
Guiding Question and Mind Mapping Technique in Teaching Writing

Recount Text for EFL Students

Nia Arlianti, Abdul Muth'im, Emma Rosana Febriyanti

English Language Education Study Program
Lambung Mangkurat University
arlianti29nia@gmail.com

Abstract

This is an experimental research study for conducting two techniques in teaching writing recount text. As the experiences from the researcher, traditional or lecturing technique did not improve the students' skill in writing, the researcher then decided to have two different techniques to the classes. Guiding question technique was given to the experimental group and mind mapping technique for the control class. After all steps were done, the result showed as class of experiment got proper score than control. It showed that mean score for class VIII C was 82.87 and for VIII A was 74.71. From the evidence above, the technique of guiding question was more effective than mind mapping which both of them have applied in the subject of classes. With a lot of hopes, for the researcher, English teachers, students and even other researchers, guiding question technique will be the alternative way to teach writing recount text.

INTRODUCTION

English has some skills that must be mastered by every student in the elementary school, junior and senior high school and even for students in English major in every university. Those skills are listening, speaking, reading, writing and the skill to use grammar in spoken or written form correctly. And in writing skill that will show the person or pupils are fluent and good enough at using the foreign language itself because writing skill is one of skill that difficult and completed enough to be mastered. And also we can consider someone is good or not good yet in using foreign language that they learn from their writing. From Bowker (2007) statement, he talked about that writing skill is an evidence for the students' capability in mastering English, being good skill writing will be the influence for their educational future and carrier. Because, inside writing there are some components that must be given care when we write something even in academic or free writing. Those important things which we should care about are grammar, vocabulary, mechanics, style, and organization.

Grammar is should be correct and suitable with using every language especially English. And it must be true too in every skill of English no exception in writing. For writing, grammar is very important thing in order to deliver our intention or purpose of our writing to the readers. Writing is not only putting some words to be sentences and putting sentences to be

paragraph. of course, it is not easy than we think, that is not just arranging the word without correct grammar for example “My sister favorite food Sushi” which means in Indonesian language “*Makanan favorit saudari saya Sushi*” this is normal sentence but not in English language. In English it must be written as “My sister’s favorite food is Sushi” which in Bahasa Indonesia the meaning is the same with the false example above but in English it is a correct grammatical sentence. And with the sentence *My sister’s favorite food is Sushi* it will deliver good and exact meaning to the readers. If the students have minim knowledge about grammar and they write information for the readers then it will be hard to understand. If there are many errors grammar in their writing so many readers will not understand the purpose even they will make their own interpretation.

Vocabulary is the important aspect in learning foreign language especially in learning writing skill. With good and suitable vocabulary in writing, the students are considered to be a good foreign language user. And the vocabulary itself is not only to remember but also the students should understand to use it in spoken and written form. One vocabulary usually has some meanings that has different ways to use for example in the sentence “Kim expression her feeling” which is the word *expression* is not suitable for that sentence because it is a noun after subject. The correct sentence is “Kim expresses her feeling” which use suitable verb word *express* after subject. Vocabulary has the similarity with grammar for making meaningful text or information to the readers. With good, correct and suitable vocabulary the students’ writing will be easier to understand and they will express their thought and idea in written form meaningfully. We can imagine that if the students use inappropriate and not suitable vocabulary the readers will miss the purpose and information of the text and they will also make their own interpretation.

Mechanics will be clearly seen in the written form because it is related to punctuation. Good writer will care about how to use punctuation in detail. Good writing will always have good punctuation. To make a good writing, the writer should know how to put full stop, ellipsis, comma, colon, semicolon, exclamation mark, quotation mark, question mark, and so on correctly. Without putting punctuation for example “full stop” in the paragraph then it will not be a paragraph it is only a very long sentence.

