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Using Guided Questions Technique (GQT) to Improve Students Writing Skill

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Abstract

The Guided Question Technique (GQT) has recently caught the interest of researchers. Although many studies have explored the effects of GQT on skills like reading and speaking, there are relatively few investigations into its impact on students' writing abilities, specifically in crafting descriptive texts. This paper aims to examine whether the guided question technique (GTQ) can enhance students' writing skills, specifically in composing descriptive texts. To achieve the study's objective, seventy students from SMA Negeri 7 Palu in Indonesia were purposively divided into two groups. One group received treatment from a researcher, while the other did not. The findings demonstrated a notable distinction between the treated and untreated groups. Students who received the treatment performed better in writing descriptive texts than those who did not. The results of this study clearly showed that employing the guided question technique in teaching writing skills was advantageous for intermediate-level students in writing descriptive texts. These findings have implications for teacher and other researchers.

Keywords: *guided question technique, descriptive text, writing skill.*

Introduction

Writing is an activity that people do to produce written form. People transfer their idea, information through their writing. Oshima & Hogue (2007:3) state that "writing is a progressive activity." This means that when you first write something down, you have already been thinking what you are going to say and how you are going to say it." People share experience, knowledge, news, stories into their writing. Those stuffs have been existed on their head before they write it.

Writing is one of the four basic skills The students start learning to communicate through written form as they begin to interact with others at school level. It is a complicated skill than other skills because writers are able to write something that they want to, but not everybody can make a good writing. The writing skill is more complicated than that of other language skills (Javed, M., Juan, W. X., Nazli, S, 2013) In brief, writing is a productive skill which allow students to communicate and to interact with others in written form. There are some elements of writing that the writer should master to produce a good written form. Mastering writing skill is important especially for students. "Advance writing skill is an important aspect of academic performance" (Kellog and Raulerson: 2007). In conclusion, to produce a good written form the writers need some elements that should be mastered.

Writing skill is one of productive skill in English because students have to construct and produce a good writing product. It is also complicated skill because the students should consider several components. They are organization, content, grammar, vocabulary, and mechanic. Therefore, to make qualified writing the students should have good knowledge about the components of writing.

Guided question in writing is used for guiding a learner to write something by asking some questions to express their idea. One of the ways for writing is by giving the learner some questions as guide before writing, so that by answering the questions the students can express their idea in writing. According to Roestiyah (2001:129) says that to make class interactive in process teaching and learning teacher must giving certain related question, in purpose the student can remember what the fact has learn before.

Descriptive is the text describing an object person, animals, thing, and place with clear and detailed explanation. In this case, the readers can visualize an object described. Therefore, the writers will create their feeling and get a clear view of the object described, and the reader can imagine, feel, and have an overview of the subject being read (Purnamasari et al., 2021). Furthermore, descriptive is used to add details about something physical: a person, place, or thing. This method uses sensory language, that is, words that appeal to the five senses,

such as sight, hearing, smell, taste, and touch (Rivai et al., 2017).

In Merdeka Curriculum especially in the tenth grade, the students are expected to write several types of text. One of them is descriptive text, in learning this text, the students are expected to analyze social function of descriptive text, generic structure, analyze language feature, differentiate the social function, and catch the meaning of descriptive text. Thus, the students should pay attention to many aspects.

However, in conducting preliminary observation on July 27th 2023, the researcher found several problems that faced by the tenth grade students of SMAN 7 Palu in writing skill. First, the students still wrote ungrammatically sentences. Second, students faced difficulty in creating ideas to compose descriptive text. Third, was the lack of vocabulary that made students difficult to develop their ideas. In summary, there were some problems that the students faced in writing skill such as writing sentences incorrectly, lack of ideas, poor of vocabulary and mechanics.

The researcher conducted a research by applying a technique to solve the problems. It is guided question. Guided Question is a technique that can help students more directed to coordinate their ideas because by answering the questions given, it can support students' competence in writing and it will be easier for students to write. According to Traver and Julita (2018:164) “Guided questions as a direction to find understanding by used the basic question.” The researcher offers this technique to solve students’ problems in writing.

