

**THE INFLUENCE OF GUIDED QUESTIONS TECHNIQUE TOWARDS  
STUDENTS' WRITING SKILL OF DESCRIPTIVE TEXT AT THE FIRST  
SEMESTER OF THE EIGHTH GRADE STUDENTS OF SMP PERINTIS 2  
BANDAR LAMPUNG IN THE ACADEMIC YEAR OF 2017/2018**



**A Thesis**

Submitted as a Partial Fulfillment of Requirement for S1 – Degree

**By**

**RIANA JULITA**

**1311040120**

**Study Program: English Education**

**Advisor : Dr. M. Muhassin, M.Hum  
Co-Advisor : Nunun Indrasari, M.Pd**

**TARBIYAH AND TEACHER TRAINING FACULTY  
UIN RADEN INTAN LAMPUNG  
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## **ABSTRACT**

### **THE INFLUENCE OF GUIDED QUESTIONS TECHNIQUE TOWARDS STUDENTS WRITING SKILL OF DESCRIPTIVE TEXT AT THE FIRST SEMESTER OF THE EIGHTH GRADE STUDENTS OF SMP PERINTIS 2 BANDAR LAMPUNG IN THE ACADEMIC YEAR OF 2017/2018**

**By  
Riana Julita**

Writing is one of language skills that should be mastered by the students. In writing paragraph we can deliver the information. The students' writing skill of SMP Perintis 2 Bandar Lampung was still low especially in writing descriptive text. To solve this problem, the writer applied Guided Questions Technique. Guided Questions Technique is a technique which makes the students more understand and easier to write paragraph. The objective of the research was to find out whether there was a significant influence of using Guided Questions technique towards students' writing skill of descriptive text at the first semester of the eighth grade students of SMP Perintis 2 Bandar Lampung in the academic year of 2017/2018

The methodology in this research was quasi experimental design with the treatments held in 3 meetings, 2x40 minutes for each. The population of this research was the eighth grade students of SMP Perintis 2 Bandar Lampung. The sample taken was two classes, VIII B and VIII C which consisted of 37 students respectively by using Cluster Random Sampling. In collecting the data, the writer used the instrument in writing descriptive text. Pre-test and post-test design was used.

After giving the post-test, the writer then analyzed the data. From the data analysis, it was found that the result of T-test was 2.155. This result then was consulted to the score of t-critical in this case 0.05 was 1.994. From the analysis, the score of  $t_{\text{observed}}$  was higher than  $t_{\text{critical}} (0.05)$ , in conclusion so  $H_a$  was accepted and  $H_o$  was rejected. In other words, from this research, it was known that Guided Questions technique could improve the students writing skill in descriptive text. So, there was a significant influence of guided questions towards students' writing descriptive text of the eighth grade students at the first semester of SMP Perintis 2 Bandar Lampung in the academic year of 2017/2018.

**Key Words:** writing, Descriptive Text, Guided Questions, Quasi Experimental Design

## DECLARATION

I am a student with the following identity:

Name : Riana Julita

Student's Index : 1311040120

Thesis Title : The Influence of Guided Questions Technique towards students' writing skill of descriptive text at the first semester of eighth grade students of SMP Perintis 2 Bandar Lampung in the academic year of 2017/2018

Certify that this thesis is definitely my own work. I am completely responsible for the content of this thesis. Other experts' opinions or findings included in the thesis are quoted or cited in accordance with ethical standards.



Bandar Lampung, 2018

Declared by,

**Riana Julita**  
**NPM. 1311040120**

## MOTTO

وَلَوْ أَنَّ فِي الْأَرْضِ مِنْ شَجَرَةٍ أَقْلَمٌ وَالْبَحْرُ يَمُدُّهُ مِنْ بَعْدِهِ سَبْعَةُ أَبْحُرٍ مَّا  
نَفَدَتْ كَلِمَاتُ اللَّهِ إِنَّ اللَّهَ عَزِيزٌ حَكِيمٌ ﴿٢٧﴾

“And if all the trees on earth were pens and the ocean (were ink), with seven oceans behind it to add to its (supply), yet would not the words of Allah be exhausted (in the writing): for Allah is exalted in power, full of wisdom.”<sup>1</sup> (QS.Luqman : 27)



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<sup>1</sup> Abdullah Yusuf Ali, The Holly Qur'an Arabic Text With English Translation, New Johar Offset Printers, India, 2006, p. 1219.

## DEDICATION

This thesis is dedicated to:

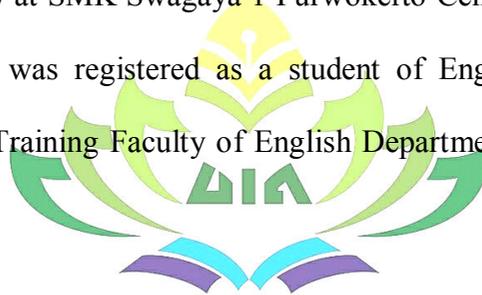
1. My beloved parents, Mr. Bambang Eko Priyanto, Mrs. Wuryanti Sanwinarto, and also Mrs. Harani Yullandria who always pray for all the best to me and give me motivation to study hard until now.
2. My beloved sisters (Essy Pratiwi, Maudy Aprilla) and my brother (Ody Prasetyono), who always gives me spirit and support for my success.
3. My big family: grandmother, aunts, and uncle (Guntoro).
4. All My beloved friends, who always support me to finish this thesis.
5. My beloved Almamater UIN Raden Intan Lampung



## **CURRICULUM VITAE**

The writer's name is Riana Julita. She was born in Cilacap on July 25<sup>th</sup>, 1994. She is the first child of two children of Bambang Eko Priyanto and Wuryanti Sanwinarto. She has one sister, whose name is Essy Pratiwi.

