EFFECTIVENESS OF GUIDED QUESTION TECHNIQUE IN ENHANCING THE WRITING ABILITY OF GRADE EIGHT STUDENTS AT SMP NEGERI 1 SIANTAR

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ABSTRACT

This research investigated the effectiveness of the Guided Question Technique in enhancing the writing ability of eighth-grade students at SMP Negeri 1 Siantar during the 2025/2026 academic year. The study employed a quantitative approach using a quasi-experimental design. A total of 62 students were selected as the sample, divided into two groups: class VIII-2 as the experimental group, which was taught using the Guided Question Technique, and class VIII-1 as the control group, which received instruction through the conventional technique. Data collection was conducted by administering pre-tests and post-tests in recount text writing, and the results were analyzed using the t-test formula. The pre-test results revealed that the experimental group obtained an average score of 70.03, while the control group reached an average of 71.16. After the treatment, the post-test results indicated a significant improvement, with the experimental group achieving an average score of 79.90 compared to 74.94 for the control group. The data were gathered using a writing test as the primary research instrument. The t-test analysis generated a t-observed value of 3.551, which was greater than the t-table value of 1.671 at the 5% significance level. These findings demonstrated that the Guided Question Technique significantly improved students' writing performance. Specifically, it enhanced their ability to organize ideas logically and to construct recount texts in accordance with the generic structure. Therefore, the Guided Question Technique can be regarded as an effective and practical instructional strategy to foster students' writing competence in junior high school, offering teachers an engaging alternative to conventional technique.

Keywords:Guided Question Technique, Writing Ability, Recount Text, Quasi-Experimental

ABSTRAK

Penelitian ini mengkaji efektivitas Teknik Tanya Jawab Terbimbing dalam meningkatkan kemampuan menulis siswa kelas VIII SMP Negeri 1 Siantar tahun ajaran 2025/2026. Penelitian ini menggunakan pendekatan kuantitatif dengan desain eksperimen semu. Sebanyak 62 siswa dipilih sebagai sampel, dibagi

menjadi dua kelompok: kelas VIII-2 sebagai kelompok eksperimen, yang diajar menggunakan Teknik Tanya Jawab Terbimbing, dan kelas VIII-1 sebagai kelompok kontrol, yang menerima pengajaran melalui teknik konvensional. Pengumpulan data dilakukan dengan memberikan tes awal dan tes akhir dalam menulis teks recount, dan hasilnya dianalisis menggunakan rumus uji-t. Hasil tes awal menunjukkan bahwa kelompok eksperimen memperoleh skor rata-rata 70,03, sedangkan kelompok kontrol mencapai rata-rata 71,16. Setelah perlakuan, hasil tes akhir menunjukkan peningkatan yang signifikan, dengan kelompok eksperimen mencapai skor rata-rata 79,90 dibandingkan dengan 74,94 untuk kelompok kontrol. Data dikumpulkan menggunakan tes menulis sebagai instrumen penelitian utama. Analisis uji-t menghasilkan nilai t-observasi sebesar 3,551, yang lebih besar daripada nilai t-tabel sebesar 1,671 pada tingkat signifikansi 5%. Temuan ini menunjukkan bahwa Teknik Pertanyaan Terbimbing secara signifikan meningkatkan kinerja menulis siswa. Secara spesifik, teknik ini meningkatkan kemampuan mereka untuk mengorganisasikan ide secara logis dan menyusun teks recount sesuai dengan struktur generiknya. Oleh karena itu, Teknik Pertanyaan Terbimbing dapat dianggap sebagai strategi pengajaran yang efektif dan praktis untuk mengembangkan kemampuan menulis siswa di sekolah menengah pertama, menawarkan alternatif yang menarik bagi guru dibandingkan teknik konvensional.

Kata Kunci: Teknik Pertanyaan Terbimbing, Kemampuan Menulis, Teks Recount, Kuasi-Eksperimental

A. INTRODUCTION

Language serves as a vital means for humans to interact. Through communication, people can understand and express various ideas, as well as develop culture between speakers and listeners or writers and readers. Brown (2000:17-18) emphasizes that language is not merely a means of communication, but also the primary method used to carry out various activities together and to share common meanings. According to Brown (2007:6-8), language plays a fundamental role as a tool of communication because it allows individuals to express thoughts, emotions, beliefs, knowledge, culture, and even affection within a community. Language also helps individuals build mutual understanding. In daily life, language is used to carry out various activities and interact with others. Among the various languages spoken worldwide, English ranks as one of the most widespread and frequently utilized.

