Assessing writing ability of the tenth-grade students of SMAN2 BL through guided questions and answers

I Dewa Ayu Made Mutiara Lestari

Universitas Pendidikan Ganesha, Indonesia
Email: mutiaralestari15@gmail.com

Abstract - In teaching learning process, assessment is very important in giving a score and feedback about the students' work in order to know the achievement of students' ability. Arranging a good assessment will give a positive feedback for the teachers and also the students. In assessing students' writing ability teachers must assess the students objectively to obtain accurate and appropriate information about students' writing ability. The undertaking of the present study used ex posts facto research design. This quantitative descriptive study aimed to figure out the achievement of recount text writing ability of the tenth-grade students of SMAN2 BL which was assessed by using guided question and answer. The data required for the present study were gathered by means of administering guided questions and answers to 50 samples. This study used random sampling technique with a lottery system to give equal opportunity for the entire population. The data of the research were analyzed and measured using a norm reference of five standard values. The findings reveal that there were 68.00% of the samples under study who were successful in writing recount text while 32.00% of the samples were unsuccessful in writing recount text which was assessed by using guided questions and answers. The findings also clearly showed the achievement of the tenth-grade students of SMAN2 BL in academic year 2017/2018 in writing recount text which was assessed by using guided question and answer. It could stimulate the samples' ideas in creating and organizing their ideas into a recount text.

Keywords: assessing; recount text writing ability; guided questions and answers

I. INTRODUCTION

Writing is a part of language skills which has to be mastered by students as it is one of human ways to communicate with others instead of speaking. Hyland (2003) states writing is a way of sharing personal meaning and constructing their own views on a topic. In addition, Ontario Ministry of Education (2005) states writing are a powerful instrument for students which are used to express their thoughts, feeling, and judgments about what they have read, seen, or experienced. Thus, writing is a very important component in students' life as it helps students to increase their speed in learning something and in an easy way. It is because of the writing is a skill which let the students explore and convey their ideas in the form of written work. As a means of communication, writing cannot be limited by time and space. We can do communication with another in long distance through writing. Anytime, mastering writing has an important role in English communication. However, writing is not easy mainly in developing our idea in a good way. Most of us would agree that many students have difficulties in writing. The difficulties are not only in developing the idea but also in translating the idea into readable text.

Writing needs a long process. Oshima and Hogue (2007; cf. Khansa & Mukaromah, 2022; Febriyanti et al, 2018; Salsabila, 2020; Zuwitasari et al, 2021; Alharbi & Alsolami, 2020; Arslan et al, 2020; Asiatidou, 2021; Demirkol & Demiröz, 2022; Duygun & Karabacak, 2022;) state that writing is never a one-step action; it is an ongoing creative act. When someone first writes something, he or she has already been thinking about what to say and how to say it. Then after he or she has finished writing, he or she reads over what he or she has written and makes changes and corrections. He or she writes and revises and writes and revises again until he or she is satisfied that his or her writing expresses exactly what he or she wants to say. Moreover, he or she needs to know deeply about writing in which writing is not only write something on piece of paper, but he or she also needs to be clear about objective or criterion like the punctuation, grammar, paragraph construction, idea, spelling and so on.

Writing might seem a boring activity for students as for having good writing takes lots of time and need more practice. It is important for the teacher to create a good atmosphere during learning process to make the students do not get bored easily. In addition, the teacher should do an assessment to the students. So that it can make the students encourage themselves and have good motivation to write as well as the teachers can know the students' ability. To assess the students, the teacher should have a test which is really able to measure the students' ability. Therefore, it can give feedback for the teacher and the students. Students can know their ability of writing whether they are able to write correctly or not. Furthermore, teachers know whether the teaching learning process is successful or not so that the teachers can prepare themselves to teach better.

