

## QUESTION ANSWER TECHNIQUE IN TEACHING REPORT TEXT TO TENTH GRADE STUDENTS

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### **Abstrak**

Penelitian ini bertujuan untuk mencari tahu apakah Teknik Question Answer dapat merubah kemampuan siswa dalam membuat teks report mereka sendiri. Sasaran utama dalam penelitian ini adalah 1) Untuk mendeskripsikan proses penerapan Teknik Question Answer dalam pembelajaran menulis teks report pada siswa kelas sepuluh. 2) Untuk mencari tahu hasil penulisan teks report siswa setelah penerapan teknik Question Answer dalam pembelajaran menulis teks report pada siswa kelas sepuluh. 3) Untuk mencari tahu respon para siswa setelah penerapan Teknik Question Answer dalam pembelajaran menulis teks report pada siswa kelas sepuluh. Subjek dalam penelitian ini adalah para siswa kelas sepuluh Busana di SMK N 6 Surabaya. Penemuan dalam penelitian ini menunjukkan bahwa para murid yang diajarkan Teknik Question Answer dapat berubah kemampuan menulisnya. Hal itu dapat dilihat dari hasil penelitian ini. Kita dapat melihat perubahan dalam kemampuan menulis para siswa sampai pada siklus kedua. Dari hasil tulisan siswa, peneliti menemukan bahwa kemampuan content, grammar, organization, dan vocabulary mereka berubah lebih baik lagi. Kemampuan mereka dalam menemukan ide untuk menulis juga berubah menjadi lebih baik. Respon para siswa juga menjadi lebih baik hal itu dalam terlihat dari pengaturan waktu mereka saat mengerjakan teks report. Kemampuan para siswa dalam mengumpulkan ide juga menjadi lebih inovatif. Hal ini sebagai respon yang baik dari para siswa. Maka dari itu, Teknik Question Answer dapat digunakan sebagai salah satu teknik alternatif untuk mengajarkan menulis teks report pada siswa kelas sepuluh.

**Kata Kunci:** Teknik pertanyaan jawaban, kemampuan menulis, mengumpulkan ide

### **Abstract**

This research aims to discuss whether Question Answer Technique can improve the students' writing skills in producing their own report text. The objectives of the prior research are: 1) To describe the process of the implementation of question-answer technique in teaching writing report text on the tenth grade students. 2) To find the student' writing result after the implementation of question answer in teaching writing about report text on tenth grade students. 3) To find the respond of the students after the implementation of question answer in teaching writing report text to tenth grade student. The subject of this research is the tenth grade students of X Busana I in SMK N 6 Surabaya. The research finding shows that the students who were taught using question answer technique can improve their writing skill. It can be seen in the result of this research. We can see that there are improvements in their writing result up to cycle 2. From the student' writing result, the researcher found that their content, grammar, organization, and vocabulary are improved. They get better in gathering the idea to write report text. Question answer technique also makes students' writing skill in gathering the ideas more innovative. They also had a better time management as their responses to question answer technique. Therefore, question answer technique can be used as alternative technique to teach writing to tenth grade students.

Key words: question answer technique, writing skill, gathering the idea

## **INTRODUCTION**

Writing is a difficult activity. Even writing is becoming the most difficult skill in mastering English language. Writing is one of the four skill in learning foreign language. There are listening, speaking, reading and writing that have to be mastered by foreign language learners. According to Harmer (2001:79) writing is a form of communication to deliver through or to express feeling through written form. Writing becomes the difficult skill that has to be mastered for students.

Writing has many functions in life. Therefore, students have to master the writing skill. Mastering writing skill give the students a lot of benefits. Writing can be a tool of communication. The students can communicate with other using their own writing result. They can express their feelings and what they are going to say through writing product. Nunan (2003:88) views that writing is the mental work of inventing ideas, thinking about how to express them into statements and paragraphs that will be clear to the reader. It provides an alternative means for communication. Byrne (1990:1) supports that writing is one of language skill, which is used for medium of communication, especially indirect communication. Writing also encourage the students to think about idea.

Writing skill will help students to improve the other basic skills they are listening, reading and speaking. Writing is an important skill that definitely will help students in the future. In the future, students have to make an application job which is in the written form. Carter et.al (2002:269) states that writing also important for career and personal life because others will judge the other people' thinking ability according to what they write and how they write.

Indonesian Government agrees that writing skill has to be mastered by all students in Indonesia. Writing is included in the material that teacher has to teach in every English learning class. They realize that writing is important in the education.

Heaton (1991:135) stated that writing skill is complex and sometimes difficult to teach, requiring not only the grammatical and theoretical but also how to scoring them. Teacher has limited time to teach writing in the class. Teacher has ninety minutes in every meeting to teach a material in writing class. Therefore, teacher has to get the right technique to fulfill the limited time in writing class.

