

CHAPTER IV

FINDINGS AND DISCUSSION

A. Findings

The research about the implementation of guided questions and answers in paragraph writing through online learning was presented in the form of a description based on data obtained in this research either through observation, interview, or documentation.

The results description of this study is based on the formulation of the problem that referred to the research question in Chapter I. The result showed the following data.

1. The Implementation of Guided Questions and Answers in Paragraph Writing Through Online Learning

The researcher used observation and documentation as the research instrument for the first research question. The researcher was invited to the WhatsApp Group by the teacher and participated in the group as an observer. Then, the researcher observes all activities carried out by the teacher and students in the teaching and learning process about guided questions and answers in paragraph writing through online learning and students' perception of it. Anything important such as the conversation in the teaching and learning process and students' writing, was used as documentation in this research.

The first meeting was conducted at 7:30-10.00 AM on March 17, 2022, in WhatsApp group X religion. The group consists of a teacher, 20 students, and the researcher herself. At the first meeting, 18 students are present during the class. At the first meeting, the teacher explained how to make descriptive paragraphs using the guided questions and answers technique. The teacher divided the teaching process into three activities; opening, main, and closing.

The second meeting was conducted at 7:30-10.00 AM on March 24, 2022, in WhatsApp group X religion. The group consists of a teacher, 20 students, and the researcher herself. At the second meeting, 18 students are present during the class. The teacher explained how to make a narrative paragraph at the second meeting using the guided question and answer technique. The teacher also divided the teaching process into three activities; opening, main, and closing.

The researcher observed during two meetings that explained as follows:

a. Opening Activity

The opening activities between the first and second meetings were the same. Before class begins, the teacher starts the class with an opening session. The teacher greets and asks how they are doing, and students respond to the teacher enthusiastically. Then, the teacher asks students to pray together by saying basmalah before the

learning process begins. After praying, the teacher asks students to list their names to check their attendance.

b. Main Activity

This activity was explained during the teaching and learning process in the WhatsApp group. Before the lesson begins, the researcher observed how the teacher asks their students if they have any knowledge about a paragraph and descriptive paragraph. Some students write their responses in the WhatsApp group.

1) First Meeting

In the first meeting, the teacher explained the English lesson material about the definition of a paragraph and the definition of a descriptive paragraph and gave an example for students to learn. Before continuing the lesson, the teacher asks students if there is any question or not.

After the question session, the teacher continued the lesson about the definition of guided questions and answers, the example of a guiding question, and the example of a descriptive paragraph using guided questions and answers. After that, the teacher asks students whether there is any question or not. Then, the teacher asks some questions and gives the conclusion. The teacher ends the lesson by saying hamdalah and greeting.

The teacher used PowerPoint (PPT) as their media in the teaching and learning process. These PPT slides used the

English language, and then the teacher explained them in Indonesian. The teacher implemented the guided questions and answers in learning paragraph writing through online learning with several steps as follows:

1. Teachers gave an explanation about paragraph writing.

Teacher : “A paragraph is a group of related sentences about a single topic that explains the writer's main idea. The purpose of writing a paragraph is to express a particular point of the writer's thought in a clear way.”

2. Teachers gave an explanation about Guided Questions and Answers.

Teacher : “A descriptive paragraph is a paragraph that describes a person, an object, or a place in detail.”

3. Teachers gave an explanation and the example of making paragraphs by using Guided Questions and Answers.

- What/ who is it/he/she?
- What is the criteria of the person/thing/place?
- Where the person/thing lives?
- How you get the thing?
- What does the person/thing do?
- What makes the person/thing/place special?

“Meong is a cat. It is a wild cat which come every day to our house. Meong is a funny cat. Its body is clean although it is live on the street. The Meong colour is white and yellow. It likes playing a ball with my little sister. Meong is very kind. It never steal foods or fish in the kitchen. We love Meong.”

4. Teachers asked the students to make a paragraph.

Teacher : “TUGAS! Jadi, tugas hari ini adalah membuat daftar pertanyaan yang kemudian dibuat menjadi paragraf. Temanya adalah tentang orang yang kita cintai. Kita bisa memilih ibu, ayah, kakak, adek, kakek, nenek, teman atau keluarga yang lainnya ya.

5. Teachers guided the students in gathering ideas to make paragraphs by using Guided Questions and Answers.

Through online learning, the teacher guides the students by giving examples of how to do the homework. The teacher also gave them the right to ask anytime in WhatsApp group or in private.