The writer graduated from SDN 4 Pliken, Banyumas in 2006. Then, she continued her study at SMP Muhammadiyah 3 Purwokerto Central Java and graduated in 2009. She continued her study at SMK Swagaya 1 Purwokerto Central Java and graduated in 2012. In 2013, she was registered as a student of English study program of Tarbiyah and Teacher Training Faculty of English Department of UIN Raden Intan Lampung.



## ACKNOWLEDGEMENT

Alhamdulillah Praised to Allah the almighty, the most merciful, and the most beneficent, for blessing me with his mercy and guidance to finish this thesis. The peace is upon our prophet Muhammad SAW, with his family and followers. This thesis entitled ‘‘The Influence of Guided Questions Technique towards students writing skill of descriptive text at the first semester of eighth grade students of SMP Perintis 2 Bandar Lampung in the academic year of 2017/2018’’.

This thesis is submitted as a compulsory fulfillment of the requirement for S1 degree of English study program at tarbiyah and teacher training faculty of UIN Raden Intan Lampung. When finishing this thesis, the writer has obtained so many helps, assistances, aids, supports and many valuable things from various sides. Therefore, the writer would sincerely thank:

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7. Desiyana, S.Pd. waka kurikulum of SMP Perintis 2 Bandar Lampung
8. Kenida Elsa Putri, and all Teachers of SMP Perintis 2 Bandar Lampung who have given the guidance and spirit in conducting this research.
9. The writer's family: Mr. Bambang Eko Priyanto, Mrs.Wuryanti Sanwinarto, and also Mrs.Harani Yullandria; Essy Pratiwi, Maudy Aprilla, and Ody Prasetyono who always gives spirit and support for her success.
6. The writer's beloved friends at Asrama Putri especially Desi Diana, Laili Fathul Hidayah, Nur Azizah Al Alawiyah, Mona, Anisa Husni A, Wahyuni Wulandari M, Cintya Nova L, Suci Novianti, Awang Muhammad, Suhaidi Pratama, Pattani's Students, B Class and all of the writer's friends in English Education study program of UIN Raden Intan Lampung who always give motivation and support her to finish this thesis.

Finally, the writer is fully aware that there are still a lot of weaknesses in this thesis. Therefore, the writer sincerely welcomes criticism and suggestion from the readers to enhance the quality of the thesis.

Bandar Lampung,

2018

The Writer

Riana Julita  
NPM: 1311040120



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## CHAPTER I

### INTRODUCTION

#### A. Background of the Problem

Language, as defined in Brown, is a systematic means of communicating ideas or feelings by the used of conventionalized signs, sounds, gestures, or marks, having understood meanings.<sup>2</sup> It means that it is understood that the symbols, signs, sound, or gestures are a tool to communicate in transferring ideas or feelings to the other person. Chomsky said that Language is a set (finite or infinite) of sentences, each finite in length, and constructed out of a finite set of elements.<sup>3</sup> In addition, based on Ar-Ruum verse 22 explains:

وَمِنْ آيَاتِهِ ۚ خَلَقَ السَّمَوَاتِ وَالْأَرْضِ وَأَخْتَلَفَ الْأَلْوَانِ وَاللَّوْنِ كُمْ إِنَّ فِي  
ذَلِكَ لَآيَاتٍ لِلْعَالَمِينَ ﴿٢٢﴾

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<sup>2</sup> H. Douglas Brown, *Principles of Language Learning and Teaching*, (5<sup>th</sup> ed.), White Plains, (NY: Pearson 2007), p. 6.

<sup>3</sup> Noam Chomsky, *Syntactic Structures*, (New York: ISBN 3-11-017279-8, 1957), p.2.

Meaning; And of His signs is the criterion of the heavens and the earth, and the difference of your languages and colors. Lo! Herein indeed are portents for men of knowledge.<sup>4</sup>

It can be concluded that Language is a systematic meaningful of sentences (finite of infinite) by the used of conventionalized signs, sounds, gestures, or marks to communicate in transferring ideas, information or feelings to the other person.

English is intensively used in international communication that learnt by people as their second language or as their foreign language in written as well as in spoken communication. In addition, many books of science and technology, art, and other published issues are written in English. And one of a compulsory subject in Indonesia is English.<sup>5</sup> In Indonesia, English has become the first foreign language which is taught from elementary level up to university. One of the aims of teaching English is developing the ability to communicate. The ability involves the four skills: listening, speaking, reading and writing.

