



THE USE OF GUIDING QUESTIONS IN TEACHING WRITING PROCEDURE TEXT FOR SENIOR HIGH SCHOOLS

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Abstract

Writing is a process that allows students to elaborate their ideas and background knowledge creatively through written expression. In the 2013 curriculum, several text genres learned by Senior High School Students are divided into two parts. Those are functional text and monolog text. One of them is procedure text which belongs to a monologue text. However, there are some problems faced by students in writing procedure text. They are not able to organize their idea, do not understand the generic structure and language feature of the procedure text, not able to write an assignment and get distracted easily during writing task and the students also have other problems such as lack of vocabulary and find difficulty with sentence structure and word order. The other problems also come from the teacher itself. In order to help the students in writing a procedure text, the teachers should prepare a new method which creates the different learning style in the classroom. Moreover, the method given should be appropriate and effective for the students. In this case, guiding question technique is the appropriate applied in teaching writing procedure text. This technique presents the interesting way in the process of learning.

Key words: Guiding Question, Teaching Writing, Procedure Text

INTRODUCTION

English is one of the international languages that used and studied all over the world. In Indonesian education system, English is one of the subject matter that must be learned by the student in Junior High School and Senior High School. The aim of teaching and learning English is to make the students are able to communicate both in spoken and written form. According to Brown (2000), language is a system that consists of conventionalized vocal, written or gestural symbols used to communicate with one another. There are four skills that people should master in learning English such as listening, speaking, reading and writing. The skill that will be focus in this paper is writing. Students have to be mastered this skill as well.

Writing is a process that allows students to elaborate their ideas and background knowledge creatively through written expression. This is supported by Jozsef (2001) who said that writing is defined as the most complex human activities which implicates the development of a design idea, the capture of knowledge, and the experience with the

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subjects. Thus, writing is the main skill that needs to be taught to the students in English teaching.

In the 2013 curriculum, several text genres learned by Senior High School Students are divided into two parts. Those are functional text and monologue text. A functional text is text which includes invitation, greeting cards, short message, shopping list, notice and announcement. Meanwhile, a monologue text is longer than a functional text. It includes descriptive, narrative, report, procedure, etc. In this paper, the text that is going to be discussed is a procedure text which belongs to a monologue text.

Procedure text is a text that explain or helps student how to make or use something. It supported by Wadirman (2008) who states that procedure text is a set of instruction that performs a specific task of function. It is designed to tell or explain the reader how to make or to do something sequent. Procedure text has three generic structures, which are goal, material and step. In goal, the writer explain what the text about. Then, in material, explain about the ingredient indeed. The last, steps are explain about some steps sequently.

Based on the writer's experience in teaching practice at Senior High School, there are some problems faced by students in writing procedure text. First, they are not able to organize their idea, so they do not know how to start writing. If the students have the problem in beginning, they do not able to finish it well. Second, the students also do not understand the generic structure and language feature of the procedure text. Third, the students are not able to write an assignment and get distracted easily during writing task. Furthermore, the students also have other problems such as lack of vocabulary and find difficulty with sentence structure and word order.

Beside the student's problem in writing procedure text, the problems also come from the teacher. First, the teacher does not give clear explanation of a proceduretext and the examples of the text. Most of the teachers only teach the students by using English textbook, but the students do not have enough background knowledge about the topic in the text book. Second, in teaching learning process, the teacher does not use the media that appropriate with material. Third, the teacher does not give more practical- exercise to the students. The last, the teacher does not give a feedback to the students about the material that they have learned.

In order to help the students in writing a procedure text, the teachers should prepare a new method which creates the different learning style in the classroom. Moreover, the method given should be appropriate and effective for the students. In this case, guiding question technique is the appropriate applied in teaching writing procedure text. This technique presents the interesting way in the process of learning.

Guiding question technique is technique that can guide ide of the student and writing process. According to Traver (1998, p1) stated that a guiding question is the fundamental query that directs the search for understanding. Guiding question technique is a way that forms the students to answer some questions that lead them to write based on the teacher explanation. The teacher provides list of questions to guide them answer the question from media that is given, it helps them to write procedure text.

REVIEW OF THE RELATED LITERATURE

1. The Concept of Teaching Writing

Teaching writing at senior high school is one of the important parts in learning English. Graham et al. (2013: 16) stated that writing is important to students' success in their education.

