The Use of Guided–Questions Combined with Buzz Group Technique to Increase Students' Writing Skill of SMP Muhammadiyah Pagaralam

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ABSTRACT: Buzz Group Tehcnique are a technique in teaching which divide students into a group activity in which groups of students have a brief discussion (for example, five minutes) to generate ideas or answer specific questions. Buzz group can be used in many different ways and are most often used in combination with other techniques". In this research the writer will combined two kinds of technique, Guided-question Combined with Buzz Group Technique. Guided-question Combined with Buzz Group Technique means combine two kinds of technique in teaching learning process those are Guided-question with Buzz Group Technique to enhance both techniques. The research design used in this study was one-group pre test-post test design. The study employed both quantitative and qualitative data analyses from pre-and post-tests, a questionnaire, and an interview. The participants of the study were 35 first-year students enrolling in a compulsory reading course called Communication and Reading Skills at Darussalam Polytechnic of Palembang. It is shown shown by a significant difference in quality of students' in-class written experimental designs between the treatment and control groups (19.943 versus 17.943; $p>0.0489$). However, draft (22.337 versus 18.929; $p>0.0760$) and paper grades (27.186 versus 27.971; $p>0.6726$) did not vary significantly whether or not students were provided with the guided questions. There were several intervening and potentially confounding factors, due to the nature of the paper writing process in our labs, which included peer review of paper drafts that were not limited to students within the treatment and control groups.. The results suggested that 1) The English writing ability post test mean score of students was higher than the pre test mean score at the 0.05 level of significance; 2) most students were satisfied with their own writing ability; 3) they enjoyed working in group and agreed that mind mapping technique was a useful technique and can be applied to non- English subjects. Findings and implications for further research are discussion.

Key words: guided question buzz group technique, writing skill,

I.   Introduction

Language is tool of communication. The purpose of communication is to send a message from writer or speaker to the reader or listener. By using language people can express their ideas, think, feeling and wishes for communicate and interact with other people. In line of that, Patel and Jain (2008, p.31) state "Language is used to communicate our thoughts and ideas". They also addition, Language is essential for our survival and development as human being. Language is a result of cultural experience. Language is also a system of phonetics, grammar and vocabulary. Jaya (2017) Language is the important thing in human interaction.

There are several forms for communication, they are spoken and written language.

Nowadays, English is one of global language. Global language means it is an international language which has been received by countries all over the world, it is recognized in every country. Crystal (2003, p.29) states "English is now represented in every continent, and in islands of the three major oceans – Atlantic (St Helena), Indian (Seychelles) and Pacific (in many islands, such as Fiji and Hawaii). It is this spread of representation which makes the application of the label 'global language' a reality". In globalization era, English used in many aspects such as technology, economy, social, and politics. Using English is the easier way to communicate and interact with people from other countries.

English has been taught in Indonesia. For Indonesia, English is a foreign language. English become one of the main subject for elementary school to university level, it is also taught in informal education. The purpose of teaching English is to enable students to communicate both oral and written forms, and to understand English text. Students

need to understand and use English to improve their confidence to face global competition. Based on the curriculum of junior high school which recommended by the government English has four language basic skills as a basic competences that must to master by students; they are listening, speaking, reading and writing (KTSP 2006). One of basic competences of the writing content at the eighth grade students must be able understand text structure, linguistic elements to applied social function of descriptive text. (KEMDIKBUD, 2013)

In this research, the writer focused on writing skill. According to Tarigan (1987, p.7) in (Wardani, Basri, & Waris, 2014) states "Writing is a language skill that is used for indirect communication". It means that, writing is the important skill that should to be mastered by the students in order to communicate their ideas in written form. While Johnson (2008, p. 8) states "Writing invites us to gather and organize our thoughts in order to clearly communicate them". From these statements, it can concluded that the writer must think first about the topic, try to know the topic, and find some information about the topic before start to writing. Among the language skills, writing seems

to be the most difficult one, because in writing process involves some writing elements such as grammatical function, content, vocabulary, capitalization, punctuation, and spelling.

(Wardani et al., 2014) argue that "Descriptive text is a text that gives information about particular person, place or thing". The generic structure of descriptive text consists of identification and description. Identification is about introducing subject or thing that will be described, whereas, description is brief details about who, or what of the subject. In learning descriptive text, students may have difficulties in build and develop their ideas. They confused what to write although they know about the topic.