Style is the aspect of writing that means for using structure and vocabulary appropriately. Good writing has suitable vocabularies and structures in arranging the words become sentences and finally become a text. Sometimes pupils misuse the vocabularies and structures that make a different sense of meaning for the readers. Good writing will also have a good style in it. The vocabularies will relate to each other and they will suitable for grammar usage. If there are many misuses of the vocabulary and grammar then it will make the purpose and the communication will be hard to understand.

There is the last important aspect of writing. It is organization. Organization in the writing is related to the all aspects in writing. The students should organize the vocabularies, grammar, punctuations, style of writing, exactly to be a good and understandable written form

for every text. If they have high-organized writing then their ideas and thoughts will be linked like a native speaker's writing. Writing that has well organized aspect will make the communication beneath text understandable. And if there is no well organized writing then it will make the readers re read the student's writing to get the idea and purpose in it. From explanation above, a good writing will have appropriate grammar, vocabulary, mechanic or punctuation, and all of them will be linked to be well organized writing that will make it understandable, communicative and to the point.

Five aspects above got learnt by subjects to write a good text especially recount text. In truth, it is really complicated to teach how to write recount text and the aspects above without any interesting method and technique.

In fact, there are some researcher's experiences about teaching writing to the students in SMP Negeri 31 Banjarmasin when she did her PPL in 2017. The researcher learnt from her experiences there so many troubles in process beneath teaching learning in writing skill. First, recount text never be written by students before. Second, most of them there were not exist some will learn English. Third, they always did reading and vocabulary exercise. Fourth, the teacher always uses lecturing technique in teaching writing process. And last is laziness of students and their lack of confidence in learning English which very hard to solve with only bring a traditional technique in classroom. Those are the reasons why the researcher failed to teaching writing recount text in her PPL time.

When the researcher conducted her PPL II, she just bought a traditional technique which means just lecturing in classroom to teach them to write. Almost all of the students were not interested at all with the lesson from the teacher, because the teacher only talked and then gave the example of recount text, and then required students to write recount text in exercise books and tasks. They were failed in that exercise. They wrote with not suitable vocabulary and error grammar, they missed the punctuation and spelling and they had no well organized writings at last. They got score 20 until 50, and it means they got score under standard completeness of SMP Negeri 31 Banjarmasin which is 70.

From the reasons above, it shows that lecturing or traditional technique is less communicative and not effective technique to use in activities of classroom being writing recount text. That technique also did not able to make the students interested in English and it also could not raise the students' confidence to write a text. After conducted PPL II, researcher decided to take this problem in to her thesis. She intended to make teaching learning process on recount text to be interested and effective for the students.

Also such good way, researcher started to search some effective and interesting techniques or methods to apply teach and also learning process such as learning through diary, brain storming, picture and picture, guiding question and mind mapping. By considering some techniques, researcher decided to choose guiding question and mind mapping technique as techniques in her thesis.

Through using guiding question technique, researcher is expected to solve problems in teaching writing recount text. Guiding question technique will be used in order for making process activities of teaching writing more interesting, effective and communicative then students can have better and higher scores when they are asked to write simple text recount. Guided Question technique has a way to make students write. In this technique, there will be some questions to guide the students to write recount text by answering the questions from the teacher. When they answer the questions automatically they are starting to write and they will develop the answers become a simple text.

Mind mapping technique is also considered to be an interesting and attractive technique to use in the classroom. In hope, when teacher uses this technique for teaching students in every class, they will give more attention during the lesson. Mind mapping technique has almost brought same function with Guiding Question Technique. It gives clues with students through giving key words. Students will be asked by teacher to write by linking those key words to be paragraphs and then in ending time is text. Key words are created as guidance for students to make them feel easier to write.

