was better development on the students' writing score who used questioning technique. Questioning technique was helpful for the students to write recount paragraph since that technique could be the guideline which was used to develop and organize the ideas.

By comparing the result of pretest and posttest, it showed that there was improvement from the students' score for pretest and posttest in experimental group. It showed that the score of the students' writing in posttest was better than pretest.

In this case, by answering the questions "who", "when", "where", the students had provided information to introduces participants and setting as part of recount text, especially in orientation. In addition, by answering "what" questions with specifically in question "what did happen first", "what did happen then", "what did happen after that", "what did happen next", "what did happen finally", and the basic evaluation question such as "did you like your holiday", the students could present the sequence of events that were recognized in chronological order and they also could provide re-orientation with their personal comment by answering basic evaluation question. Furthermore, for the grammar use in recount text, that technique could help the students since the students had WH-questions in past tense form that had also to be answered in past tense. So, it could be the way and the guideline for the students to use appropriate grammar.

As the result, questioning technique could help the students to explore and develop their ideas and develop with supporting details and also use appropriate tense.. Overall, questioning technique gave significant effect and it helped the students in writing recount paragraph.

CONCLUSION

The students' writing score developed after there was application of questioning technique in writing activity. The students could develop and arrange their ideas into a paragraph by using questioning technique since this technique could be the guidelines that helped the students to write. The results could be seen from the students' score in writing. Thus, it is suggested to English teachers use the questioning technique as an alternative way of teaching writing, especially teaching recount text because the questioning technique can help the students to solve their writing problem in generating ideas. The students are also suggested to apply questioning technique in writing process as one of the techniques in developing their writing.

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