Guided-questions technique is a technique which is used in teaching writing. Walsh and Beth (2005) stated that guiding-question technique is used to allow students a little freedom in structuring sentence or in their writing activity. By using this technique could help students build and develop their ideas before start to writing. It can motivate and improve students' achievement in writing descriptive text. In guided-questions technique students answered and analyzed questions to produce writing. Egolf (2001)

stated that the buzz group technique was developed by Philips. Buzz groups are formed by dividing large group into small discussion groups of 2 to 15 people who meet simultaneously for a specified time to discuss a specific question, problem, or issue Brewer (1997, p. 72). This is a method to divide students into groupwork, it will make students more enjoy in teaching learning process.

Teaching writing is a way to help students in writing. Based on writer's experienced and observed during teaching practice (PPL 2), the writer found that the students' abilities in English writing were still low. There are many students who got score under the criterion minimum completeness (KKM) when the writer evaluated them in written test. At that time, the number of criterion minimum completeness of English lesson for eleventh grader was 69. Because of problem, the writer applied guided-questions combined with buzz group technique to see the influence that appeared students' achievement in writing descriptive text.

II. Literature Review
2.1 Concept of Writing

Generally, writing is a way sending a message from the writer to the

reader. Many definitions about writng have been proposed by language experts. According to Patel and Jain (2008, p. 125), "Writing is essential features of learning a language because it provides a very good means of foxing the vocabulary, spelling, and sentence pattern. It becomes an important aspect of students' expression at higher stage". In this definition, writing is a part and important aspect in language teaching.

Finegan (2004) defined that writing is the single most important invention in human history. While Tarigan (2008) stated that writing is a language skill was used to communication indirectly, is not to faced with each other. Writing is a skill which requires organization of ideas to be communicated in a text. In line with this statement (Hamp-Lyons and Kroll, 1997) in Weigle (2009) stated that writing is an act that takes place within a context. While Sokolik (2003) argued that writng is a combination of process and product. The product approach to writing focuses on the end result of the act of composition (Nunan, 2001, p. 36). The process refers to the act of gathering ideas and working with then until they are presented in a manner that is polished and

comprehensible to readers (Linse, 2005, p. 98). In addition, Harmer (2001, p. 79) states "students need to know how to write letters, how to put written reports together, how to reply to advertisements and increasingly, how to write using electronic media".

Similar with statement above, Hedge (2005) suggested that: There are several reason why students asked to write in clasroom. They are pedagogic purposes, to help students learn the system of language, for assesment purposes, as a goal of learning, to meet students' needs, for creative purposes, to develop self-expression, for educational purposes, to contribute intellectual development and to develop self-esteem and confidence.

Based on concept above the writer concluded that writing is one of the language skills which is important in our life and it should be taught beside the other skills. Through writing, we can inform others, tell what we feel, express our ideas and think in text. We know that writing or learning to write is not simply a matter. Writing is one of the four basic skills that are very complex and difficult to learn. In writing includes in it spelling, vocabulary and sentence pattern.

2.2 The Purpose of Writing

According to Ur (1999, p. 70), "The purpose of writing, in principle, is the expression of ideas, the conveying of a message to the reader; so the ideas themselves should arguably be seen as the most important aspect of the writing". On the other hand, the writer needs also to pay some attention to formal aspects: neat handwriting, correct spelling and punctuation, as well as acceptable grammar and careful selection of vocabulary. While Axelrod and Cooper (2010) argued that the very act of writing encourages you to be creative as well as organized and logical in your thinking. When you write sentences, paragraphs, and whole essays. Writing helps you think and learn, enhances your chances of success, contributes to your personal development, and strengthens your relationships with other people. It means that is way writing is important.

2.3 The Process of Writing

Writer or learner must know the process of writing in other to make perfect piece of writing, similar to Linse (2005, p. 102) states there are five steps of the writing process. They are:

a. Prewriting, for every piece of writing there is always a pre-write activity. In this step children are given an opportunity to prepare to write and to collect their thoughts and ideas.

b. Writing, in this step children write down all of their ideas.

c. Revising, the initial piece of writing is examined and reworked so that the ideas are logical and flow together, revising occurs when a writer looks for feedback from a teacher or another student.

d. Editing, learners (with the help of their teachers, caregivers, or classmate) proof read their work to make sure that there are not any content errors or grammatical or spelling errors.

e. Publishing, the writing piece is rewritten in a published or presentable form, in a student-made book, on special paper, and/or on a computer so that it can be displayed or shared.