Method

In this research, the researcher applied quasi-experimental research design. According to (Sugiyono, 2015) “quasi-experimental research is approaching real experiments. This research aims to directly test the influence of a variable on other variables and test causal relationship hypothesis.” This quasi-experimental research is used to determine differences the ability of the class that will give treatment and the class that will not give treatment. According to (Cohen, Manion, and Morrison 2007), the research design of quasi experimental is described as follows:

Experimental	O1	X	O2
Control	O3		O4

Where:
O1 : Pre-test for experimental group
O2 : Post-test for experimental group
O3 : Pre-test for control group
O4 : Post-test for control group
X: Treatment

The population is the object of research where the entire data are of concern in a study. Creswell (2005) stated that the population is a group of people who have the same characteristics. It means that we apply our findings to focus on all people who meet the characteristics in common with our study. In this research, the researcher chooses the tenth grade students of SMAN 7 Palu as the research population. It consisted of two classes.

In collecting data, the researcher used test which included pretest and posttest, the researcher conducted this research which is teaching and learning process in eight meetings. Pre-test is a test given before the material is taught and it is a test that will be given before treatment. The purpose of giving a pre-test is to find out the students' prior knowledge. Post test is a test that will be given after treatment or it will be given at end of the research. The purpose of giving post test is to measure the students achievement in writing after giving treatment.

The researcher will use a statistical analysis to examine the data. The following formulas from Arikunto (2013) will be utilized to examine statistically the results of the two tests.

Firstly, to examine the individual score of the students in writing test (standard scores), she uses the following formula.

$$\sum = \frac{x}{n} \times 100$$

$\sum$ = Standard score
x = Students score
n = Maximum score

Next, to analyze the group mean score, she applies the formula described below.

$$M = \frac{\sum x}{N}$$

M = Mean score
$\sum$x = Sum of scores
N = Number of students

Then, the following formula will be used to analyze the deviation score.

$$d = X_2 - X_1$$

d = Deviation score
X_2 = Standard scores on posttest
X_1 = Standard scores on pretest

In order to investigate the mean derivation, the following scoring formula will be used.

$$Md = \frac{\sum x}{N}$$

Md = Mean deviation
∑x = Sum of scores deviation
N = Number of students

Last, the sum of squares will be analyzed using the formula below.

$$\sum x^2 = \sum X^2 - \frac{(\sum X)^2}{N}$$

$\sum x^2$ = Sum of squares
$\sum X^2$ = total squared deviation
$\sum X$= total score deviation
N = Number of students

Finally, the following formula will be used to determine the impact of Cooperative Learning Strategy on students' writing skill.

$$t = \frac{Mx - My}{\sqrt{\left(\frac{\sum x^2 + \sum y^2}{Nx + Ny - 2}\right)\left(\frac{1}{Nx}\right) + \left(\frac{1}{Ny}\right)}}$$

t = t-counted
Mx = Mean deviation of experimental group
My = Mean deviation of control group
Ex = The sum of squares in experimental group
N = Number of students
2 = Constant number
1 = Constant number

Results

The data were collected by the researcher by using tests as the main instruments of the research and the result is presented in the form of numeric data. The result of this research was acquired from a writing test. The writing test was divided into pre-test and post-test. Pre-test was given in the first meeting and posttest was given in the last meeting into both classes (X3 as experimental class and X7 as control class).

The Result of the Pre-Test

The researcher administrated pre-test to the experimental class on January 10th, 2024 and control class on January 16th, 2024.

Student's Score on Pre- test in experimental class

No	Initials	Student's Score				Obtained score	Max. score	Standard score	Qualification
		C	O	V	M				
1	ANNA	4	2	2	1	37	56	66.07	Successful
2	AKS	3	2	3	2	36	56	64.29	Successful
3	AA	3	2	2	1	32	56	57.14	Failed
4	ARP	2	2	2	2	28	56	50.00	Failed
5	AK	2	1	1	2	20	56	35.71	Failed
6	AH	2	2	2	1	27	56	48.21	Failed