- What/ who is it/he/she?
- What is the criteria of the person/thing/place?
- Where the person/thing lives?
- How you get the thing?
- What does the person/thing do?
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“Meong is a cat. It is a wild cat which come every day to our house. Meong is a funny cat. Its body is clean although it is live on the street. The Meong colour is white and yellow. It likes playing a ball with my little sister. Meong is very kind. It never steal foods or fish in the kitchen. We love Meong.”

The teacher gave list of the questions and the answer in the paragraph with different colors to the students. Each question and answer will have the same colour to guide students in making paragraph.

6. Teachers checked the result via WhatsApp privately.

Teacher: Tugas harus dikumpul lewat chat pribadi sebelum pukul 23:59 (11:59 malam) pada hari rabu, 23 maret 2022.

7. Teachers gave feedback to the students via WhatsApp privately.

Teacher: Good job, students. Thank you.

2) Second Meeting

In the second meeting, the teacher explained the English lesson material about the definition of a paragraph and the definition of a narrative paragraph and gave an example of a narrative paragraph for students to learn. Before continuing the lesson, the teacher asks students if there is any question or not.

After the question session, the teacher continued the lesson about the definition of guided question and answer, the example of a guiding question, and the example of a narrative paragraph using guided question and answer. After that, the teacher asks students whether there is any question or not. Then, the teacher asks some questions and gives the conclusion. The teacher ends the lesson by saying hamdalah and greeting.

The teacher used PowerPoint (PPT) as their media in the teaching and learning process. These PPT slides used the English language, and then the teacher explained them in Indonesian. The teacher implemented the guided questions and

answers in learning paragraph writing through online learning with several steps as follows:

1. Teachers gave an explanation about paragraph writing.

Teacher : “A paragraph is a group of related sentences about a single topic that explains the writer's main idea. The purpose of writing a paragraph is to express a particular point of the writer's thought in a clear way.”

2. Teachers gave an explanation about Guided Questions and Answers.

Teacher : “A narrative paragraph is a paragraph that usually talking about events that happened in the past. It usually tells about the story such as fairy tales, legends, fables, etc.”

3. Teachers gave an explanation and the example of making paragraphs by using Guided Questions and Answers.

- Who is the main character of your story?
- When does the story take place?
- Where does the story take place
- What does the place look like?
- Why does the story take place here
- What problem does the main character experience?
- What does the main character do to resolve the problem?
- How are the characters affected by the incident or the experience?
- How does the main character change in the end?

Teacher : “I never believed in aliens before one night last year. It was a cold, dark winter evening, and I was walking home from a friend's house. I stopped to tie my shoe. When I looked up again, I saw a round object coming toward me. It was very large and shiny. I couldn't believe what I was seeing. Before I could shout or run, the object suddenly moved and then disappeared. After the object disappeared, I ran all the way

home and called my best friend. When she picked up the phone, I couldn't say anything. I knew she would think I was crazy. I never told anyone about my UFO sighting.”

4. Teachers asked the students to make a paragraph.

Teacher : “TUGAS! Jadi, tugas hari ini adalah membuat daftar pertanyaan yang kemudian dibuat menjadi paragraf. Temanya adalah tentang sebuah kejadian yang pernah kita alami. Kita bisa memilih cerita tentang liburan, kejadian menyenangkan, memalukan, menyedihkan, dan yang lainnya.

5. Teachers guided the students in gathering ideas to make paragraphs by using Guided Questions and Answers.

Through online learning, the teacher guides the students by giving examples of how to do the homework. The teacher also gave them

- Who is the main character of your story?
- When does the story take place?
- Where does the story take place
- What does the place look like?
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would think I was crazy. I never told anyone about my UFO sighting.”

The teacher gave list of the questions and the answer in the paragraph with different colors to the students. Each question and answer will have the same colour to guide students in making paragraph.

6. Teachers checked the result via WhatsApp privately.

Teacher: Tugas harus dikumpul lewat chat pribadi sebelum pukul 23:59 (11:59 malam) pada hari rabu, 30 maret 2022. Jangan lupa ditulis tangan menggunakan bahasa inggris ya!

7. Teachers gave feedback to the students via WhatsApp privately.

Teacher: Good job, students. Thank you.

c. Closing Activity

The closing activities between the first and second meetings were the same. Before the teacher closes the class, the teacher gives an evaluation of the material that has been taught. Then, the teacher asked students if there were any difficulties. After that, the teacher gave students the task about the material today. Finally, the teacher closes the class by saying hamdalah and salam.

2. Students' Perception of the Implementation of Guided Question and Answer in Paragraph Writing through Online Learning

The researcher interviewed on March 31, 2022, with the X Religion of MAN 3 Barito Kuala students. The interview consists of several questions. Based on those questions, the researcher got information about students' perception of paragraph writing and guided question techniques through online learning. Students thought that paragraph writing was kind of difficult. However, there seemed to be a student that said, "Write a paragraph is easy if we understand what we are going to write."