From the explanation above, about problems that the teacher and students have, the researcher decided to deal with an experimental research under theme of *Guiding Question and Mind Mapping Technique in Teaching Writing Recount Text for Students at Eighth Grade of SMP Negeri 31 Banjarmasin Academic Year 2018/2019*. This research will have the research question as follow “*Is there any difference on students’ writing recount text achievement taught by guiding question technique and those who are taught by using mind mapping technique at SMP Negeri 31 Banjarmasin Academic Year 2018/2019?*”

There are some purposes of this research are expected by the researcher such us to give many information knowledge about effective and communicative way of both techniques. Second is to help the teacher to give the lesson of writing to students with interesting fun techniques and steps. Third is for helping the students to improve their knowledge and score in writing especially when they do the exercise also to improve their skill. And last is if there is someone who wants to conduct about guiding question or mind mapping technique, this research can be his/her reference.

RESEARCH METHODOLOGY

An experimental research will be used by the researcher for this research. It is chosen because the researcher wants to see whether both of the techniques are effective or not to apply in the classroom. And the researcher wants to know what technique is more effective by seeing the result and how the significant different of it.

This experimental research will be conducted in two classes and the exercise and instrument will be tried out in different class in order to see the validity and reliability. Two classes will be involved in this research, one class will be considered as an experimental group in which the students are will be given treatment by using guiding question technique and

related to it. Another class is chosen as class of control that pupils will have different treatment with group in experimental. Mind mapping technique will be given to them as control group. The students at eighth grade in SMP Negeri 31 Banjarmasin are taken as population for this study and the subjects are VIII C and VIII A. VIII C is chosen as class named experimental and VIII A as the control class. Writing test will be a technique for data collection. Writing test will be given to the students as try out, pre test and then post test for the final activity in both classes.

The result of post test in each class will be compared by using t-test in order to see how the improvements of students in two classes. And then from the result, researcher will find what technique is more effective in teaching learning process.

FINDINGS

The researcher comes to finding session after conducting a lot of steps in the two subject classroom, in the class called experimental and control. We have known, main steps that researcher have done are try out, pre-test, teaching learning with the two techniques, observation and then the last step is post-test.

The process for doing the steps in classrooms will be explained by the researcher first. The students in both classes were excited enough with two techniques they got to learn writing recount text. They had a different technique than they usually use with their English teachers. The students said that they were more interested when they do the exercises because they arranged their writing through answering questions and in control class the students felt comfortable with key words provide in their papers then they just linked it become sentences and then become a short text of recount. The students in two classroom subjects expressed their thought of using both of writing techniques. They felt have no stuck in the process of writing, if they had stuck it just for understanding those questions given and they needed the time to think of the words they should link. They had no idea about writing when the researcher gave them pretest. There was no prior knowledge about guiding question and mind mapping technique in the students' mind before the researcher teaches with those ways. The students were failed when they did pre test. When the researcher taught with all techniques the pupils paid their attention well but, there were still some students walked around the classroom, joked to each other, yawned without covering their mouth, laughed loudly, talked to their friend, did something nonsense, and so on. But, in the final result of their post test, they were really good in improving their skill. Their score in post test were better than in the pre test.

In line of the explanation above, detail explanation about their score will be explained by the researcher here. In the pre-test the mean score are gained by the students in experimental group was 26,19. There was no student who gained the score above standard completeness criterion. In the post test, they were so improved which is proven by the higher mean score of them. They got 82.87 in the post test which is so much better than the previous test. In the other hand, the control group was in line with the experimental class. The students had mean score 30.78 in the pre test which was under school score standard in minimum 70. They got a very

good mean score through doing their post test. 74.71 was the mean score result for the control class. Class VIII C had a higher score than VIII A at the end of the research step. It is shown by the data final result of the research that having guiding question is more useful to make it effective than mind mapping.

SUGGESTIONS

Implementing of guiding question technique is suggested to the English teacher as an interesting and effective technique to develop and heighten pupils' writing skill for any text especially in recount type.