7	AJ	3	3	2	2	38	56	67.86	Successful
8	AR	3	2	2	1	27	56	48.21	Failed
9	BS	1	2	1	1	20	56	35.71	Failed
10	CPP	3	2	2	1	27	56	48.21	Failed
11	DAS	3	3	2	1	37	56	66.07	Successful
12	DS	3	2	2	2	33	56	58.93	Failed
13	FL	2	2	2	1	27	56	48.21	Failed
14	IF	2	2	2	1	27	56	48.21	Failed
15	IPA	3	2	2	1	22	56	39.29	Failed
16	IL	3	2	2	1	22	56	39.29	Failed
17	KA	2	2	1	2	15	56	26.79	Failed
18	MCA	3	2	2	1	22	56	39.29	Failed
19	MD	3	1	2	1	27	56	48.21	Failed
20	MAS	3	2	2	1	27	56	48.21	Failed
21	MKR	3	2	2	1	27	56	48.21	Failed
22	MRS	3	2	2	1	27	56	48.21	Failed
23	MRAY	2	2	2	3	29	56	51.79	Failed
24	MAT	3	3	2	2	38	56	67.86	Successful
25	MANK	2	2	2	1	27	56	48.21	Failed
26	NAP	3	2	2	1	27	56	48.21	Failed
27	NNP	2	2	2	1	27	56	48.21	Failed
28	NA	3	2	2	1	27	56	48.21	Failed
29	PR	1	1	2	1	12	56	21.43	Failed
30	RT	3	2	2	1	27	56	48.21	Failed
31	RY	3	2	2	1	27	56	48.21	Failed
32	SC	2	2	1	1	24	56	42.86	Failed
33	SA	3	2	2	1	27	56	48.21	Failed
34	WAF	2	2	2	1	27	56	48.21	Failed
35	ZN	3	3	2	1	37	56	66.07	Successful
				Total				**1716.02**	
				Mean				**49.03**	

After computing the students' on pre-test, the researcher calculated the students' mean score on pre-test in control by dividing standard score with the number of the students which can be seen as follows:

Experimental Class

$$M = \frac{\sum x}{N}$$

$$M = \frac{1716.02}{35}$$

$$M = 49.03$$

The mean score of experimental class on pre test is 49,03. Based on table 4.1, it can be seen that the highest score is 67.86 and the lowest score is 21.43. Referring to the school standard achievement (KKM) score is 60, six students could achieve the standard scores and twenty nine students could not achieve standard scores.

Student's Score on Pre- test in control class

No	Initials	Student's score				Obtained score	Max. score	Standard score	Qualification
		C	O	V	M				
1	AL	2	1	1	1	19	56	33.93	Failed
2	AN	2	1	2	1	22	56	39.29	Failed
3	AO	3	3	3	2	41	56	73.21	Successful
4	AZ	3	3	3	2	41	56	73.21	Successful
5	DF	3	2	2	2	33	56	58.93	Failed
6	DH	3	3	3	2	41	56	73.21	Successful
7	DA	3	2	2	1	32	56	57.14	Failed
8	DAF	3	2	3	2	46	56	82.14	Successful
9	FF	3	2	2	2	33	56	58.93	Failed
10	FA	3	2	1	1	42	56	75.00	Successful
11	FN	1	1	2	1	17	56	30.36	Failed
12	FR	3	2	2	1	32	56	57.14	Failed
13	KS	2	1	2	1	22	56	39.29	Failed
14	MRA	2	2	2	1	27	56	48.21	Failed
15	MRF	2	2	2	1	27	56	48.21	Failed
16	MA	2	2	2	1	27	56	48.21	Failed
17	MB	3	2	2	1	32	56	57.14	Failed
18	MR	3	3	1	2	35	56	62.50	Successful
19	MS	3	2	2	2	33	56	58.93	Failed
20	MRS	3	2	3	1	35	56	62.50	Successful
21	MR	4	2	2	2	38	56	67.86	Successful
22	NKA	2	2	3	2	31	56	55.36	Failed
23	ND	3	2	2	2	33	56	58.93	Failed
24	NIN	3	2	2	1	32	56	57.14	Failed
25	PA	3	3	2	2	38	56	67.86	Successful
26	RA	3	2	2	2	33	56	58.93	Failed
27	RAM	3	2	2	2	33	56	58.93	Failed
28	TE	2	1	2	1	22	56	39.29	Failed
29	SY	1	1	1	1	14	56	25.00	Failed
30	SA	3	3	3	2	41	56	73.21	Successful
31	TB	4	3	3	2	46	56	82.14	Successful
32	TH	3	2	2	2	33	56	58.93	Failed
33	VZ	3	2	2	1	32	56	57.14	Failed
34	VA	3	2	3	1	35	56	62.50	Successful
35	ZZZ	1	1	1	1	14	56	25.00	Failed
					Total			1985.70	
					Mean			56.73	