Writing is a long activity; from getting information such as choose the topic up to revising the grammatical order of a text. According to Harmer (2007), in teaching writing someone either focus on the writing process itself or on the product of the writing. The researcher believes that foreign language learner

especially tenth grade students in vocational school will need extra time to get their writing done. While they have limited to do their writing, they usually hard to concentrate to get the idea of their writing.

Vocational school students have to mastered academics and certain skills subject. Almost all of them focus on getting a job after their graduate from vocational school. So, they only pay more attention to skills subject. While English subject need full concentration and understanding.

Based on the personal observation when the researcher took PPP in Vocational High School State 6 of Surabaya. The students' ability to mastering English is low. They always pay attention to other things such as gadget, computer, beauty world and all about their specific skill. For example, one day the researcher observing TataBusana Class. Many of them just concentrate and talking about fashion or design of a clothes that they will make. They always feel bored, lazy and not interesting at English subject and writing an English text. When teacher give them a material about writing they get difficult to showing or pouring their ideas into an English text such a report text. They did not know the English teacher said and instructions in the class which made hard to understand in communication between them. It is also wasting time to explain and translate to Indonesia to make the learners understand in the class.

Before the teacher start the class, teacher should brainstorming the students first. Teacher can use a video or a story to guide them into report text material. As the facilitator, teacher has to help students to mastering writing skill faster. By implement question answer technique which could develop students' writing skill faster .One of the materials in English class in tenth grader is about report text.

Sometimes students will take a long time to decide the topic that they have to write in their report text. Students also have difficulties to pouring their ideas into an English text such as report text. Teacher should help the student' with their difficulties. Based on the problems in this study, the writer will use question answer technique which could help the student' skill in writing report text by guiding them in constructing sentences. In constructing sentences, the students were given a series of question. Teachers will ask students by using the "five Ws and one Hw", they are; What, Why, When, Where, Who, and How. The question answer is include the prewriting step. The question can be very helpful to generate detail about the topic. The complete answer of the question will help student to make their report text. No need take a long time to answer the series of the question that teacher gave. So, students can gather

information faster about the topic that they have to report. Students often write wrong information about the topic. By this guiding question, student will make an organize report text.

The question answer technique is about implement the guided questions to help the learner producing their own writing product. So, the question is the key on this research. Using this technique to improving students' writing skill will help them to make a report text faster than before. By knowing the easy step to make a report text, students will start to like writing more. They will also practice more in their writing skill. Consider about the explanation above, the researcher decides to implement the question answer technique to teach writing about report text as the previous study which conducted by Fajarwati (2014). She did a research about the implementation of question and answer technique to teach the tenth grade students in writing report text. There are similarities between her thesis and the researcher's thesis those are the technique and the skill. The difference is the materials of the writing it self. The second thesis is "the use of Question-Answer technique to teach reading comprehension in Junior High School" by Chotidjah (2009). She has same technique in her research with this research. The different between the researcher and her research is the skill which she picked reading. She explored the students' attitude in responding question in reading process and the difficulties. She concludes that using Question Answer make teaching writing more effective than without use it.

To find the alternative way in teaching writing report text, the researcher will conduct the research about the implementation of question answer technique. Also based on the problems that researcher found in the observation before, researcher will use some instruments to collect the data. They are field note, questionnaire, and students' writing result. From that instruments, researcher will describe the result of the research.

The researcher hopes that the result of this research can be useful for both teachers and students. For the teachers, the use of question-answer technique to teach writing report text can be one of the alternative techniques to teach. This research also can be the other sources to the teachers. Teacher can apply this technique to their class so the students can learn easily.

For the students, this research can help them learn about the report text easily. They can use a question answer to gather a lot of information in order to make a report text in a short time. While doing a question answer, they get a easy way to arrange their idea into a report text.

## RESEARCH METHOD

In this study, the researcher wants to know the use of question-answer technique in teaching writing report text on the tenth graders. Therefore, qualitative method will be best method to describe the use of the method itself.

First, teacher will ask the students to make their own report text. Teacher also explain about the material it self about report text without explaining question answer technique. Then teacher divide them into five groups. She asked the students to make their report text. And at the end of the class, teacher asks them to collect their writing task. After that, she assesses the students writing result. Teacher has to know their skill in writing before they use question answer technique. Second, teacher also ask them to make a report text but teacher gives them question answer technique to make their report text. After the students collect the report text, researcher will gives them the questionnaire. The researcher also make field note during the learning process. The field note is helping the researcher to get the detail information about the research. Researcher will use four criteria to score the students writing result. They are content, grammar, vocabulary, and organization.