Students have different difficulties in writing a paragraph. A student said, "It is difficult to arrange and continue the sentences. Another student said, " It confused me about how to choose the topic and get an idea." To sum up, they had difficulty continuing the sentence, choosing the topic, making the paragraph more united, and arranging the word to become a sentence. Then, the teacher implemented the guided and answer technique through online learning to overcome the difficulty.

Regarding students' perception of the guided questions and answers technique in paragraph writing through online learning, a student said, "This technique is the right technique in writing a paragraph." Another student stated that "This technique is suitable for

paragraph writing." About how the guided question can help in writing paragraphs through online learning, students assume that "This technique can help my paragraph be more structured." Another student said, "This technique can make my paragraph more coherent."

In conclusion, students agreed that the technique could help them write a paragraph. They believed that the guiding question and answer technique could help them get more ideas, make the paragraph more united and structured, and arrange sentence by sentence. Therefore, the students thought there was no difficulty writing a paragraph using the guided question and answer through online learning.

B. Discussion

This sub-chapter presented the discussion of the finding above as follow:

1. The Implementation of Guided Question and Answer in Paragraph Writing Through Online Learning

The teaching and learning process can be considered good based on the research results through observation and documentation. It can be seen from the way the teacher explained the material to students through the WhatsApp group. WhatsApp application was considered a good application, and students like that. This was suitable to what Susianti and Tarmuji (2016) explained in chapter II that students are recently interested in using online applications such as WhatsApp as an instructional tool in developing students' skills and motivation. They also explained that

WhatsApp could help students to learn a language better and improve their English proficiency. In WhatsApp, the teacher begins with the opening activity, main activity, and closing. Here, teacher and students can send their messages, file, picture, audio, video, and link to other media such as YouTube. In teaching writing, the teacher can give them material using pictures or files and send it to WhatsApp. The teacher can also ask students to send their writing and submit it on WhatsApp. Therefore, the teacher can make a group on WhatsApp to send the material to all students.

The teacher explained using two languages, English and Indonesian, to help students understand more about the material in a limited way, such as through online learning. The teacher also used images and then explained them using typewriting (not voice notes) to prevent students' storage for being running out. Also, using images (PPT) and typewriting can save the data from running out. In other words, the teacher wanted to ensure that the teaching and learning process ran smoothly and that all students could follow the class without any disturbance.

The teacher's steps were almost identical to those used by Hariyanto (2018). He explained several steps in teaching productive text through guided questions and answers.

The adjusted step by Hariyanto was already mentioned in Chapter II as follows:

1. Teachers give an explanation about paragraph writing.
2. Teachers give an explanation about guided questions and answers.
3. Teachers give an explanation and the example of making paragraphs by using guided questions and answers.
4. Teachers ask the students to make a paragraph.
5. Teachers guide the students in gathering ideas to make paragraphs by using guided questions and answers.
6. Teachers ask the students to present the paragraph they made.
7. Teachers and the students check the result together.
8. Teachers give feedback to the students.

The teacher was almost doing the same thing as Hariyanto (2018) did here. The explanation will be explained as follows:

1. The teacher gave an explanation about paragraph writing.

The researcher observed how the teacher explained paragraph writing. The teacher explained the definition of paragraph writing in the WhatsApp group. Then, the teacher explained the definition of a descriptive paragraph in the first meeting and the definition of a narrative paragraph in the second meeting. The teacher explained the material using two languages so that students could understand the material quickly.

2. The teacher gave an explanation about guided questions and answers.

The researcher observed how the teacher explained about guided question and answers technique in the WhatsApp group. The teacher explained the definition of the guided question and answer technique clearly. The teacher also explained what kind of question should be used in this technique (Use 5W+1H, not yes or no question), as Cahyadi, Krismayani, and Maharani (2019) explained in chapter II. The language used was also English and Indonesian, making students understand the material clearly.

3. The teacher gave an explanation and examples of making paragraphs using Guided Questions and answers.

The researcher observed how the teacher gave an explanation and the example paragraph by using guided question and answer in WhatsApp Group. The teacher explained how to use guided question and answer in paragraph writing. She also gave students examples that can make students more understand the material. The questions that the teacher used as an example was considered good. It is compatible with the characteristic that was explained by Traver (1998). The question was not too general or specific. The questions are short but easy to understand. The questions can stimulate students' thinking and help the students to explore and develop their idea in writing a paragraph.

4. The teacher asked the students to make a paragraph.

The researcher observed how the teacher asked students to make a paragraph. Because the teaching and learning process uses online learning, the teacher asked students to make a paragraph as homework. The teacher gave them a topic, and students could choose the title freely. The teacher gave students a week to do the homework and submit the homework on WhatsApp privately.