After computing the students' on pre-test, the researcher calculated the students' mean score on pre-test in control by dividing standard score with the number of the students which can be seen as follows:

Control Class

$$M = \frac{\sum x}{N}$$

$$M = \frac{1985.70}{35}$$

$$M = 56.73$$

The mean score of control class on pre test is 56,73. Based on table 4.2 shows that the sum of the pre-test of the control class is 1985.70. The highest score is 82.14 and the lowest score for the control class is 25.00. Referring to the school standard achievement (KKM) score is 60. Twelve students could achieve the standard scores and twenty three students could not achieve standard scores. Based on the calculation both pre-test results the researcher can indicate that the students' writing skill of the control class was higher than the experimental class.

The Result of the Post-Test

After applying the treatment, the researcher gave post-test for both experimental class and control class. The researcher conducted the post-test in control class on February 22th 2024, and for the experimental class on February 28th 2024. The test was conducted in order to measure the students achievement in writing. Moreover, the researcher needs to find out whether the treatment that has been applied to the students is effective or not.

Student's Score on posttest in Experimental Group

No	Initials	Student's Score				Obtained score	Max. score	Standard score	Qualification
		C	O	V	M				
1	ANNA	4	3	3	2	46	56	82.14	Successful
2	AKS	3	3	3	3	42	56	75.00	Successful
3	AA	4	4	3	3	52	56	92.86	Successful
4	ARP	4	4	4	2	54	56	96.43	Successful
5	AK	4	4	4	1	53	56	94.64	Successful
6	AH	4	4	3	2	51	56	91.07	Successful
7	AJ	2	2	3	2	31	56	55.36	Failed
8	AR	2	2	3	2	31	56	55.36	Failed
9	BS	3	2	3	2	36	56	64.29	Successful
10	CPP	2	3	3	2	36	56	64.29	Successful
11	DAS	4	3	3	3	46	56	82.14	Successful
12	DS	3	2	3	2	36	56	64.29	Successful
13	FL	4	2	3	2	41	56	73.21	Successful
14	IF	3	2	3	3	37	56	66.07	Successful
15	IPA	3	2	3	2	36	56	64.29	Successful
16	IL	2	2	2	2	28	56	50.00	Failed
17	KA	4	3	3	2	46	56	82.14	Successful
18	MCA	3	4	4	2	49	56	87.50	Successful
19	MD	3	4	4	4	51	56	91.07	Successful
20	MAS	4	4	4	2	54	56	96.43	Successful
21	MKR	4	4	4	2	54	56	96.43	Successful
22	MRS	3	2	3	1	35	56	62.50	Successful
23	MRAY	3	3	3	2	41	56	73.21	Successful
24	MAT	3	3	2	2	48	56	85.71	Successful

25	MANK	3	3	3	2	41	56	73.21	Successful
26	NAP	4	3	3	2	46	56	82.14	Successful
27	NNP	4	4	4	3	55	56	98.21	Successful
28	NA	4	4	3	2	51	56	91.07	Successful
29	PR	3	3	3	3	42	56	75.00	Successful
30	RT	4	3	3	3	46	56	82.14	Successful
31	RY	4	4	3	1	50	56	89.29	Successful
32	SC	4	3	3	2	46	56	82.14	Successful
33	SA	4	4	4	2	54	56	96.43	Successful
34	WAF	3	4	3	2	46	56	82.14	Successful
35	ZN	4	3	3	2	46	56	82.14	Successful
				Total				**2698.20**	
				Mean				**77.09**	

The post-test result of experimental class shows in table above indicated that higher score is 96.43 and the lowest score is 50.00. Refering to the school standard achievement score (KKM) is 60, thirty two students can achieve standard scores and three students could not achieve standard scores. After obtaining the students' individual score, the researcher analyzed the mean score of post test in control class.