Writing is considered as the most difficult and complicated language skill to be learned. Writing needs hard thinking to produce idea, words, sentences,

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<sup>4</sup> Abdullah Yusuf Ali, *The Holy Qur'an Text and Translation*, (Millat Book Centre: New Delhi, 2006), p. 1067

<sup>5</sup> Departemen Pendidikan dan Kebudayaan RI, *Keputusan Menteri: No. 096/U/1967 tentang Pengajaran Bahasa Inggris di Indonesia*

paragraph, and composition. Harmer states “Writing is frequently useful as preparation for some others activity, in particular when students write sentence as a preamble to discussion activities”.<sup>6</sup> And another said that, writing is expressing someone about their ideas, opinions, thinking, or feeling use language writing.<sup>7</sup> Tarigan explains the definition of writing as a skill of language. He said that writing is one of the language skills, which is used to communicate indirectly, without having face to face with other people.<sup>8</sup> Writing is a set of visible or tactile signs used to represent units of language in a systematic way.<sup>9</sup>

It can be concluded that, writing is a written expression of someone about their ideas, opinion, thinking, or feeling which is used to communicate indirectly with other people.

In writing skill, the students have to master vocabulary and know how to use grammar in making texts or sentences. It is an important skill because it will be applied in many aspect of life. Through writing, people are supposed to be able to express their ideas in writing form. There are many ways to express writing and one of them is through a text.

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<sup>6</sup> Jeremy Harmer, *How to teach writing*, (Malaysia: Pearson Education Limited, 2007), p. 4.

<sup>7</sup> Ida Maharani, *How to Write Effectively* (Yogyakarta: Citra Aji Parama. 2007), p.12

<sup>8</sup> Faisal & friends, *The Effectiveness of FRESH Technique to Teach Descriptive Paragraph*, (Purwokerto: UMP, 2013). p. 240.

<sup>9</sup> Coulmas & florian, *The Blackwell encyclopedia of writing systems*, (Oxford: Blackwell, 1999), p. 560

Based on the curriculum of junior high school which recommended by the government, there are some texts which have to be mastered by the students at junior high school. Based on KTSP (Education Curriculum in Indonesia) there are five genres of the text that must be taught to students in junior high school such as: descriptive, narrative, procedure, recount and report. Each text has different social function, schematic structures, and language features. One of the texts taught for the eighth grade students of Junior High School is Descriptive text. Descriptive is giving a picture in words. As Artono said, Descriptive text is a text that describes the features of someone, something, or a certain place.<sup>10</sup>

There are some features in a descriptive text that we must give a serious attention, they are: The identification of the descriptive text is usually as a main idea of the paragraph or called as a general statement, and the description of the descriptive text is about the explanation of the general statement or main idea or supporting details to the general statement. Another feature is grammatical feature of a description. Factual descriptions usually include the following grammatical features: (a) verbs in the present tense, (b) adjective to describe the features of the subject, and (c) topic sentences to begin paragraph and organize the various aspect

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<sup>10</sup> Fikri Fauzi Alwi, *Improving Students' Ability in Writing Descriptive Text using Clustering Technique at Eight Grade Students of MTs. Darul Ma'arif Cipete* (Jakarta: UIN Syarif Hidayatullah Jakarta, 2011) p.2

of the description.<sup>11</sup> In writing descriptive text, students need to consider a number of different factors. They need to have knowledge of the topic, the convention and style of the genre, and the context in which their writing will be read.

In learning descriptive text, students may have difficulties in learning it. In fact, most students hardly ever follow the writing stages in their writings. They often copied texts from the students who were good at English subject. Sometimes they just rearranged jumbled sentences given by the teacher or taken from the topic which has been given by the teacher. They are confused what to write although they know the topic which has been given by the teacher. They are confused to write their idea about the topic.

According to Brown, the criteria of writing score is still poor if the students' writing score get 45 – 67.<sup>12</sup> Based on preliminary research at SMP Perintis 2 Bandar Lampung, the writer found some problems that caused students' writing ability still low such as: the students have lacks of vocabulary and they were scare to arrange the sentences. Furthermore, the writer interviewed the English teacher her name is Kenida Elsa Putri, S.Pd. She said that most of

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<sup>11</sup>Anderson Mark and Kathy Anderson, *Text Types in English 3*, (South Yarra: Macmillan Education Australia Pty Ltd, 1998)

<sup>12</sup> H. Douglas Brown, *Teaching by Principles: An Interactive Approach to Language Pedagogy*, 2<sup>nd</sup> Ed., (New York: Pearson Education, 2001), p.357 – 358.

students at SMP Perintis 2 Bandar Lampung had lack of vocabulary and they worried about making mistakes. Moreover, the students also got difficult to develop their ideas. Besides, students were lazy to bring dictionary.<sup>13</sup> The statements above were supported by following information from the data obtain of writing score of the eighth grade at SMP Perintis 2 Bandar Lampung. From 147 students, there were only 49 (33,33%) students who got score above criteria and 98 (66,66%) students got score under criteria.

The writer also found that students of SMP Perintis 2 Bandar Lampung had lack in writing descriptive text, and they got difficulties to remember new meaning of sentence. It happened because of some factors, that are; the teacher did not used the various technique in English language teaching process, the students have low motivation to learn English language, the students was scared to arrange the sentences and the students had limited time to practice writing.