REFERENCES

- Anderson, Mark and Anderson, Kathy. (2003). *Text Types in English 1 and 2*. Australia: Macmillan Education.
- Arini, Dini Noor. 2012. Using Peer Editing and Revising in Process Approach to Improve the Students' Ability in Writing Argumentative Essay at Lambung Mangkurat University. Thesis, Graduate Program in English Language Teaching, State University of Malang.
- Arini, Dini Noor. 2016. Practicing the students' pronunciation and adding vocabulary in Intensive English Classes by playing the taboo game. *The 63th TEFLIN International Conference 2016*, eprints.ulm.ac.id
- Arini, D.N. 2018. The Collaborative Strategic Reading and E-Learning: A Perception of Blended Learning by EFL Students - eprints.ulm.ac.id
- Arini, D.N., Mubaraq. Y.F. 2017. Teachers' Perception Toward Integrating Local Wisdom in The Teaching of Writing. *National English Department Seminar 2nd*, 2017. eprints.ulm.ac.id
- Arrumaisa, E., Rusmanayanti, A., Arapah, E., Mu'in, F. 2019. The Teacher Talks in Teaching Reading Comprehension. *Lingua Educatia* 1 (1), 28-41
- Axelrod, Rise and Charles R. Cooper. (1985). *The Concise St. Martin's Guide to Writing*. The St. Martin Press.
- Aziza, D.N., Mu'in, F., Rusmanayanti, A. 2019. The Strategies of Teaching in Reading Comprehension. *Lingua Educatia* 1 (1), 42-50
- Bowker, Natilene. (2007). *Academic Writing: A Guide to Tertiary Level Writing*. Massey: Massey University.
- Brown, H. Douglas. (2001). *Teaching by Principles, An Interactive Approach to Language Pedagogy*, (2nd ed). San Francisco, California: Longman.
- Buzan, Tony. (2006). *The Ultimate Book of Mind Maps-Unlock Your Creativity, Boost Your Memory, Change Your Life*. London: Thomsons.
- Effendi, R., Mu'in, F. 2018. *Non-linguistics Problems in Teaching of Indonesian Language*. SHS Web of Conferences 53, 03002
- Fajriani, A.Z, Listia, R., Arini, D.N.. 2019. The Use Of 'Stop' and 'Dare' strategy To Improve Students' achievement In Writing Analytical Exposition Text. *Lingua Educatia*, 2019 - ft.jtam.unlam.ac.id
- Harmer, Jeremy. (1998). *The Practice of English Language Teaching*. New York: Longman.
- Harmer, Jeremy. (2006). *How to Teach Writing*. Cambridge: Longman.

-
- Harmer, Jeremy. (2007). *How to Teach*. New York: Longman.
- Harmer, Jeremy. (2007). *The practice of English Language Teaching*. Edinburg: Pearson Education Ltd.
- Hyland, K. (2004). *Second Language Writing*. United Kingdom: Cambridge University Press.
- Indriani, S., Listia R., Arapah, E., Mu'in, F. 2019. The Politeness Strategies in Lecturers. Illocutions in Teaching English for Non-English Department Students in *Lingua Educatia* 1 (1), 62-72
- Mariani, Nanik and Mu'in, Fatchul. 2007. *An Introduction to Linguistics*. Banjarmasin: Jurusan PBS FKIP Universitas Lambung Mangkurat.
- Mu'in, Fatchul (ed.). 2019. *Sociolinguistics: A language Study in Sociocultural Perspectives*. Banjarmasin: Jurusan PBS FKIP ULM.
- Mu'in, Fatchul and Kamal, Sirajuddin. 2006. *Sociolinguistics: An Introduction*. Banjarmasin: Jurusan PBS FKIP Universitas Lambung Mangkurat.
- Mu'in, Fatchul, and Arini, Dini Noor. 2018. *Language in Oral Production Perspectives*. Bandung: Rasi Terbit.
- Mu'in, Fatchul, Arief, Y Al., Amelia, R., Fadilla, R. 2018. Investigating Teacher Professional Development: English Teachers' Learning Activities as Learners. *Asian EFL Journal*