Experimental Class

$$Mx = \frac{\sum x}{N}$$

$$Mx = \frac{2698.20}{35}$$

$$Mx = 77.09$$

It means that there was a significant progress of mean score of the experimental class from (56.73) in the pre test to (77.09) in the post test. Moreover, in order to find out the post test result of the control class.

Student's score on posttest in Control class

No	Initials	Student's score				Obtained score	Max. score	Standard score	Qualification
		C	O	V	M				
1	AL	3	2	2	2	33	56	58.93	Failed
2	AN	3	3	3	3	42	56	75.00	Successful
3	AO	2	2	2	1	27	56	48.21	Failed
4	AZ	3	2	3	2	36	56	64.29	Successful
5	DF	2	2	2	2	28	56	50.00	Failed
6	DH	2	2	2	2	28	56	50.00	Failed
7	DA	3	3	2	2	38	56	67.86	Successful
8	DAF	2	2	3	1	30	56	53.57	Failed
9	FF	2	2	2	1	27	56	48.21	Failed
10	FA	2	2	2	2	28	56	50.00	Failed
11	FN	3	2	2	1	22	56	39.29	Failed
12	FR	2	3	3	2	36	56	64.29	Successful
13	KS	1	1	1	1	14	56	25.00	Failed
14	MRA	3	3	2	2	38	56	67.86	Successful
15	MRF	3	3	2	2	38	56	67.86	Successful
16	MA	3	3	3	3	32	56	57.14	Failed

17	MB	2	2	2	2	28	56	50.00	Failed
18	MR	2	2	2	1	27	56	48.21	Failed
19	MS	3	2	2	1	32	56	57.14	Failed
20	MRS	3	2	2	1	32	56	57.14	Failed
21	MR	3	2	3	2	32	56	57.14	Failed
22	NKA	2	2	2	1	27	56	48.21	Failed
23	ND	3	3	2	2	38	56	67.86	Successful
24	NIN	2	2	2	1	27	56	48.21	Failed
25	PA	3	3	3	3	42	56	75.00	Successful
26	RA	3	3	2	2	48	56	85.71	Successful
27	RAM	3	3	3	3	42	56	75.00	Successful
28	TE	3	2	2	1	32	56	57.14	Failed
29	SY	2	2	2	2	28	56	50.00	Failed
30	SA	4	3	2	2	43	56	76.79	Successful
31	TB	3	2	3	1	35	56	62.50	Successful
32	TH	3	2	3	2	46	56	82.14	Successful
33	VZ	2	2	2	1	27	56	48.21	Failed
34	VA	2	3	2	1	32	56	57.14	Failed
35	ZZZ	2	2	2	1	27	56	48.21	Failed
			Total					2039.26	
			Mean					58.26	

The total of standard score on the post test in the control class is 2039.26. The highest score of standard score on post test is 85.71 whereas the lowest standard score of post test in control class is 25.00. Referring to the school standard achievement (KKM) scores is 60. The total number of students who passed the test is only thirteen students and twenty two students could not achieve standard score. After obtaining the students' individual score, the researcher analyzed the mean score of post test in control class.

Control Class

$$My = \frac{\sum x}{N}$$

$$My = \frac{2039.26}{35}$$

$$My = 58.26$$

The table 4.4 shows that the total of standard score on the post test in the control class is 2039.26. The highest score of standard score on post test is 85.71 whereas the lowest standard score of post test in control class is 25.00. Referring to the school standard achievement (KKM) scores is 60. The total number of students who passed the test is only thirteen students and twenty two students could not achieve standard score. After obtaining the students' individual score, the researcher analyzed the mean score of post test in control class.