Based on this problem, the writer wants to try a technique that is guided questions. The writer is interested at this technique because it is easy to understand and it can help the students to explore their idea in learning writing skill. As Raymond said that, asking questions can be a way of playing with

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<sup>13</sup> Kenida Elsa Putri, *Interviewed to English Teacher of SMP PERINTIS 2 Bandar Lampung on October 25<sup>th</sup> 2017*(unpublished).

material before deciding what you want to make of its' shape.<sup>14</sup> The writer hopes this technique will makes the students easier in writing descriptive text.

There are several previous studies to relevant to this research, as follows:

Nawawi discusses about improving students' writing skill of descriptive text through guided questions technique. It can be proved from the following fact. The improvement of students' ability in writing descriptive text could be seen from the increasing of students' mean writing score from 49.5 in the preliminary study, and 64.8 in the first cycle to 74.3 in the second cycle. It means that there are 15.2 points or 30.6%of mean improvement from the students' score in preliminary study up to the first cycle, and there was 24.7 points or 49.8% of mean score improvement from the students' score in the preliminary study up to the second cycle.<sup>15</sup>

Yosep discusses about The Effectiveness of Guided Writing in Improving the Students' Writing Ability. It can be concluded that guided questions could improve students' writing ability. This statement is supported by followed the fact. The data showed that the mean score of the previous score is 10.16 to 15.38. It improved 5.22 point. In the second cycle is 10.30 to 11.36. It

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<sup>14</sup> James C. Raymond, *writing is unnatural Act*, (New York: Harper & Row Publisher, 1980), p. 16.

<sup>15</sup> Muhammad Bagus Nawawi, *Improving Students' Writing Skill of Descriptive Text through Guided Questions Technique*, (Jakarta: UIN Syarif Hidayatullah, 2011), p.56

improved 1.06 point. The mean score of experimental group in the post-test was 15.38 while that of control group was 11.36. It means that in teaching writing, students who were taught by using guided writing had higher scores than those who were not.<sup>16</sup>

Meliyanti discusses about improving students' recount text writing ability through guided questions technique. She states that, guided questions technique could improve the students' writing skill of recount text. This statement is supporting by followed the fact. The score are obtained from the accumulation of the students' score in all five aspects of writing according to the rubric. The mean score obtained in the pre-test is 9.970. It increases into 11.191 in the post-test of cycle 1. It becomes 13.191 in cycle 2. Then the gain score is 3.221.<sup>17</sup>

Based on the discussion in previous research above, there are some differences and similarities to this research. The differences lies on this skill and research method applied.

Therefore, the writer is interested to conducted the research entitle "The Influence of Guided Questions Technique towards Students' Writing Skill of Descriptive

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<sup>16</sup>Yosep Dwi Anggara, *The Effectiveness of Guided Writing in Improving the Students' Writing Ability of the Eighth Grade Students'*, (Yogyakarta: State University of Yogyakarta, 2013), p.65

<sup>17</sup>Meliyanti, *Improving Students' Recount Text Writing Ability through Guided Questions Technique* (Pontianak: Universitas Tanjungpura, 2013), p.6

Text at the First Semester of the Eighth Grade Students' of SMP Perintis 2 Bandar Lampung in the academic year of 2017/2018 “

## **B. Identification of the Problem**

Based on the background of the study above the writer identifies the problems as follows:

1. The students have low motivation to learn writing descriptive texts
2. The students have lack of writing skill especially in descriptive texts
3. The students have lack of vocabularies and they worry about making mistakes.
4. The teacher technique in teaching writing are not interesting

## **C. Limitation of the Problem**

From the identification of the problems that occurred in the eighth grade students of SMP Perintis 2 Bandar Lampung above, it can be seen that there were many problems related to the students' achievement in learning writing.

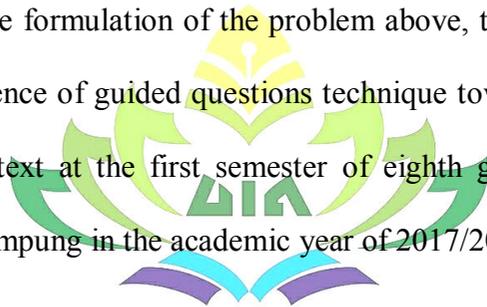
Therefore, the writer limits the problems in “The Influence of Guided Questions Technique towards Students' Writing Skill of Descriptive Text at the First Semester of the Eighth grade Students' of SMP Perintis 2 Bandar Lampung in the academic year of 2017/2018”

#### **D. Formulation of the problem**

Based on the identification and limitation of the problem above, the writer formulated the problems as follows: Is there any significant influence of using guided questions technique towards students' writing skill of descriptive text at the first semester of eighth grade students of SMP Perintis 2 Bandar Lampung in the academic year of 2017/2018?

#### **E. Objectives of the Study**

Based on the formulation of the problem above, this study was aimed to investigate the influence of guided questions technique towards students' writing skill of descriptive text at the first semester of eighth grade students of SMP Perintis 2 Bandar Lampung in the academic year of 2017/2018.



#### **F. Significance of the study**

1. This study is expected to be a motivation for the students to improve their ability in writing descriptive texts.
2. This study is expected to be one input for the teachers to improve their teaching strategies especially in teaching writing.