In this country, English is categorized as a foreign language. Although it is not used in daily

communication by the majority of the population, English has become increasingly important and popular in this era of globalization. This is due to the role of English as a global language that functions in different areas like education, technology, commerce, and diplomacy. Therefore, Indonesia's government responds positively to the significance of learning English. One form of this support is the inclusion of English in the national education curriculum, from elementary school to university level. This effort is specifically coordinated by the Ministry of Education (Khotimah, 2008:2), which is committed to improving the quality of English language learning in order to prepare the younger generation to face global challenges.

Along with the growing realization of the importance of English and the government's efforts to improve the quality of its teaching, attention to the mastery of language skills has also increased. A primary goal of teaching English is to enhance learners' communication abilities. Harmer (2001:70) emphasizes that English language learning involves four main skills: listening, speaking, reading, and writing. He categorizes

these skills as essential language abilities that learners need to master. In this case, the researcher chooses to focus on writing skills, as many people consider writing to be the most difficult and complex skill to master.

Writing is regarded as one of the four language skills that has a crucial function in the learning process and communication. Through this activity, individuals can express ideas, convey emotions, build interactions, and record information in written form. Fitri (2013:74), emphasizes that writing in English can bridge the gap between spoken language proficiency and the ability to construct written texts, indicating that writing involves deep thinking process. Therefore, mastery of this skill needs to be guided systematically, especially when students study a foreign language at the secondary school stage.

Writing ability often presents challenges for students when composing texts, as they are expected to convey messages effectively through written language. According to Nunan (2003:88) explain that this requires the ability to creatively design and organize information. These challenges become more complex because students must

simultaneously consider various language components. Similarily Ras (2001:30) states that writing ability involves multiple elements such as content, structure, communicative purpose, target audience, as well as mechanical aspects like vocabulary, grammar, spelling, punctuation, and the use of capital letters.

In the implementation of the Merdeka Belajar Kampus Merdeka (MBKM) Curriculum in Indonesia, teachers emphasize writing ability for junior high school students so that they are able to compose texts that are meaningful, communicative, and relevant to everyday life contexts, both in handwritten and digital forms. Teachers refer to the Learning Pathways and Objectives (ATP) in the writing skills component, which directs students to present and share ideas, show innovation, and generate different forms of written work in a clear, effective, and engaging way for readers, while applying suitable organizational patterns and language features. Through a directed learning process, teachers guide students to achieve the set achievement standards, namely the Minimum Mastery Criteria (Kriteria Ketuntasan Minimal, KKM) of 75. On the other hand, MBKM not only emphasizes writing ability but also presents written works as part of integrated learning outcomes across various types of texts (Abdul Fattah Nasution et al.,2023:2003).

A common problem that often arises is that many teachers still use ineffective teaching techniques, such as conventional methods, which make the teacher the only source of information in the learning process. As a result, students often face difficulties when writing in English. They are unable to express their ideas clearly. Their limited vocabulary makes it difficult for them to develop sentences. In addition, they often use incorrect grammar, which makes their writing confusing. Simanjorang (2021) states that various factors contribute to students' difficulties in writing. Students tend to have low motivation to learn English writing because they perceive writing as a difficult skill. Their understanding of texts, especially recount texts, remains limited in terms of meaning, generic structure, and function, making it difficult for them to organize paragraphs in a logical order. Furthermore, students face challenges in expressing ideas and

information in written form, as writing requires not only mastery of mechanical aspects but also a solid understanding of structure and language style used in composition. Based on the researcher's experience during the Teaching Practice Internship (PPL) at SMP Negeri 1 Siantar, the writer observed that students faced several challenges in writing. When composing a paragraph, they lacked the knowledge of how to initiate the first sentence. They also struggled to organize the concepts of generic structure in a text and to understand the paragraph characteristics required for each part of the structure. In addition, they lacked understanding of language features in the text, such as the use of past tense, and had limited vocabulary, especially in using action verbs in the past form.