In 2013 curriculum, the students in the first grade in Senior High School should be able to write procedure, narrative, report and news item text. It means

that an English teacher should teach writing to his/ her students. Singh and Mitali (1994) said that cognitive aspects of writing help students to understand how to generate ideas, how to develop them in written structure adapted to needs of the reader and goals of writer.

In writing class, the teacher has important rule to make the students more understand about the writing and help to get the goal of writing. Nunan (2003) states that good writing was done from a set of rules and principle, the teacher's duty was to relate these rules, and the students then wrote in response to selected written texts, following the rules of good writing.

In addition, the teacher should give clear instruction to help the students in writing. According to Scriverner (in Qanitah, 2007) a typical route for classroom work helping students to write (where the teacher has already selected the topic or title) might involve some steps namely, introduce the topic, introduce and summarize the main writing task, brainstorm ideas, select and reject ideas, decide specific requirement, like style, information and lay out. Creative writing is often a great activity. The teacher needs to make sure the students mainly to get practice in the range of real life writing task that they will face.

Besides that, the teacher should know the stages in writing. It will help the teachers and the students in teaching and learning process in developing their ideas become writing. According to Linse (2005) there are five stages in teaching writing; there are pre writing, writing, revising, editing and publishing. So, writing is a process to produce the idea to written form that use five stages.

In conclusion, teaching writing at senior high school should be based on the students' need. Nowadays, the urgent need for the students' in writing is to face the National examination. The students are asked to be able to write many kinds of text types. Some of them are descriptive, narrative, new item, and others. So, the teacher has important rule to make the students more understand about the writing and help them to get the goal of writing and the teachers should also pay attention to the generic structure and the language aspect that related to the constructions these texts.

2. The Concept of Procedure Text

Procedure text is one of kind text types that are studied by the students in the first grade at senior high school. The procedure text has a purpose to help reader how to do or make something completely. According to Kosasih (2016) the text of complex procedures is a text that explains the complete, clear, and detailed steps about how to do something. Wardiman (2008) states that procedure text is the text that give some clues or how to do something through a series of actions. It is also can be said as a text that shows some steps to explain activity sequent.

1. It can illustrate the basic n which the writer is making interference. So that description will allow reader to imagine the physical object involved in the writer's experience.
2. It can provide visual images to make the essay lively and concrete
3. It can reflect criteria for comparing two objects.

Derewianka (2004) said that procedure text is already familiar with people in daily life. It is for giving instruction to make something, in game rules, in

recipes, manual text, directions of destination of life. The context consist of three parts:

1. Title / goal
2. List or material
3. Steps

To arrange a good procedure text, we need the common text organization that should be applied in writing procedure text. Derewianka (1995) mentioned that the text organization of procedure text as follow:

1. The focus of instructional text is on sequence of a text
2. The structure is easy to recognized
3. Each stage serves a particular function
4. The text may also include comments on the usefulness, significance, danger, and fun, etc
5. Headings, subheadings, numbers, diagrams, photos are often utilized to make instructions as clear and easy to understand as possible.

From the explanation above, it can be concluded that a procedure text is one of the texts that has a purpose to describe or tell how to use something or make something chronological.

3. The Concept of Guiding Questions

Guiding questions is one of the most effective techniques to achieve meaningful learning. There are some definitions and opinions about it. According to Wilhelm (2009), guiding questions are a framework for a topic. It means that this technique provide some questions or list of question that make the student think about the topic. Those questions are guiding the student to answer the question relate to the topic is given by the teacher. According to Traver (1998) a guiding question is the fundamental query that directs the search for understanding.

Cali (2009) says that **guiding questions for organization** can help students make sure that they have provided coherent transitions among the ideas in their writing. Lewis (2000) argues that some questions will inspire student's imagination which leads to more powerfully creative stories. Thus, guiding questions is an important in teaching writing in order to make the students easy to arrange their ideas and some questions will produce the students' imagination to make a good writing.

Brown (2004) argues that guiding questions are a series of questions that essentially serve as an outline of written text. It means that through giving some questions, the students can be easy to produce written form. The teacher asks the students to *find* the answers to make a good writing.

From the explanation above, guiding questions is important in teaching and learning process. Guiding questions is one of the most effective ways to achieve meaningful learning. It can help students make sure that they have provided coherent transitions among the ideas in their writing.