Furthermore Zemach and Rumisek (2005, p. 3) explained that there are six steps of the writing process, they are:

1. Pre-writing

a. Choose the topic. Before you write, your teacher gives you a specific assignment or some ideas what to write about.

b. Gather ideas. When you have a topic, think about what you will write about the topic.

c. Organize. Decide which of the ideas you want to use and where you want to use them. Choose which idea to talk about first, which to talk about next, and to talk about last.

2. Drafting

Write your paragraph or essay from start to finish. Use your own notes about your idea and organization.

3. Reviewing and Revising

Review structure and content. Check what you have written. Read your writing silently to yourself or aloud, perhaps to a friend. Getting a reader's opinion about other people's writing helps you to improve your own. You may go to step six now and revise the structure and content of your text before you proofread it.

4. Rewriting

Revise structure and content. Check that you have corrected the errors you discovered in steps five and six and make any other changes you want to make. Now your text is finished.

2.4 The Concept of Guided-questions Combined with Buzz Group Technique

Both of the techniques are the techniques that the teacher can use in teaching learning activity. Brewer (1997, p. 72) states "Buzz group can be used in many different ways and are most often used in combination with other techniques". In this research the writer will combined two kinds of technique, Guided-question Combined with Buzz Group Technique. Guided-question Combined with Buzz Group Technique means combine two kinds of technique in teaching learning process those are Guided-question with Buzz Group Technique to enhance both techniques.

2.5 The Definition of Guided-question

Guided-questions is a technique in teaching writing. This technique often called guided writing, controlled writing or controlled composition. According to

Raimes (1983, p. 101), "The type of controlled composition that uses a question and answer format allows students a little more freedom in structuring sentence. They are not given the actual text that they are will write; rather, they are given a series of questions, the answer to which form the text. Carefully constructed questions will produce a coherent text".

While (Richards and Schmidt, 2010) proposed that guided writing is a technique for teaching writing where the teacher provides detailed guidance in the form of questions, an outline, a model, or some other way of focusing and directing the students' writing. Guided writing seeks to reduce the number of student errors and to provide a specific focus on some aspect of either the form or content of a piece of writing or both. According to Patel and Jain (2010, p. 130), "The role of the teacher in this is only a improver and guide. The teacher gives them guidance by way of asking questions, pictures, cues etc. it enable students to work independently under guidance of teacher.

It is one of the activities included into supervised study". In line with those statements, Lewin (2003) argued that as the function of guided-questions technique, it was believed that guiding-questions technique can direct the students' ideas when writing in processing. Next, Richards & Renandya (2002, p.316), "Students generate *who*, *why*, *what*, *where*, *when* and *how* questions about a topic. More such questions can be asked of answers to the first string of *wh*-questions, and so on. This can go on indefinitely. In addition, ideas for writing can be elicited from multimedia sources (e.g., printed material, videos, films), as well as from direct interviews, talks, surveys, and questionnaires".

Similar to Brown (2003, p. 234) argues "Another lower-order task in this type of writing, which has the pedagogical benefit of guiding learner without dictating the form or the output, is a guided question and answer format in which the test administrator poses a series of questions then essentially serve as an outline of the emergent written text. The following kind of questions might be posed to stimulate a sequence of sentence". From the experts statements above the writer conclude that guided-question is a technique to help the students generate the ideas or topic, present the

concept for writing and allow them to see the relationship between the ideas, and organize ideas in constructing text writing.

2.6 The Definition of Buzz Group

(Richards and Schmidt, 2010), "Buzz group is a technique in teaching which divide students into a group activity in which groups of students have a brief discussion (for example, five minutes) to generate ideas or answer specific questions. Buzz groups may be used as preparation for a lecture, or as an activity during a lecture". Similar to Brewer (1997, p. 72) states "Buzz group are formed by dividing large groups into small discussion groups of 2 to 15 people who meet simultaneously for a specified time to discuss a specific question, problem, or issue. Next, Egolf (2001) stated that the buzz group technique was developed by Philips. Based on the definition above, the writer conclude that buzz group is a technique that can use for teacher or writer in grouping students into small group to discuss a material in teaching learning process.

In guided-questions, the teacher will guide the students by giving the students questions. This type of questions in this technique is WH-question. A WH-question begins with a question word, such as who, what, where, when, why, how, and which. The teachers use question words to ask certain types of questions. In guided questions activities, the students do their writing task based on the teacher guidance. In this research, the students were given the lists of questions, and the answers can form notes, a list or even in picture. The teacher gives the guidance for students in writing which the students answered the questions in complete sentences, combined the answers, and developed them become a good text.