By referring to the reasons presented above, the researcher found many techniques in teaching to improve writing ability, such as Role Play to Writing, Story Mapping, Picture-Based Writing, Dialogue Writing, Collaborative Writing, Dictogloss, and others. However, on this occasion, the researcher proposes the Guided Question Technique to improve students' writing ability as an alternative teaching technique.

Guided Questions Technique is an English teaching technique in which several questions are provided by the teacher to help students apply a topic in writing instruction. According to Raymond (1980), questions can serve as a useful tool for developing ideas in writing. This technique helps keep students engaged and encourages them to participate actively in learning English, as it positions them at the center of the learning process. When learners are interested in the subject, it becomes easier for teachers to convey the material and achieve the intended learning outcomes. Therefore, the Guided Question Technique is effective to apply in the teaching and learning process.

Previous research conducted by Lassa (2014) showed that the Guided Question Technique was effective in helping learners write recount paragraphs. The difference between Lassa's research and this study lies in the research design, participants and problems studied. Lassa used a pre-experimental method with a one-group pretest-posttest design and sample

selection using cluster sampling. In contrast, the researcher in this research used a quasi-experimental design with purposive sampling where there was an experimental group and a control group which both consisted of the same number of students. This researcher examined the aspect of writing while this research examined the organization of writing. Lassa emphasized that the Guided Question Technique constitutes one of the most powerful tools for supporting students in developing recount writing. Her research aims to determine the effectiveness of using WH questions in teaching writing recount texts.

Based on the problems identified and the potential benefits of the Guided Question Technique, this research is entitled "Effectiveness of Guided Question Technique in Enhancing the Writing Ability of Grade Eight Students at SMP Negeri 1 Siantar"

B. RESEARCH METHOD

The research will use quantitative research with a quasi-experimental design. According to Sugiyono (2022:50), quantitative research is a method that examines the relationship between two or more variables. It involves a specific sample and focuses on measurable data. This research will employ quantitative research design to determine the effectiveness of the guided question technique on the writing ability of eighth-grade students in recount texts at SMP Negeri 1 Siantar. In this research, the guided question technique will be employed as the treatment, and several factors will be addressed during the process. The

Table 3.1
Research Design

Group	Pre-Test	Treatment	Post-Test
a. Experimental	X1	Y	X2
b. Control	X3	O	X4

researcher will conduct the study using a pre-test and a post-test. In this experimental research, the researcher will divide the sample into two groups: the experimental class and the control class. The study will provide treatment in the form of teaching by applying the guided question technique to the experimental class. The researcher will also select the research participants using purposive sampling, choosing the sample based on specific characteristics relevant to the research objectives, rather than selecting them randomly.

C. RESEARCH AND DISCUSSION

The researcher collects the research data from the eighth-grade

students of SMP Negeri 1 Siantar. A total of 62 students participate as the sample in this study. Class VIII-2 functions as the experimental group, while Class VIII-1 serves as the control group. To examine the effectiveness of applying the guided question technique in enhancing students' ability to write recount texts, the researcher gives a writing test to the experimental group. The task requires the students to compose a text with the theme of "holiday." A pre-test takes place before the treatment, and a post-test follows after the treatment using the guided question technique. Meanwhile, in the control group, the researcher also administers a writing test to the participants. The task remains the same as in the experimental group, where the students produce a recount text about the theme of "holiday." A pre-test is given prior to the treatment, and a post-test is carried out after the treatment using the conventional technique. The complete results of the students' writing performance in both the experimental group taught with the guided question technique and the control group taught with the conventional technique appear in the following table.

Data Findings of Pre-test in the Experimental Class

The pre-test was administered to 31 students in class VIII-2 to measure their initial writing ability in recount texts, focusing on the generic structure. The results showed variation in performance. One student (VAP) achieved the highest score of 86 by clearly presenting orientation, detailed events, and a simple reorientation. Another student (FMN) obtained an average score of 74, with

Table 4.1 The Pre-test of Experimental Class

No	Student's Initial	Pre-test
1	ARH	40
2	AX	78
3	AP	73
4	ACM	68
5	CL	73
6	CNA	68
7	DFM	78
8	DA	75
9	DAS	75
10	ES	74
11	JBS	62
12	FMN	74
13	FS	74
14	HA	60
15	IS	80
16	INH	65
17	JEC	82
18	JMQ	55
19	KAS	80
20	MQL	78
21	MAR	64
22	NK	65
23	NFR	65
24	PYL	74
25	RPS	72
26	STS	50
27	SP	68
28	SAS	70
29	VAP	86
30	VHP	66
31	YDS	79
	Na = 31	Σ_a = 2171
		M_{a1} = 70,03

adequate descriptions but limited detail in orientation and reorientation. The lowest score, 40, was earned by ARH, whose work lacked clarity, organization, and a conclusion. These results highlight significant differences in students' writing ability prior to the treatment.