5. The teacher guided the students in gathering ideas to make paragraphs using guided questions and answers.

The researcher observed how the teacher guides the students in gathering ideas to make a paragraph using guided questions. Through online learning, the teacher guides the students by giving examples of how to do the homework. The teacher gave the students a list of the questions and the answer in the paragraph with different colors. Each question and answer will have the same color to guide students in making paragraphs. The teacher also gave them the right to ask anytime in WhatsApp group or in private.

6. The teacher asked the students to present the paragraph they made.

The researcher observed that teacher did not ask the students to present their paragraphs. Instead, the teacher asked them to submit the paragraph via WhatsApp privately.

7. The teacher and the students checked the result together.

The researcher observed that the teacher did not check the result together. Instead, the teacher checks the paragraph by herself on WhatsApp privately. The teacher corrected the grammar of the questions that were misused so the students could make the paragraph better.

8. The teacher gave feedback to the students.

The researcher observed how the teacher gave feedback to the students. The teacher gave feedback while correcting students' paragraphs on WhatsApp privately. The teacher also said some sentences that can encourage students while make some mistakes.

In conclusion, the implementation of guided questions in learning paragraph writing through online learning that the teacher took will be mentioned as follows:

1. Teachers gave an explanation about paragraph writing.
2. Teachers gave an explanation about Guided Questions and Answers.
3. Teachers gave an explanation and examples of making paragraphs using Guided Questions and Answers.
4. Teachers asked the students to make a paragraph.
5. Teachers guided the students in gathering ideas to make paragraphs using Guided Questions and Answers.
6. Teachers checked the result via WhatsApp privately.
7. Teachers gave feedback to the students via WhatsApp privately.

2. Students' Perception of the Implementation of Guided Question and Answer in Paragraph Writing through Online Learning

Students' perception only appears through the process and is always affected by many factors. Those factors are the perceiver, the target being perceived, and the situation in which the perception is made. The perceivers are the students of X religion themselves. They share the same experience about the target that is being perceived, which is the implementation of guided questions and answers in learning paragraph writing through online learning that they learned together. They learned in the same group at the same time, making their situation similar. Because of the same factors that students experience, they will have a similar perception. It is compatible with what Qiong (2017) explained in the process of perception. People from the same cultures will have a similar store of past experiences, and knowledge will probably have similar meanings to the same perception. In conclusion, the students will have a high possibility of having the same perception.

To answer the second research question, the researcher used data from the interview about students' perception of the implementation of guided questions and answers in learning paragraph writing through online learning. The researcher gets the data from the students by asking them five questions.

Students think that paragraph writing is kind of difficult. It is compatible with the opinion of Melati (2020) that said writing is more

complicated and is the most challenging skill even for native speakers of the language. So, it is natural that the X Religion students of MAN 3 Barito Kuala think paragraph writing is difficult. However, there seems to be a student that said, "Write a paragraph is easy if we understand what we are going to write."

Students of X Religion MAN 3 Barito Kuala said they have many difficulties in paragraph writing, such as punctuation problems, grammatical problems, teacher's feedback, lack of motivation, and how to get ideas. It is similar to what Novariana, Sumardi, and Tarjana (2018) mention in their article titled "Senior High School Students ' Problem in Writing." They mentioned a lack of motivation, grammatical problems, cognitive problems, and teacher feedback. Their problem was similar to what Cahyadi, Krismayani, and Maharani (2019) mentioned. They said that students were mostly confused about what they had to write in the first place. Students tend to have a problem gathering ideas and arranging sentences. Therefore, if this problem cannot be solved, the students may have difficulty writing paragraphs continuously.

Students of X Religion MAN 3 Barito Kuala agreed that the technique could help them write a paragraph. Students X Religion MAN 3 Barito Kuala believed that the guided question and answer through online learning can help them write a paragraph. They believe that the guided question and answer technique can help them get more ideas, make the paragraph more united and structured, and arrange sentence by sentence.

Their opinion is similar to Hariyanto (2018) that the guiding question could facilitate teachers in teaching paragraph writing and help students arrange sentences in the paragraph. It can also minimize students' mistakes and improve students writing.

Regarding the difficulty in writing a paragraph using the guided questions and answers online learning, students thought there was no difficulty writing a paragraph using the guided question and answer through online learning.

In conclusion, the X Religion MAN 3 Barito Kuala students agreed that the guided question and answer techniques could help them write a paragraph. They believe that the guided question and answer technique can help them get more ideas, make the paragraph more united and structured, and arrange sentence by sentence.