3. This study is expected to be a great experience for the writer to face the future when she becomes a real teacher.
4. This study is expected to be one of references for relevant researches for other researchers.



## **G. Scope of the Research**

### **1. Subject of the Research**

The subjects of research was the students at the first semester of eight grade students of SMP Perintis 2 Bandar Lampung in the academic year of 2017/2018

### **2. Object of the Research**

The object of research was guided questions towards writing descriptive text

### **3. Place of the Research**

The research was conducted at SMP Perintis 2 Bandar Lampung

### **4. Time of the Research**

The research was conducted at the first semester in the academic year of 2017/2018



## CHAPTER II

### LITERATURE REVIEW

#### **A. Concept of Teaching English as a Foreign Language**

English is one of popular international foreign language that is used by many people around the world. People used it to communicate or to interact with other. A foreign language is a non mother tongue or not an official language. One of foreign languages learned in Indonesia is English. It is one of the compulsory subjects that should be taught at school starting from Junior High Schools. And as Language teachers, we should know and understand the concepts of language teaching and learning. A teaching process is not only about how to transfers the knowledge, but also how to deliver it. Teachers as the main element in educational field are supposed to make the teaching and learning process can run well and make the student enjoy this lesson in order to achieve the planned teaching purposes and particularly to help students get good achievement.

Language is arguably the most complex human behavior.<sup>18</sup> Meanwhile, Brown gives explanation about the concept of language teaching and learning. He says learning a language is acquiring or getting of knowledge of a subject or a skill by study, experience, or instruction and teaching a language is guiding and

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<sup>18</sup> David. J. Alonso, *English As a Foreign Language*, (New York: Nova Science Publishers, Inc. 2011), p.17

facilitating, enabling the learner, setting the conditions for learning a language.<sup>19</sup> Nunan states that, language teaching and learning is a doing, thinking, and interpreting process that teachers and students interacting each other in a classroom.<sup>20</sup> Teaching a language is a scientific process to give knowledge of language to the students in order that the students enable to communicate through in written and spoken form with one another. According to Brown, learning a second language is a long and complex undertaking. Your whole person is affected as you struggle to reach beyond the confines of your first language and into a new language, a new culture, a new way of thinking, feeling, and acting.<sup>21</sup>

Referring to the definitions above, it can be concluded that, teaching a language is a scientific process to transfer knowledge of language from one people to another in written or spoken form by reaching from the first language into a second language, so they are able to communicate by using others language.



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<sup>19</sup> H.D. Brown, *Principles of Language Learning 5<sup>th</sup> Ed*, (Pearson Education, Inc: San Fransisco State University, 2007), p.7

<sup>20</sup> David Nunan, *Learner – Centered English Language Education*, (New York: Routledge, 2013), p. 25

<sup>21</sup> H.D. Brown, *Op.cit*, p.1

## **B. Concept of Writing**

### **1. Definition of writing**

Writing is one of the important skills to be mastered by the students. They use it to communicate each other, as means of ideas and emotional expression. On the other hand, when they write their ideas and emotions creatively, they are communicating on paper in their best way.

According to Murcia, writing is the ability to express one's ideas in written form in a second or foreign language.<sup>22</sup> Brown explained that writing is a transaction with words whereby you free yourself from what you presently think, feel and perceive.<sup>23</sup> According to Raimes, writing is a skill in which to express ideas, feelings, and thought that are arranged in words, sentences and paragraphs by using eyes, hand, and brain. Hence, writing is a media to express our ideas and feeling in written form.<sup>24</sup> White said that, writing is more than public communication; it is a way of thinking.<sup>25</sup>

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<sup>22</sup> Marianne C. Murcia, *Teaching English As a Foreign Language Teaching*, (Boston: Heinle and Heinle Publishers, 1991), p. 233.

<sup>23</sup> H. Douglas Brown, *Teaching by Principles: An Interactive Approach to Language Pedagogy*, 2<sup>nd</sup> Ed., (New York: Pearson Education, 2001), p.337

<sup>24</sup> Ann Raimes, *Technique in Teaching Writing*, (New York: Oxford University Press, 1983), p.2

<sup>25</sup> Fred D. White, *The Writer's Art*, (California: Wadsworth Publishing Company, 1986)p.7

From all the statements above, it can be concluded that writing is a written expression of someone about their ideas, opinion, thinking or feeling which is used to communicate indirectly with other people.

## 2. Writing Skill

Writing is the skill that processed by human being to produce their ideas and thought into written-forms, although the ideas or thought can also produces through spoken-forms.

It means that through spoken forms will be transfer in written forms. Therefore, writing is one of important skill can produce of human thought in written forms.

According to Murcia, writing is the ability to express one's ideas in written form in a second or foreign language. Randal in Agusta states that, writing is an ability to make a form of words that in general it may have a higher truth value than the fact that it has set it down.<sup>26</sup> Riddle also states that, writing is an individual skill.<sup>27</sup> Similar opinion is stated by Nursisto in Agusta.

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<sup>26</sup> Randal in Agusta, *Improving Students' Ability in Writing Narrative Text using Short Animated Stories*, (Yogyakarta: UNY. 2015) p.7.