The data revealed that presented as illustrated in the preceding table, the students in the experimental class showed a wide variation in their pre-test scores. One student achieved the highest score, which was 86, while another student got the lowest score, which was 40. Three students received a score of 80, three students scored 78, and two students got 75. In addition, three students earned a score of 74, two students received 73, one student got 72, and one student scored 70. Two students obtained 68, one student scored 66, and three students received 65. One student got 64, one student scored 62, and another student obtained 60. One student received 55, one student earned 50, and one student got 40. Overall, the learners in the experimental class collected a total pre-test score of 2,171, with an average score of 70.03.

Data Findings of Post-test in the Experimental Class

The post-test results after applying the Guided Question Technique showed varied student performance. VAP achieved the highest score (96) with excellent orientation and event descriptions, though the reorientation needed more

development. JBS obtained a medium score (79), presenting adequate orientation and events but lacking detail in the reason for the trip, feelings, and a proper conclusion. Meanwhile, ARH earned the lowest score (60), with limited orientation, poorly developed events marked by grammatical errors and lack of feelings, and a weak reorientation. Overall, the post-test findings

Table 4.2 The Post-test of Experimental Class

No	Student's Initial	Post-test
1	ARH	60
2	AX	87
3	AP	82
4	ACM	78
5	CL	83
6	CNA	78
7	DFM	88
8	DA	78
9	DAS	89
10	ES	84
11	JBS	79
12	FMN	84
13	FS	84
14	HA	75
15	IS	93
16	INH	75
17	JEC	91
18	JMQ	68
19	KAS	88
20	MQL	81
21	MAR	76
22	NK	75
23	NFR	75
24	PYL	76
25	RPS	84
26	STS	60
27	SP	78
28	SAS	79
29	VAP	96
30	VHP	68
31	YDS	85
	Na = 31	$\Sigma_{a_2} = 2477$ $Ma_2 = 79,90$

indicated that the Guided Question Technique improved students' writing ability, though differences remained in how well individuals applied the generic structure of recount texts. Secara The data revealed that presented as illustrated in the preceding table, the learners in the experimental class showed an improvement in their post-test scores, which also varied significantly. One

student achieved the highest score, which was 96, while two students received the lowest score, which was 60. In addition, one student obtained a score of 93, one student got 91, and another student earned 89. Two students achieved 88, one student got 87, and another student scored 85. Three students received 84, one student earned 83, one student obtained 82, and one student got 81. Two students received 79, three students scored 78, and two students got 76. Four students obtained 75, two students earned 68, and two others received 60. Overall, the students in the experimental class collected a total post-test score of 2,477, with an average score of 79.90.   C. Data Findings of Pre-test in the Control Class

The pre-test results in the control class (VIII-1) showed varied levels of writing ability. TS achieved the highest score (88) with a detailed orientation, well-sequenced events, and a meaningful reorientation. JA earned a middle score (72), providing a clear orientation and some events but lacking detail, organization, and a proper conclusion. NHS obtained the lowest score (55) with limited orientation, poorly ordered events, inconsistent tenses, and no reorientation. Overall, the control class pre-test revealed differences in students' ability to construct recount texts, with weaknesses particularly in elaborating events and writing effective conclusions.

The data revealed that presented as illustrated in the preceding table, the learners in the control class showed an improvement in their final test scores, which also varied significantly. One student achieved the highest score, which was 88, while two students obtained the lowest score of 55. In addition, one student scored 80, six students got 79, and two other students received 78. Two students achieved a score of 72, three students obtained 69, and one student earned 68. One student received 67, another scored 66, one more student got 65, and two students obtained 64. One student scored 60, two students received 59, and two other students got 55.Overall, the students in the control class accumulated a total final test score of 2,206, with an average score of 71.16.