Control Class

$$My = \frac{\sum x}{N}$$

$$My = \frac{2039.26}{35}$$

$$My = 58.26$$

From the calculation above, it showed that post test mean score of experimental class and control class was different. The mean score of the experimental class is 77.09 while the control class is 58.26.

Deviation Score

The researcher calculated the deviation and squared deviation of the student scores after calculating their achievement on the pre- test and post- test. The results are shown in the table below.

Deviation and Squared Deviation of Experimental Group

No	Initial	Pretest	Posttest	Deviation	Square Deviation
1	ANNA	66.07	82.14	16.07	258.24
2	AKS	64.29	75.00	10.71	114.70
3	AA	57.14	92.86	35.72	1275.92
4	ARP	50.00	96.43	46.43	2155.74
5	AK	35.71	94.64	58.93	3472.74
6	AH	48.21	91.07	42.86	1836.98
7	AJ	67.86	55.36	-12.50	156.25
8	AR	48.21	55.36	7.15	51.12
9	BS	35.71	64.29	28.58	816.82
10	CPP	48.21	64.29	16.08	258.57
11	DAS	66.07	82.14	16.07	258.24
12	DS	58.93	64.29	5.36	28.73
13	FL	48.21	73.21	25.00	625.00
14	IF	48.21	66.07	17.86	318.98
15	IPA	39.29	64.29	25.00	625.00
16	IL	39.29	50.00	10.71	114.70
17	KA	26.79	82.14	55.35	3063.62
18	MCA	39.29	87.50	48.21	2324.20
19	MD	48.21	91.07	42.86	1836.98
20	MAS	48.21	96.43	48.22	2325.17
21	MKR	48.21	96.43	48.22	2325.17
22	MRS	48.21	62.50	14.29	204.20
23	MRAY	51.79	73.21	21.42	458.82
24	MAT	67.86	85.71	17.85	318.62
25	MANK	48.21	73.21	25.00	625.00
26	NAP	48.21	82.14	33.93	1151.24
27	NNP	48.21	98.21	50.00	2500.00
28	NA	48.21	91.07	42.86	1836.98
29	PR	21.43	75.00	53.57	2869.74
30	RT	48.21	82.14	33.93	1151.24
31	RY	48.21	89.29	41.08	1687.57
32	SC	42.86	82.14	39.28	1542.92
33	SA	48.21	96.43	48.22	2325.17
34	WAF	48.21	82.14	33.93	1151.24
35	ZN	66.07	82.14	16.07	258.24
	Total	**1716.02**	**2780.34**	**1064.32**	**42323.85**

Based on the table, the highest deviation score is 58,93, while the lowest deviation is 5,36. The highest square deviation score is 3472, 74, while the lowest square deviation is 28,73. The total of square deviation is 42323,85. After finding the deviation and square deviation of the two classes, the researcher calculated the mean deviation of the experimental class by using formula from Arikunto (2013).

$$M_x = \frac{\sum x}{N}$$

$$M_x = \frac{1064.32}{35}$$

$$M_x = 30.41$$

Deviation and Squared Deviation of Control Class

No	Initial	Pretest	Posttest	Deviation	Square Deviation
1	AL	33.93	58.93	25.00	625.00
2	AN	39.29	75.00	35.71	1275.20
3	AO	73.21	48.21	-25.00	625.00
4	AZ	73.21	64.29	-8.92	79.57
5	DF	58.93	50.00	-8.93	79.74
6	DH	73.21	50.00	-23.21	538.70
7	DA	57.14	67.86	10.72	114.92
8	DAF	82.14	53.57	-28.57	816.24
9	FF	58.93	48.21	-10.72	114.92
10	FA	75.00	50.00	-25.00	625.00
11	FN	30.36	39.29	8.93	79.74
12	FR	57.14	64.29	7.15	51.12
13	KS	39.29	25.00	-14.29	204.20
14	MRA	48.21	67.86	19.65	386.12
15	MRF	48.21	67.86	19.65	386.12
16	MA	48.21	57.14	8.93	79.74
17	MB	57.14	50.00	-7.14	50.98
18	MR	62.50	48.21	-14.29	204.20
19	MS	58.93	57.14	-1.79	3.20
20	MRS	62.50	57.14	-5.36	28.73
21	MR	67.86	57.14	-10.72	114.92
22	NKA	55.36	48.21	-7.15	51.12
23	ND	58.93	67.86	8.93	79.74
24	NIN	57.14	48.21	-8.93	79.74
25	PA	67.86	75.00	7.14	50.98
26	RA	58.93	85.71	26.78	717.17
27	RAM	58.93	75.00	16.07	258.24
28	TE	39.29	57.14	17.85	318.62
29	SY	25.00	50.00	25.00	625.00
30	SA	73.21	76.79	3.58	12.82
31	TB	82.14	62.50	-19.64	385.73
32	TH	58.93	82.14	23.21	538.70
33	VZ	57.14	48.21	-8.93	79.74
34	VA	62.50	57.14	-5.36	28.73
35	ZZZ	25.00	48.21	23.21	538.70
	Total	**1985.70**	**2039.26**	**53.56**	**10248.39**