III.   Research Methodology

In this research the writer used experimental method. According to Fraenkel and Wallen (2009, p. 262), "experimental method is unique in two very important respects: It is the only type of research that directly attempts to influence a particular variable, and when properly applied, it is the best type for testing hypotheses about cause-and-effect relationships". There are some parts of the experimental method and in this research the writer will use a quasi-experimental design. Fraenkel and Wallen (2009, p. 271) propose "quasi-experimental designs

do not include the use of random assignment".

Writer chose the nonequivalent groups pretest-posttest design. In the nonequivalent groups pretest-posttest design involve two groups, they were control group and experimental group. In this research the writer took two groups from eleventh grade students of SMP Muhammadiyah Pagaralam. Firstly, both of groups was given a pre test by the writer. After that the experimental group was received a treatment and for the control group was not received a treatment. In last both of groups was given a post test.

IV.   Finding

Since we observed differences in lab grades between genders that approached statistical significance, with women scoring higher (373.48 versus 353.36 for male students; $p>0.0715$), we were interested if this might extend to student writing quality. Analyses of variance (ANOVAs) were conducted to investigate whether demographic variables potentially affecting student writing, namely, year in school and gender, explained variation in quality of student writing. Women students' experiment

designs were better written ($p>0.0535$) than men students' experimental designs when analyzed as pooled experimental design data. The most significant difference between genders was evident in the Lab 10 experimental design, with women scoring higher ($p>0.0091$). However, there was no significant difference in writing between genders for the Lab 11 experimental design ($p>0.5796$). Final paper grades were not significantly different by gender, nor were the paper draft grades. The student's year in school had no significant effect on any variable related to student writing that was tested. At this point it is not clear how to interpret these differences due to gender. As we might expect from similar low-stakes writing assignments, there was a strong and significant correlation between the quality of Lab 10 and Lab 11 experimental designs ($r=0.40899$, $p>0.0035$). However, there was only a weak but significant correlation between the quality of Lab10 experimental design and students' final paper grades ($r=0.37274$, $p>0.0083$) and no correlation between Lab 11 experimental design and paper grades, nor between any in-class writing and draft grades. This may be due to inherent differences in the kind of

writing that students are doing. In class writing such as the experimental design is less formal and its purpose is to help students better conduct an experiment. Unlike in class writing, in which there is little time for revision, formal papers written outside of class require more time and careful construction. At this point, students are reflecting on their experiments and attempting to place their results in a more global context. However, the correlation between the quality of the students' first experimental design and the final paper is significant, and this may be important in that it is during the first lab that students plan their experiment. If the experiment is well designed, this may contribute to a better final paper. There was no correlation between students' grades on their drafts and their final paper grades (r=0.18131, p>0.2125). The quality of students' writing did change substantially from draft to final paper, depending on the draft feedback and effort put into the final paper, so this result was not unexpected. Surprisingly, there were no strong or significant correlations between student group and the quality of in-class writing or between student group and final paper grades. Supporting our hypothesis, there was a positive affect of

having guided questions with designing an inquiry experiment, as shown by a significant difference in quality of students' in-class written experimental designs between the treatment and control groups (19.943 versus 17.943; p>0.0489). However, draft (22.337 versus 18.929; p>0.0760) and paper grades (27.186 versus 27.971; p>0.6726) did not vary significantly whether or not students were provided with the guided questions. There were several intervening and potentially confounding factors, due to the nature of the paper writing process in our labs, which included peer review of paper drafts that were not limited to students within the treatment and control groups.

V.   Conclusion

The results from the study shows that, after teaching guided questions by Buzz Group Techniques, the majority of the students improved their writing ability, It is shown shown by a significant difference in quality of students' in-class written experimental designs between the treatment and control groups (19.943 versus 17.943; p>0.0489). However, draft (22.337 versus 18.929; p>0.0760) and paper grades (27.186 versus 27.971; p>0.6726) did not vary significantly whether or not students were provided

with the guided questions. There were several intervening and potentially confounding factors, due to the nature of the paper writing process in our labs, which included peer review of paper drafts that were not limited to students within the treatment and control groups. It can be argued that due to their poor writing ability, it was rather difficult for them to deal with the writing at a higher level such as writing an article. The students' inadequacy in many areas such as vocabularies, grammatical knowledge, finding main ideas can all cause problems.

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