Data Findings of Post-test in the Control Class

The post-test results of the control class taught with the Conventional Technique showed mixed outcomes. One student (Data 28) achieved a high score (88) with a clear orientation, well-organized events, and a simple but positive reorientation. Another student (Data 18) earned a median score (76), presenting relevant orientation and

Table 4.3 The Pre-test of Control Class

No	Student's Initial	Pre-test
1	ANA	59
2	AS	69
3	ADP	75
4	CFS	79
5	DR	69
6	DAS	69
7	DA	59
8	ES	68
9	FAP	79
10	HRD	72
11	IK	78
12	JA	72
13	JNP	79
14	JS	79
15	KM	78
16	MCG	79
17	NUY	64
18	NRS	75
19	NHS	55
20	MZ	75
21	NKL	75
22	NFA	67
23	RAS	60
24	SAS	65
25	SA	66
26	SL	75
27	SV	80
28	TS	88
29	TAL	64
30	WNS	79
31	AAS	55
	Nb = 31	Σ_{S_b} = 2206
		M_b = 71,16

events but lacking a proper conclusion, resulting in a missing reorientation score. Meanwhile, DA obtained a low score (60) due to limited orientation, general and underdeveloped events, and a brief, undeveloped reorientation. Overall, the control class results indicated that while students could structure recount texts, weaknesses persisted in

providing detailed descriptions and reflective conclusions.

Table 4.4 The Post-test of Control Class

No	Student's Initial	Post-test
1	ANA	89
2	AS	70
3	ADP	78
4	CFS	80
5	DR	78
6	DAS	75
7	DA	80
8	ES	75
9	FAP	80
10	HRD	75
11	IK	84
12	JA	79
13	JNP	82
14	JS	82
15	KM	84
16	MCG	80
17	NUY	65
18	NRS	76
19	NHS	82
20	MZ	80
21	NKL	80
22	NFA	69
23	RAS	65
24	SAS	69
25	SA	70
26	SL	70
27	SV	82
28	TS	88
29	TAL	70
30	WNS	80
31	AAS	60
	Nb = 31	Σ_{S_b} = 2323
		M_b = 74,94

The data revealed that presented as illustrated in the preceding table, the students in the control class showed improvement in their final test scores, which also varied significantly. One student achieved the highest score, which was 89, while two students got the lowest score, which was 60. In addition, one student obtained a score of 88, two students got 84, and two others received 82. Six students scored 80, one student got 79, and two students obtained 78. One student received 76, three others got 75, four students scored 70, and two students got 69. Four students obtained 65. Overall, the students in the control class accumulated a total post-test score of 2,323, with an average score of 74.94.

Data Analysis Standard Deviation Data of Experimental and Control Class.

No	Student's Initial	Score (d_1)	Score (d_2)	Da	Da^2
1	ARH	40	60	20	400
2	AX	78	87	9	81
3	AP	73	82	3	16
4	ACM	68	78	10	100
5	CL	73	83	10	100
6	CNA	68	78	10	100
7	DFM	78	88	10	100
8	DA	75	78	3	9
9	DAS	75	89	14	196
10	ES	74	84	10	100
11	JBS	62	79	17	289
12	FMN	74	84	10	100
13	FS	74	84	10	100
14	HA	60	75	15	225
15	IS	80	93	13	169
16	INH	65	75	10	100
17	JEC	82	91	9	81
18	JMQ	55	68	13	169
19	KAS	80	88	8	64
20	MQL	78	81	3	9
21	MAR	64	76	12	144
22	NK	65	75	10	100
23	NFR	65	75	10	100
24	PYL	74	76	2	4
25	RPS	72	84	12	144
26	STS	50	60	10	100
27	SP	68	78	10	100
28	SAS	70	79	9	81
29	VAP	86	96	16	256
30	VHP	66	68	2	4
31	YDS	79	85	6	36
Na = 31				∑ = 306	∑ = 3577

a. Calculating variable's mean of experimental :

$$Ma = \frac{\sum da}{Na}$$

$$Ma = \frac{306}{31}$$

$$Ma = 98,70$$

b. Calculating standard deviation score of experimental :

$$da^2 = \sum d2 - \left(\frac{(\sum da)^2}{Na}\right)$$

$$da^2 = 3577 - \left(\frac{(306)^2}{31}\right)$$

$$da^2 = 3577 - \frac{93636}{31}$$

$$da^2 = 3577 - 3020,51$$

$$da^2 = 556,48$$

From these calculations, result of experimental are:

a) Total Students (Na)

= 31

b) Mean of variable (Ma)

= 98,70

c) Standard deviation (da^2)

= 556,48

The writing test scores (d) of students in the control class are presented in the table below.