Based on the table above, the highest deviation score is 35,71 while the lowest deviation is -1,79. The highest square deviation score is 1275,20, while the lowest square deviation is 3,20. The total of square deviation is 10248,39. After finding the deviation and square deviation of the two classes, the researcher calculated the mean deviation of the experimental class by using formula from Arikunto (2013).

$$M_y = \frac{\sum x}{N}$$
$$M_y = \frac{53.56}{35}$$
$$M_y = 1.53$$

By looking at the result of the calculation above, it can be obviously seen that the mean score deviation of the control group is 53.56. Moreover, before analyzing the data by using t-test formula, the researcher afterward continues the calculation by computing the sum square deviation of both control and experimental class. The calculation of the sum square deviation of the experimental class by using the formula proposed by Arikunto 2006 can be seen as follow:

Experimental Class

$$\sum x^2 = \sum X^2 - \frac{(\sum X)^2}{N}$$
$$= 42323.85 - \frac{(1064.32)^2}{35}$$
$$= 42323.85 - \frac{(1132.78)}{35}$$
$$= 42323.85 - 32.37$$
$$= 42291.48$$

Furthermore, by applying the same formula as used in calculating the sum square of deviation of the control class, the researcher also provides the sum of square deviation of the control class by using the formula proposed by Arikunto 2006:

Control Class

$$\sum y^2 = \sum Y^2 - \frac{(\sum Y)^2}{N}$$
$$= 10248.39 - \frac{(53.56)^2}{35}$$
$$= 10248.39 - \frac{(2868.67)}{35}$$
$$= 10248.39 - 81.96$$
$$= 10166.43$$

Therefore, the sum of square deviations of experimental class and control class from those calculation is 42291.48 and 10166.43. Also, to find out whether there is significant effect of the treatment that is guiding questions technique for the experimental class in improving writing skill or not, the researcher applies t-test formula. The formula is used by Arikunto (2013) stated in the previous chapter. The calculation of the t-test is presented below:

$$t = \frac{Mx - My}{\sqrt{\left(\frac{\sum x^2 + \sum y^2}{Nx + Ny - 2}\right)\left(\frac{1}{Nx}\right) + \left(\frac{1}{Ny}\right)}}$$

$$t = \frac{77.09 - 58.26}{\sqrt{\left(\frac{42291.48 + 10166.43}{35+35-2}\right)\left(\frac{1}{35}\right) + \left(\frac{1}{35}\right)}}$$

$$t = \frac{18.83}{\sqrt{\left(\frac{52457.91}{68}\right)\left(\frac{35+35}{1225}\right)}}$$

$$t = \frac{18.83}{\sqrt{(771.44)(0.06)}}$$

$$t = \frac{18.83}{\sqrt{46.29}}$$

$$t = \frac{18.83}{6.80}$$

$$t = 2.77$$

Discussion

After presenting the research results, the researcher will discuss the findings. The findings convey that the use of Guided Questions Technique effectively increase the writing skill of the tenth grade students of SMA Negeri 7 Palu. This is supported by the result that the t-counted (2.77) is higher than the t-table (1.669). Furthermore students writing skill by using Guided Questions Technique experienced a visible improvement.