<sup>27</sup> Ibid. p. 9

He says that, writing is a communication ability using the highest level of language.<sup>28</sup>

From all the statements above, it can be concluded that writing is an expression ability of someone about ideas, opinion, thinking or feeling in written form using a second or foreign language which is used to communicate indirectly with other people.

### 3. Writing Process

Writing process is the several actions which have to be done by a writer if he/she wants to write. For some experts, writing is a process that involves some steps. Richards and Willy explained four main stages in the writing process, namely planning, drafting, revising, and editing.<sup>29</sup> According to Comley, said that there are three phases in the process of writing, such as: Prewriting, drafting, and revising.<sup>30</sup> Meanwhile, Clouse stated that writing is a process that involves the following steps:

Prewriting :1. Generating ideas, establishing purpose, and identifying audience  
2. Ordering ideas

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<sup>28</sup> Ibid.

<sup>29</sup> Jack C Richard and Willy A Renandya, *Methodology in Language Teaching*, (New York: Cambridge University Press, 2002), p.315.

<sup>30</sup> Robert Scholes and Nancy R. Comley. *The Practice of Writing*, (New York: ST. Martin's Press, 1985) p. 16-19.

- Writing : 3. composing the first draft
- Rewriting : 4. Revising
5. Correcting errors
6. Proofreading<sup>31</sup>

From the statements above, it can be concluded that there are three most of phases in writing process, such as: prewriting, writing and revising. It purposes are provides the student with a series of planned learning experiences to help them understand the nature of writing at every point.

#### 4. Purpose of Writing

Every activity has a purpose, so do writing. Writing also has a purpose. As Miller said that, some purposes of writing, they are writing to understand experience, to inform, to explain, to persuade, to amuse, and to inspire others.<sup>32</sup>

According to Braine and May, they defined four common purposes in writing, there are; writing to inform, writing to explain, writing to persuade, and writing to amuse others.<sup>33</sup> Meanwhile, according to Dietsch, writing has

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<sup>31</sup>Barbara Fine Clouse, *the Students Writer*, (New York: McGraw Hill, 2004), p. 35.

<sup>32</sup> Robert Keith Miller, *Motives for Writing*, 5<sup>th</sup> ed, (New York: The MCGraw-Hill Comp, 2006), p.47.

<sup>33</sup> George Braine and Claire May, *Writing from Sources: A Guide for ESL Students*, (California: Mayfield, 1996), p. 141.

four general purposes, such as: to inform, to persuade, to express, and to entertain.<sup>34</sup>

Based on those some statements above, we can concluded that every writing activity have some purposes such as; to understand experience, to inform, to express/ explain, to persuade, to entertain, to inspire others.

## 5. Characteristic of Good Writing

A good writing is a product of careful thinking. There are several Characteristic of a good writing. According to White, there are four characteristics of a good writing. They are:

- a. *The appeal to a target audience.* It means that a writer should know that his or her writing is wanted to read by many readers and it appropriates with the readers' desire.
- b. *A coherent structure.* It means that writing have organizational scheme or outline.
- c. *A smooth, detailed development.* It means that the writer should build their ideas like discussing the idea in detail.

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<sup>34</sup> Betty Mattrix Dietsch in Suaeni, *Improving Students' Skill in Writing Procedure Text Through Picture Sequences at the Ninth Grade of MTs Negeri Tangerang 2 Pamulang*, (Jakarta: UIN Syarif Hidayatullah Jakarta, 2015) p.10

d. *An appropriate*, well – articulated style. It means that a writer should be able to choose the appropriate words to explain their idea.<sup>35</sup>

Tribble states there are five scoring criteria for scoring writing; they are task fulfillment or content, organization, vocabulary, language, and mechanic.<sup>36</sup>

According to Heaton, there are five major aspects of a good writing, such as:

1. Content (the ability to think creatively and develop thoughts)
2. Organization (the ability to write in appropriate manner)
3. Vocabulary (the ability to use of word/ idiom)
4. Language us (the ability to write appropriate structure)
5. Mechanic (the ability to use punctuation, capitalization, spelling, and layout correctly).<sup>37</sup>

Based on some statements above, it can be concluded that writing ability is an ability to create words or idea of the writer. Writing is not only activity of arranging words but also when people write, they should organize the rule of writing at least they write their ideas to be a good writing use aspect such as content, organization, vocabulary, language, and mechanics.

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<sup>35</sup> White, Op. Cit. 7-9.

<sup>36</sup>Christopher Tribble, Language Teaching Writing, (Oxford: Oxford University, 1996), p. 130.

<sup>37</sup> J.B. Heaton, Writing English Language Test (New York: Longman, 1988), p.135.

## 6. Forms of Writing

Writing has several genre or forms. According to Scholes and Comley, the forms of writing fall into three categories. They are writer – oriented forms, reader – oriented forms, and topic oriented forms.