No	Student's Initial	Score (d_1)	Score (d_2)	Da	Da^2
1	ANA	59	65	6	36
2	AS	69	70	1	1
3	ADP	75	78	3	9
4	CFS	79	80	1	1
5	DR	69	70	1	1
6	DAS	69	75	6	36
7	DA	59	60	1	1
8	ES	68	75	7	49
9	FAP	79	80	1	1
10	HRD	72	75	3	9
11	IK	78	84	6	36
12	JA	72	79	7	49
13	JNP	79	82	3	9
14	JS	79	82	3	9
15	KM	78	84	6	36
16	MCG	79	80	1	1
17	NJY	64	65	1	1
18	NRS	75	76	1	1
19	NHS	55	65	5	25
20	NZ	75	80	5	25
21	NKL	75	80	5	25
22	NFA	67	69	2	4
23	RAS	60	65	5	25
24	SAS	65	69	5	25
25	SA	66	70	4	16

26	SL	75	78	3	9
27	SV	80	88	8	64
28	TS	88	89	1	1
29	TAL	64	70	6	36
30	WNS	79	80	1	1
31	AAS	55	60	5	25
Nb = 31				$\sum = $ **113**	$\sum = $ **567**

a) Calculating variable's mean control :

$$Mb = \frac{\sum db}{Nb}$$

$$Mb = \frac{113}{31}$$

$$Mb = 3{,}65$$

b) Calculating standard deviation score of control :

$$db^2 = \sum d2 - \left(\frac{(\sum db)^2}{Nb}\right)$$

$$da^2 = 567 - \left(\frac{(113)^2}{31}\right)$$

$$da^2 = 567 - \frac{12769}{31}$$

$$da^2 = 567 - 411{,}90$$

$$da^2 = 115{,}10$$

From these calculations, result of experimental are:

a) Total Students (Na)

= 31

b) Mean of variable (Ma)

= 3,65

c) Standard deviation (da²)

= 115,10

F. Data Analysis Using T-test

$$t_{test} = \frac{Ma - mb}{\sqrt{\left(\frac{da^2 + db^2}{(Na+Nb)-2}\right)\left(\frac{1}{Na} + \frac{1}{Nb}\right)}}$$

$$t_{test} = \frac{98{,}70 - 3{,}65}{\sqrt{\left(\frac{556{,}48 + 115{,}10}{(31+31)-2}\right)\left(\frac{1}{31} + \frac{1}{31}\right)}}$$

$$t_{test} = \frac{95{,}05}{\sqrt{\left(\frac{671{,}58}{60}\right)\left(\frac{2}{31}\right)}}$$

$$t_{test} = \frac{95{,}05}{\sqrt{11{,}193 \, x \, 0.064}}$$

$$t_{test} = \frac{95{,}05}{\sqrt{716{,}352}}$$

$$t_{test} = \frac{95{,}05}{26{,}764}$$

$$t_{test} = 3{,}551$$

Hypothesis Testing

After analyzing the data, the researcher found that the t-test value was 3.551. This value was subsequently used to refer to the distribution table and to compute the t-test value for various degrees of freedom (df). In this study, the degree of freedom (df) was 62 (obtained from Na + Nb - 2 = 31 + 31 - 2 = 60) At the 0.05 significance level, the result of the t-table was 3.551.

The calculation results showed that the t-test value was greater than the t-table value at the 0.05 significance level (3.551 > 1.671), leading to the acceptance of Ha and the rejection of Ho. In other words, the Guided Question Technique had a significant effect on the students' ability to write recount texts in Grade VIII of SMP Negeri 1 Siantar.

E. CONCLUSION

The research concluded that the Guided Question Technique

significantly improved students' ability to write recount texts, as shown by the experimental group's higher post-test scores (70.03 to 79.90) compared to the control group (71.16 to 74.94), with the t-test result (3.551 > 1.671) confirming the effectiveness of the technique. Despite its benefits, challenges arose such as students' passiveness, difficulties in using past tense, and classroom management issues.

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