## WRITING

There are four skill in learning foreign language that have to be mastered by students. They are listening, speaking, reading and writing. Writing become one of the most difficult skill to be mastered. Then what is writing actually ?writing is an activity of drawing symbols of graphic which represent a language that is understood by someone (Tarigan, 8; 1982).

Writing also define as one of the languages, which use for medium of communication, especially indirect communication, because the reader is not physically present (Byrne, 1; 1984). Another expert said that writing is a form of communication to deliver through or to express feeling through written form (Harmer 2001:79).

There are many different definitions about writing given by experts from many resources. According to Rise B. Axelrod and Charles R.Coopers'said, "writing is a complex process and as such contains element of mystery and surprise. But we know and believe that writing is a skill that anyone can learn to manage".

On the other side, Barnet and Stubb'ssaid that writing as a physical act, it requires material and energy. And like most physical acts, to be performed fully, to bring pleasure, to both performer and audience, it requires practice. Writing also defined as the ability to express one's ideas in written form is a second or foreign

language (Marianne C. Murcia). It tells that writing is the activity which can express what someone see just like writing a report text.

### **Compositions of Writing**

Writing is a complex activity. After the researcher conduct the research, the researcher will score the students' writing result. There are five components in scoring writing. They are content, organization, vocabulary, language use, and mechanics. And here is the ESL Composition Profile (Javobs, 1981).

### **The Process of Writing**

Writing is a process that involves several steps. It is important to be understand that writing is a process, not a product (Oshima and Hogue: 3). According to them there are four stages in writing process they are: prewriting, planning, writing and revising draft. In this study, the researcher uses Oshima and Hogue's concept. The stages are:

#### **1. Prewriting**

In this stage students can choose the topic and brainstorming. It is important to choose the topic that you interest, because it can encourage the writer enthusiasm in writing itself. While the writers do brain storming, it help to generalize the ideas of the writing.

#### **2. Planning**

When the writer is in this stage, the writer can organize the ideas that he or she generate by brain storming into outline. In the planning stage someone can write their topic sentence and start the outlining. They can develop their ideas into a topic sentence. In the outlining, they just write some sentence that could be representative of their topic sentence. The teaher should help students by asking the five Ws and one Hw in realated topic (Moreilon : 2007:61).

#### **3. Writing and Revising Draft**

The last stage is writing and revising draft. In this last stage, writer can write the whole work and revise several things until you have a final work. The writer may write paragraph following the outline that has made before. The writer has to develop their outline into a good paragraph.

### **Teaching Writing**

Teacher should teach how to write in the writing subject since writing becomes the most difficult skill to be mastered. In one hand, students are expected to explore their ability particularly in producing a text, so then it can enhance their writing ability, as known as the most difficult skill (Nunan, 1999:271).

Moreover, based on the basic competence in writing, students are expected to: 1) reveal the meaning

inside the short functional written text such as invitation accurately to fulfill the daily communication. 2) reveal the meaning and rhetorical step in written text accurately to fulfill the daily communication in terms of recount, narrative, descriptive, report, and procedure.

In the writing learning process, students are expected to increase their writing skill. In the learning process, teacher also give them a guide to develop their ideas into a good paragraph. Teacher should give a detail explanation to the students in order to make the students understand well about how to start to write until they can produce their own writing.

### **Question Answer Technique**

The main features of question answer technique were increasing the student' motivation in writing. The question answer technique is a easy technique to apply in the learning process. Q&A is a result of its knowledge acquisition process ( JayBudzik and Kristian J. Hammond). The following forms of questions can be used adapted from Nuttal (1982: 128). Question can be used to evaluate while answering can raise the student' interest.

After teacher explaining about report text, teacher will ask the students to write their own report text. And then teacher should help them by asking using five Ws and one Hw. By using those question, teacher is helping students to gather their ideas to write their own report text. Those question will help them to write report text faster in a easy way. The students needs to answer those question. By answering those question, they will have a organize ideas.

### **Using Question Answer to Teach Report Text**

Question answer technique is one of the way to teach writing report text. This techniques provide simple and easy way to teach. In this technique student have to active to get many information about their friend because by using that information they can write a good report text about their classmate. The steps of using question answer technique during teaching and learning process are described as follow:

#### **1. Pre activity:**

The teacher greets the students and checks the students' attendance list to know the condition of all the students. Teacher prepares the class for the lesson. The teacher also does brainstorming to motivate students in learning English.

#### **2. Main activities**

The teacher introduce the technique to students. While introduce the technique, teacher has to tell about the rule in that time. Teacher also mention what they are going to learn. Teacher show the example of report text. Then



explain about report text. After that, teacher ask students to make a report text about their classmate by using question answer technique to gather the information. They should use five Ws and one Hw. The resource person have to answer the question from the interviewer.. While deliver a question, the student actually want some information about personality, or physical appearance. After they are asking some question, they get some specific information about someone. It helps them to gather their ideas to write report text.