There are four components that the researcher assessed namely: content, organization, vocabulary and mechanics. Firstly, in content component before receiving treatment the students wrote the text shortly. After the treatment they write the text more longer because they have many ideas about the topic and describe their text in sequence. Guided questions is an easy technique for the students to write descriptive paragraph which relates to the topic, in order to minimize the mistakes made by the students (Indriani, Zahrida, Hardiah, 2019). It means that the students are easy to their ideas about the material and the students are helped because of the questions that have been arranged.

Secondly, the enhancement of students in choosing vocabulary it can be seen in the selection and arrangement of words that students assemble into sentences used in writing texts. It is supported by Indrasari & Julita (2018) state that guided question technique can direct the students' ideas when writing is processing. This is because they answer based on the questions given. The selection and arrangement of words that students assemble into sentences used in writing texts. For example, there is student wrote the word "so" instead of "very", another student wrote the word "vibe" as a word meaning "situation", and another student wrote "namely" to explain one of the extracurricular that she likes.

Thirdly, guided questions technique helps the students in increasing the organization component. Before receiving the treatment the students did not write the text based on the generic structure. In other words, they described the thing by writing the general idea. After receiving the treatment the students could construct their ideas in a good way based on the generic structure of descriptive text. Basri & Anggraini (2020) state that guiding question is a teaching technique which is used by giving the students 5W + 1H questions in order to direct students to generate their ideas and details when they are writing an event or story. It indicates that technique helps the students to write descriptive text with the right generic structure consisting of identification and description.

Lastly, in mechanics component the students did not use capital letter at the beginning of the paragraph, they used capital letter in the middle of the sentence, and they did not put period at the end sentence. After receiving the treatment the improvement of students in mechanics (capitalization and punctuation) component can be seen in term of capitalization the students answered questions one by one therefore students practically used capital letters in the beginning of each sentence. In term of punctuation the students put period at the end of sentences. Through guiding question technique, the students are able to develop their ideas in a well-organized way (Indriani et al., 2019). Also, when the students wrote about some things they have to put coma between the things.

Conclusion

Based on the result of the data analysis that have been presented before, the researcher concludes that using Guided Questions technique (GTQ) can improve writing skill of the tenth grade students of SMA Negeri 7 Palu. This can be proved by comparing the t-counted value and t-table value. The t-counted value is 2.77 and the t-table value is 1.669, it means that the t-counted is higher than t-table value. In short, guided questions technique is effective to improve students writing skill of the tenth grade students of SMA Negeri 7 Palu.

Testing Hyphothesis

In order to find out whether Guided questions technique is effective to increase writing skill of grade X3 students at SMA Negeri 7 Palu there were two criteria proposed to prove the technique. First, if t-counted is higher than t-table, the hyphothesis is accepted. Second, If the t-counted is lower than t-table the hyphothesis is rejected.

The above calculation showed that t-counted value is 2.77. However, this cannot decide whether or not the hyphothesis is accepted. Thus, the calculation of t-table value is needed by using interpolation formula as suggested by Jainuri (2022) as follows:

$$C = C_0 + \frac{C_1 - C_0}{B_1 - B_0}.(B - B_0)$$

Where:
C = critical value
C_0 = tmin
C_1 = tmax
B_1 = highest d.f.
B_0 = lowest d.f.
B = d.f.
Degree of freedom: Nx+Ny-2
=35+35-2
=68 (between 60 and 120)
Level of significance:
= 0.05
= df (60) = 1.671 df (120) = 1.658

$$C = C_0 + \frac{C_1 - C_0}{B_1 - B_0}.(B - B_0)$$
$$= 1.671 + \frac{1.658-1.671}{120-60}.(68 - 60)$$
$$= 1.671 + \frac{-0.013}{60}.(8)$$
$$= 1.671 + (-0.0017)$$

= 1.669

The above calculation indicates that t-table value is 1.669. Since the t-counted of 2.77 is higher than t-table value of 1.669, the research hyphothesis is accepted. Therefore the treatment by using guided question technique improve students writing skill.

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