- a. *Writer – oriented forms*, it means the forms of writing in which the writer is the center of attention.<sup>38</sup> There are two forms of these categories. They are Expression and reflection<sup>39</sup>
- b. *Reader – oriented forms*. There are two forms of reader – oriented writing. They are direction and persuasion.<sup>40</sup>
- c. *Topic – oriented forms*. The six forms of topic – oriented writing are narration, description, classification, argumentation, analysis and synthesis.<sup>41</sup>



According to the ~~competencies standard~~ and basic competencies recommended by the government, there are some types of writing which have to be taught in junior high school, they are: procedure, descriptive,

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<sup>38</sup>Robert Scholes and Nancy R. Comley. *The Practice of Writing*, (New York: ST. Martin's Press, 1985) p.8.

<sup>39</sup>Comely, at p. 9.

<sup>40</sup>Ibid p.10

<sup>41</sup>Comley, at p. 10-12.

recount, and narrative.<sup>42</sup> Based on Wilshon and Burks, there are four types of writing forms. They are exposition, argumentation, description, and narration.<sup>43</sup>

From some statements above, it can be concluded that there are some forms of writing, as follows: narrative, descriptive, procedure, recount, exposition, argumentative, and persuasive.

## C. Concept of Descriptive Text

### 1. Definition of Text

Before going to the definition of descriptive text, it is better to know definition of the text itself. Richard on his book "Longman Dictionary of Applied Linguistics" stated that "Text is a segment of spoken or written language. It has some characteristics: it is normally made up of several sentences, has distinctive structure and, has a particular communicative function or purpose, and often can be understood in relation to the context".<sup>44</sup> Moreover, Anderson argued that, "Texts are pieces of spoken or written

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<sup>42</sup> Fikri Fauzi Alawi, *Improving Students' Ability in Writing Descriptive Text Using Clustering Technique*, (Jakarta: UIN Syarif Hidayatullah, 2011), p. 14.

<sup>43</sup> George E. Wilshon and Julia M. Burks, *Let's Write English*, (New York: Litton Educational Publishing, Inc, 1980), p. 378-383.

<sup>44</sup> Jack C. Richard and friends, *Longman Dictionary of Language Teaching & Applied Linguistics 4<sup>th</sup> Ed*, (England: Pearson Education Limited, 2010), 594.

language created for a particular purpose. It means when we write or speak, we create texts. When we listen, read, or view texts, we interpret them for meaning.<sup>45</sup>

From the definitions above, we can conclude that text is everything of what we hear or say in spoken language, and what we read or write in written language that has structure and function.

## 2. Definition of Descriptive Text

Descriptive text is a text which describes person, place, mood, situation, and etc. in words. Similar to Wilbur who said that, descriptive writing is to create a clear picture or impression of person, place or object.<sup>46</sup> Warriner said that descriptive paragraph is giving a picture in words that appeal directly to the sense (sight, sound, smell, touch, taste). He said a descriptive paragraph is normally full of vivid verbs and precise adjectives. It depends on details, not action, to hold the readers interest. White also said that descriptive text is drawing in words.<sup>47</sup>

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<sup>45</sup>Anderson, Mark and Kathy Anderson, *Text Types in English 3*, (South Yarra: McMillan Education Ltd, 1998), p.28.

<sup>46</sup>Diane, A Wilbur. *Composition: Model and Exercise*, (New York: Harcourt, Brace & World, Inc, 1966), p.41.

<sup>47</sup>Fred D. White, *The Writer's Art*, (California: Wadsworth Publishing Company, 1986)  
p.61

From the statements above, it can be concluded that, the descriptive text is a text that describes about person, place, mood, situation, and it also describe an object that appeal to the sense.

### 3. Guides in Writing Descriptive Text

There are some guides to write a descriptive text. According to Boer, there are six guides for writing description, as follows:

- a. Observe carefully and record your sense impressions.
- b. Select significant details that convey a dominant impression of the subject.
- c. Organize your description according to a unifying principle; for example, the order of space for descriptions of places.
- d. Choose either stationary or a moving vantage point from which to describe a scene.
- e. Use concrete, vivid language. Use figure of speech and connotative language.
- f. In characterizing people:  
Give details of appearance and of actions.

Use a person's own words where they serve to reveal character. Describe feelings and attitudes.<sup>48</sup>

#### 4. Kinds of Descriptive Text

As we know that descriptive text is a text to describe something, such as persons, places, or things. As George and Julia said that, descriptive is used to create a visual image of people, place, and things, even units of time or seasons.<sup>49</sup> Andersons also stated that a factual description describes a particular person, place, or things. So, it normally takes on three forms, they are:

a. Description of people

If you are writing a description of a person, you gather informative details about that person and then ask yourself what these details add up to. In describing of a person, there are many ways such as his/her face, color of hair, clothes, skin, body shape, etc.

b. Describing places

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<sup>48</sup>John J. De Boer, *Basic Language Messages and Meanings*, (New York: Harper & Row, Publishers, Inc. 1982), p. 90.

<sup>49</sup>George E Witshon and Julia M. Burks, *Let's Write English*, (New York: American Book Company, 1980), p. 128.

The best way to describe a place is to show someone the actual place or to take a picture of it or just give the characteristics of the place.

c. Describing things or objects

If you want to describe a thing or an object, you must have good imagination about a thing or an object that will be described. In describing thing or object, there are many ways such as it shape, color, materials, function, texture, etc.<sup>50</sup>

Based on some statements above, it can be concluded that there are some kinds of descriptive text, such as: describing people, describing place, and describing things. In this case, the writer was focus on describing people.