THE IMPLEMENTATION OF GUIDING QUESTIONS PROCEDURES IN TEACHING WRITING PROCEDURE TEXT

General Steps in the Implementing Guiding Questions in Teaching a Procedure Text

1. Selecting the Topic

Selecting topic is the first thing that teacher should do. The teacher should choose a topic that is appropriate with syllabus and curriculum. That topic must be appropriate with the students' level ability and the students' interest, so that it can help the students to understand the material and motivate them to write. In this paper, the writer chooses "How to make coffee" as the topic to be discussed.

2. Preparing Media

After selecting topic, the second thing that the teacher should do is preparing media. The media must be appropriate with the topic. It should be interesting for the students. In order to help the teacher to teach the students in writing a procedure text by using "guiding questions", the teacher decided to use a picture as the media of describing "a glass of coffee". By providing necessary media, it is expected that the learning can be effective and efficient.

3. Preparing Questions

In teaching writing procedure text through guiding questions, the students are given some questions to guide them in producing their ideas. Those questions will help them to construct a procedure text. The questions should be related to the topic that is being discussed. In this case, the teacher should prepare the questions that enable the students to activate their background knowledge.

Teaching Model Through Guiding Questions

Learning English at Senior High School use the *curriculum 2013*. This curriculum introduces a procedure text and language knowledge to the students through text. It includes the learning process of writing a procedure text. Teaching procedure text through guiding questions might be applied in teaching and learning activities: Pre Teaching Activities, Whilst Teaching Activities and Post Teaching Activities

1. Pre- Teaching Activities

In this phase, there are some preparations that the teacher has to do before presenting the lesson in the classroom. It is necessary for the teacher has good preparation. They should comprehend and master what they will teach in order to create a more interesting teaching and learning process for the students. In this step, the teacher should do the following activities:

- a. Preparing the students, both physically and psychologically to join in the learning process. The teacher greets the students.
For example : - *Good morning students.*
- *How are you this morning?*
- b. The teacher checks the student's attendance.
For example : - *How many students are absent today?*
- *Why he or she is absent?*
- c. The teacher reviews about the last lesson by giving some questions to the students.
For example :
Teacher : Ok students.. Did you still remember what our topic is last week?
Students : Yes miss, procedure text
Teacher : Good.. Last week we studied about procedure text.

- Now. What procedure text is?
- Student 1* : Procedure text is how to make or operate something...
- Teacher* : You are right... Procedure text is how to make or use or operate something in steps.. How many generic structure of procedure text are?
- Students* : Three miss...
- Teacher* : Good, procedure text has three generic structures. There are goal, material and steps .Goal is what thing we are going to discussed, material is some things that involved to make or use something, the last is the step that explain how to make or operate them. Do you understand about that?
- Students* : Yes Miss.

- d. The teacher prepares some questions that related to the students' knowledge with the material that will be learned. The teacher can open the lesson by stick the picture and asking some questions, such as:



For example:

- A. Do you know what is this?
 - B. Have you ever see this thing before?
 - C. Where do you usually see this?
 - D. Do you know what its function is?
 - E. What is materials of it?
 - F. Can you make it?
- e. The teacher explains the relation between the questions to the topic today.
For example : Well students. Today we are going to study about how to make a glass of coffee.

2. Whilst- Teaching Activities

In this activity, the teacher leads the students to the main activity in teaching writing a procedure text through guiding questions procedures. There are many activities to do in this stage:

- a. The teacher introduces the guiding questions by giving questions to the students.
For example:
- Teacher* : Do you know what is guiding questions?
- Students* : No miss...
- Student 1* : Yes miss,

Teacher : Ok, tell me about it.

Student 1 : Guiding questions are questions miss...

Teacher : Yes of course..

Guiding questions are questions that we used to guide us in writing. Today, we are going to study about procedure text. We will make a glass of coffee by using guiding questions

- b. The teacher shows the picture (printer) to the students and the teacher gives some questions which are arranged based on the generic structure of the text to the students on the white board. First, the teacher gives example questions for identification and asks the students to answer those questions.

For example:

Teacher: Now students...look at this picture!

Questions for Identification



1). Teacher : What is this?

Students : This is printer.

2). Teacher : What is its function?

Students : Its function for printing.

3). Teacher : What is other material to make it work?

Students : it has ink and paper

4). Teacher : Now, how do you operate it?