In this present study, based on the observation to the English teachers of SMAN2 BL, in assessing students' recount text writing ability, the English teachers usually used paragraph construction. The teachers only asked the students to write a recount text with a good composition using some topics and then the teacher

asked them to choose one of the topics to construct a recount text without any guided images or questions which could assist them to develop their ideas. Consequently, it made monotone condition and made the students felt boring and not excited. Moreover, students in intermediate level like the tenth-grade students of SMAN2 BL still needed to be controlled or guided during their writing test. Therefore, students were difficult to decide what they had to write first and how to develop their idea. Thus, an interesting task which was appropriate with the students' level needs to be provided.

This research was focussed in assessing the tenth-grade students' writing ability especially in recounting text by using guided questions and answers as a research instrument. Guided questions and answers are an instructional item that is presented as a questions and answers pair. Guided questions and answers have several questions to guide the students in constructing recount text. Those questions are appropriate with the material that had been taught. In making a good recount text, the students need to answer the questions with the correct answer based on the real situation.

The students were provided some questions that must be answered by them. Then they had to compile or arrange the answers of the questions into a good recount text. In addition, by providing some questions would help students to organize the recount text in the correct order (orientation, events, and reorientation). Students can get new experience to do their best so that this test might not make them feel bored to do the test. The teachers also could update their ways in testing the students. Thus, this test item can be considered as a good and appropriate instrument to assess students' writing ability.

According to the previous elucidation, the researcher conducted the research entitled assessing writing ability of the tenth-grade students of SMAN2 BL in academic year 2017/2018 through guided questions and answers. The results of this study were expected to contribute information feedback, which can be considered and used in planning the effective in assessing writing in teaching and learning process.

II. METHOD
2.1 Research Design
The research dealt with assessing recount text writing ability of the tenth-grade students of SMAN2 BL in academic year 2017/2018 through guided questions and answers used an ex post facto research design with descriptive analysis. Ary et al (2010) states that the designation ex post facto, from Latin for "after the fact," indicates that ex post facto research is conducted after the variation in which the interest variable has already been definitely determined in the natural course of events. The statement shows us to analyze the variable and ex post research design does not include any form of manipulation or measurement before the fact occurs, as is the case in true experimental designs. Furthermore, ex post facto research is used to investigate the relationship when the researcher cannot randomly assign subject to different condition or directly manipulate the independent variable. Ex-post facto studies also include attempts by the researcher to discover causes even when they are not able to control the variables. It means that the researcher is not able to control the result of the study; the researcher only found the achievement and the result of the variables cannot be manipulated. Thus, the result should be authentic.

2.2 Research Instrument

In guided questions and answers test, there were eight questions that should be answered by the students. In doing the test, the students had to write a recount text about the topic "My holiday" based on the answers of the questions by following the generic structures (orientation, event, and re-orientation). Furthermore, students should write the recount text consist of 15-20 sentences in 45 minutes. The personal recount text was scored using a rubric to make it more objective. Furthermore, the rubric that was used by the researcher was adapted from Oshima and Hogue's scoring rubric (2007).

2.2 Data Collection

Data collection is an explanation about the ways of the researcher in collecting the data. It is useful to help readers know how the researcher takes the data in the present study. In addition, research administered research instrument in form of guided questions and answers in 50 samples of the tenth-grade students of SMAN2 BL in academic year 2017/2018. The samples were required to write a personal recount text through guided questions and answers which consisted of $15-20$ sentences and it should have to consist of 3 paragraphs which have completely generic structure of orientation, event, and re-orientation. The instrument was administered and the samples were given 45 minutes to write their own recount text. Moreover, the text should fulfill with the five criteria of the scoring rubric (format, punctuation and mechanics, content, organization, and grammar and sentence structure). Total score of the samples was considered as the data collection for this research.

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2.4 Data Analysis

In this study, the procedures of data analysis were discussed in the following sub discussion. The scores were arranged from the highest to the lowest. The mean score was obtained from counting up all the scores and divided by the number of the samples. It is better known as the average figure. In statistic, it is more often called the arithmetic mean and it is symbolized by "M". The formula was as follows.