### 3. Post activity

The teacher review all of the report text that the students made. Teacher also ask the students difficulties while write a report text using question answer technique.

## RESULT AND DISCUSSION

The researcher will presents the result and discussion of this research. In this chapter, the researcher would like to answer the statements of the problems that have been stated in chapter I. the researcher tries to answer two research questions: (1) How is the students' writing skills in gathering the idea after the implementation of question answer technique ? (2) How is the students' writing skills in time management after the implementation of question answer technique?

The explanation will answer the research question that focus on the implementation of question answer technique to improve students' writing skill. Since this research uses descriptive qualitative method, the discussion presents a general result about question answer technique in teaching report text to tenth grade students of SMK N 6 SURABAYA.

Since the researcher using two research instruments those are field note and closed structured questionnaire, the researcher used that two to collect the data. To answer the first question, the researcher observed the teaching learning process in the classroom. In this observation, researcher make field note about the learning process in classroom. Researcher make field note in the first and second meeting. The field notes help researcher to get the detail information about the observation. Related to the second research question, researcher also used field note. The field note helps the researcher to answer about their time management. Researcher also give the students questionnaire about the implementation of question answer technique. Then the researcher analyzed the questionnaire to know student' skill after the teacher implement question answer technique in teaching writing. All data that the researcher got was described in the form of paragraph.

## DISCUSSION

In this discussion, the researcher would like to present the result of the observation. After the researcher had finished the research using Question Answer Technique, the researcher found that this technique can be used by the teacher to teaching writing report text.

### The Implementation of Question Answer Technique

In the first meeting, when teacher did not give them the question answer technique, the students seemed confuse to write their own report text. They got difficulty on gathering the idea. Because of that they spend a lot of time to find the idea about what they are going to write. While they only had limited time to do their report text in English class. The students can not finish their report text. They also found a few idea to write their report text.

In the second meeting, the teacher used question answer technique to help students in writing report text. The students can gather idea faster than before. They also found easy in developing their skill in writing.

Question answer technique is a using guided question to produce a good writing. Writing is a form of communication to deliver through or to express feeling through written form (Harmer 2001:79). By implement this question answer technique, students can easily express their idea or their thinking into written form as the teacher asked.

### Students' Writing Result

The result of using question answer technique in writing report text can bee seen by students' writing result of producing their own report text. The researcher analyzed the students' writing result by take a closed look to their report text. Researcher used five writing component to scoring students' writing result. They are content, organization, vocabulary, language use, and mechanics (Jacobs et al., 1981, p. 30).. There are also four criteria in each component. They are excellent to very good, good to average, fair to poor, and very poor. A lot of students got fair to poor but there are also students who got excellent to very good criteria.

When reviewing students' papers, researcher tells the details about how is the implementation, students' writing result. So researcher can says that question answer technique can be used to help students in improving their writing skill especially in writing report text.

### Students' Responses

The students' responses toward the implementation of question answer technique were positive. As the researcher stated before that students have problem in gathering the idea and managing the

limited time in English class. From the students' writing result, researcher found that they are get so easy to gathering the idea and manage their limited time. They also finished their writing in no more than 45 minutes.

The result of the questionnaire showed that the implementation of question answer technique can overcome the students' problem in gathering the idea and time management. More than 50% students' responses to like English more than before by using question answer technique. The students showed positive progress in pouring their ideas into a report text.

Based on the explanation above, it showed that question answer technique can help the students to improving their writing skill even writing is the most difficult skill in mastering English. students are expected to explore their ability particularly in producing a text, so then it can enhance their writing ability, as known as the most difficult skill (Nunan, 1999:271).

## **CONCLUSION**

After the researcher conducted the research and found the result, the researcher made conclusions related to the research question which are stated in chapter one. The conclusion is also based from the data that the researcher got.

Based on the observation in using question answer technique to gather ideas in writing report text, the researcher can conclude that this technique can improve students' writing skill in gathering the ideas. It can be seen by they easily found the ideas to complete their report text.

By using question answer technique the students also had a better time management. They can finish their report text less than 45 minutes. So we can say that by using question answer technique can improve students' writing skill in time management.

### **Suggestion**

In order to make the English class more easy and interesting, the researcher would like to give some suggestions to the teacher and students. Here are the suggestion:

For the teacher:

1. The teachers should have a good time management to teach them writing.
2. The teacher should develop certain strategies and media that lead the students to have a lot of ideas in writing.

For the students:

1. The researcher hopes that the students are willing to practice in gathering ideas by any topics.
2. The researcher also hopes the students to practice their writing activity.

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