Students : first, plug in the wire

Second push the power button

Third, connect the other wire to the PC or laptop

Fourth, put some paper at the paper's shift

Fifth the push the button in the laptop to start printing.

Teacher :All of these questions can guide you to operate a printer.

You can use more questions to operate printer such as in what year this is made?

- c. After the teacher give questions for identification, the teacher gives questions for description to the students and also asks the students to answer these questions and tells that all questions as guiding questions for description paragraph in procedure text.

For example:

Questions are:

Teacher : *Now let's find the generic structure of the text.
Can you tell me, how many the generic structures of this text?*

Students : *Three, miss.*

Teacher : *Alright...what are they?*

Students : *Goal, material and steps*

Teacher : *You are right...Where did we find of material?*

Students : *In paragraph 1, miss..*

Teacher : *How about the steps, where can we find it?*

Students : *In the last paragraph, miss ...*

Teacher : *That's good, procedure text has three generic structures. There are goal, material and step. Goal, we find it in the first paragraph, material we find in the second paragraph and the last paragraph we see the step.*

- h. After that, the teacher gives another picture (laptop) to the students and asks them to write a procedure text in groups by using guiding questions based on the teacher's model before. The teacher divides the students into groups of four.



For example:

*Now students, I want you to work in groups. Each group consists of four students. With you friends, you make a descriptive text about **How to turn on the laptop**. Before you begin to make it, you must prepare some guiding questions base on the model before. And later on you are going to perform it*

- i. The teacher monitors the students such as walking around the class and facilities them to solve their problem in writing procedure text whether about using correct sentence and choosing appropriate vocabularies. So, teachers can help the students if they find the difficulties in writing.
- j. After all groups finish their writing, the teacher asks two groups randomly to write down their writing in whiteboard to be the group's presentation.
For example : *well students, I am sure you finished your writing right now, well..Let's present!*
- k. The teacher appreciates the students writing and lets other groups to comment the writing on the white board.
For example : *Ok students...now look at your friends writing on the white board. Each group should give a comment to your friend's writing.*
- l. The teacher asks the students to revise their writing base on their friends'

suggestion and teacher's comment and the students begin the process of revising their writing.

- m. The teacher asks all groups to read their writing for mistake in spelling, grammar, punctuation, and so forth. It is important that the students learn proofread and edit their own writing as much as possible.
- n. The teacher collects their writing for correction.

3. Post -Teaching Activities

Before closing the class, there are some activities that the teacher does:

- a. The teacher asks the students difficulties about the lesson.
- b. The teacher concludes the lesson together with the students
- c. The teacher gives homework that related to the lesson that they have learn in the meeting
- d. The teacher says good bye to close the lesson.

The Advantages of Using Guiding Questions in Teaching Descriptive Text

Through guiding questions to teach a text, it can be a get several advantages:

1. In general, guiding questions improve the students' English writing especially in procedue text.
2. By giving guiding questions make the students easy to arrange the idea to be written form.
3. Guiding questions help the students to explore and generate their idea about the object to be used, operated or made

Guiding questions for organization can help students to make sure that they have to provide coherent transitions among the ideas in their writing.

D. CONCLUSIONS AND SUGGESTIONS

Based on the previous discussion, it can conclude that in order to help the students to develop their writing, the teacher should pay more attention to activities, material and media. The teachers are expected to be a good designer in facilitating the learning process in order to create and activity to the students in writing. Applying “guiding questions” in teaching English writing is one of effective technique to do so.

By giving guiding questions, the students can easy to arrange and to explore their idea to be written. The questions that the teacher given must clear of the students in order to help the students easy to arrange and easy to developed it become a good procedure text. Guiding questions is also will inspire the student's imagination to make procedure text. So, guiding questions is one of beneficial teaching and learning technique for Senior High School. It can help the students to develop their writing ability.

In order to make students eager to study English, espescially in writing, the writer would like to give some suggestions that may be useful for English teacher. First, the writer wants to recommend English teachers to use attractive and challenging teaching technique more than traditional one because today's education demands us to be creative and attractive. Beside that, it will be pretty wise if teacher gives much opportunity to involve in teaching and learning. It is suggested to English teacher to support them with authentic and academic materials in teaching. Finally, it is suggested for the teacher to

teach writing through guiding questions. The teacher can use procedure text as a material or other text such as narrative text, recount text, etc

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