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

Where:

M = Mean score

Σx = Total score

N = Number of samples

The standard deviation was another way of showing the spread of the score. It measured the degree to which the group of scores deviated from the mean. In other words, it shows how all the scores spread out and this gives a fuller description of test scores and the range that simply describes

the gap between the highest and lowest marks and ignores the information provides by all of the remaining scores. The standard deviation (SD) was computed by using the following formula:

$$SD = \sqrt{\frac{\Sigma D^2}{N}}$$

Where:

SD   = Standard deviation

ΣD^2 = Sum of squared mean deviation

N   = Number of samples

The obtained data were analyzed by using norm-reference measure of five standard values which respectively showed excellent, good, sufficient, insufficient, and poor achievement of recount text. The formulas of norm-references measure of five standard values were as follows:

≥M + 1.5SD = A (Excellent)

M + 0.5SD   = B (Good)

M – 0.5SD   = C (Sufficient)

M – 1.5SD   = D (Insufficient)

<M – 1.5SD = E (Poor)

III. RESULTS AND DISCUSSION

In the findings, the total numbers of samples were 50 and the total score were 3756. Therefore, the mean score could be calculated normally by counting up the total scores (Σx) and then they were normally divided by the number of the total sample (*N*)of the research. Then, in order to get the mean score of the findings, it was carefully formulated and then it was carefully formulated and was found that the result became 75.12 (seventy-five point twelve) and the standard deviation of the finding was 9.90 (nine point ninety).

The result of the data analysis by means of norm-reference measure of five standard values resulted the converted scores respectively indicating excellent achievement (A) of recount text writing ability was ≥89.97, good achievement (B), ≥80.07<89.97; sufficient achievement (C), ≥70.17<80.07; insufficient achievement (D), ≥60.27<70.17; and poor achievement (E), <60.27. After getting the result, the researcher found the sum of samples' achievement.

Table 1 The Summary of the Findings

Converted Scores	Category	Total	Percentage
≥89.97	A/Excellent	1	2.00%
≥80.07<89.97	B/Good	18	36.00%
≥70.17<80.07	C/Sufficient	15	30.00%
≥60.27<70.17	D/Insufficient	11	22.00%
<60.27	E/Poor	5	10.00%
Total		50	100.00%

The result of the discussions above clearly showed that there were 68% of the samples under study who were successful and the other 32% of the samples were unsuccessful in writing recount text which was assessed through guided questions and answers. Furthermore, those results showed clearly the achievement of the tenth-grade students of SMAN2 BL in academic year

2017/2018 in writing recount text which was assessed by using guided questions and answers.

Writing is not an easy activity. Most of us like speaking, speaking without an outline. We just produce spoken form, whether it is well prepared or not, but again that speaking (read: producing some voices and sounds) become easier than putting them into a written form. Most of us are reluctant to document our activity in the form written. Writing an analysis is not either an easy task to do. Most of us are able to present some data, but on the other hand, we have difficulty in writing the analysis. We are unable to make the data speak much. The data become the easiest way for us to "show" that we could describe and analyze well by presenting too many data but too poor in the analysis (Wajdi et al, 2018; Wajdi, 2018; Wajdi, 2021).

IV. CONCLUSION

The research measured the writing ability of the samples by using an instrument. The instrument of the present study was guided questions and answers. The guided questions and answers test had been constructed based on the criteria of a good test.

The data analysis used norm reference measure of five standard values which showed excellent, good, sufficient, insufficient, and poor achievement. The result of the data showed that there were 68% of the samples under study who were successful in writing their recount text which was assessed by using guided questions and answers and the others 32% were unsuccessful. Besides, it showed that guided questions and answers was an effective technique to assess the samples' writing ability. This technique could give some advantages for the samples in which the samples felt stimulated to be creative and innovative to do the test since they were helped by the questions as the guidance to make a good recount text based on its generic structure.

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