**5. Structure and example of descriptive text**

There are several things which should be known before writing descriptive text. They are:

**a) Communicative purpose**

Descriptive is a type of written text, which has the specific function to give description about an object (human or non human).

**b) Generic structures of a description are as follows:**

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<sup>50</sup> Anderson in Ilfa Hidayah, *the Effectiveness of Guided Questions towards Students' Writing Skill of Descriptive text*, (Jakarta: UIN Syarif Hidayatullah, 2015), p.14.

1. Identification : identifies the phenomenon to be described
2. Description of features: describes features in order of importance:
  - a. Parts/things (physical appearance)
  - b. Qualities (degree of beauty, excellence, or worth/value)
  - c. Other characteristics (prominent aspects that are unique)<sup>51</sup>

**c) Language features of description are:**

1. Verb in the present tense
2. Adjective to describe the features of the subject
3. Topic sentences to begin paragraphs and organize the various aspects of the description.<sup>52</sup>

**d) Factual description scaffold**

1. A general opening statement in the first paragraph
  - a) This statement introduces the subject of the description to the audience.

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<sup>51</sup>Wardiman in Fikri Fauzi Alawi, *Improving Students Ability in Writing Descriptive text Using Clustering Technique*, (Jakarta: UIN Syarif Hidayatullah, 2011), p. 25.

<sup>52</sup>Anderson Mark and Kathy Anderson, *Text Type in English 3*, (Australia: MacMillan, 1998), p. 26

b) It can give the audience brief details about the when, where, who, or what of the subject.

2. A series of paragraphs about the subject

a) Each paragraph usually begins with a topic sentence.

b) The topic sentence previews the details that will be contained in the remainder of the paragraph.

c) Each paragraph should describe one feature of the subject

d) These paragraphs build the description of the subject

3. A concluding paragraph (optional)

The concluding paragraph signals the end of the text.

*Example of descriptive text*



*Daniel Mananta is an MTV Indonesia VJ (Video Jockey) since May 2003. He was born in Jakarta on August 14, 1981. He graduated from Perth Edith Cowan University with a bachelor degree in business. He loves anything about Japan and likes reading comic books. Besides being an MTV VJ, this year he also becomes the host of Indonesian idol.<sup>53</sup>*

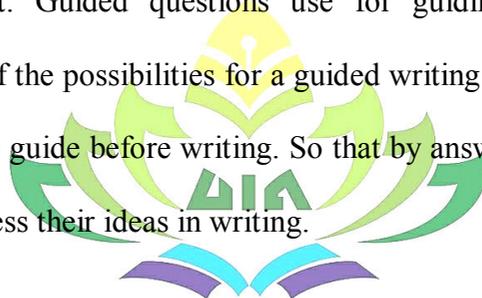
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<sup>53</sup> Istono and friends, *The Bridge English Competence for SMP*, (Surabaya: Ghalia Indonesia, 2006), p.58.

## D. Guided Questions

### 1. Concept of Guided Questions

Guided questions is a technique in teaching learning writing by using some questions to help writing. According to Traver, guided questions is the basic questions that directs the search for understanding.<sup>54</sup> As the function of this teaching technique, it was believed that guided question technique can direct the students' ideas when writing in processing. Writing process was need flexibility and recursive directions.<sup>55</sup> Brown says that Guided questions is to prompt the test-taker to write from an outline.<sup>56</sup> The outline helps to guide the learner through presumably logical development of ideas that have been given some forethought. Guided questions use for guiding a learner to write something. One of the possibilities for a guided writing is by giving the learner some questions as guide before writing. So that by answering the questions the students can express their ideas in writing.



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<sup>54</sup> Rob Traver, "Educational Leadership" ASCD March 1988", (<http://smallschoolproject.org>, accessed on may 4, 2018)

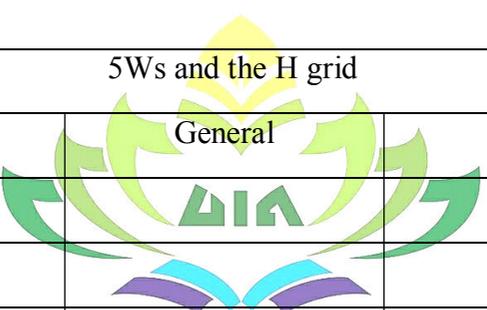
<sup>55</sup> Larry Lewin in Muhayyinah, *The Effectiveness of Guiding Questions Technique in Teaching Writing Among Students' Year X of SMK NU Lamogan*, (Surabaya: IAIN Sunan Ampel, 2012) p. 12.

<sup>56</sup> H. Douglas Brown, *Language Assasement* (Essex: Longman, 1988), p.235

In addition, Brown suggests that a series of questions essentially serve as an outline of emergent written text.<sup>57</sup>

Meanwhile, White said that the needs to know the topic might consider using the questions. He called this method by *5Ws and the H grid*. He draws this method by a table.<sup>58</sup>

**Table 2.1**  
**Concept of Guided Questions**



5Ws and the H grid		
Questions	General	Specific
What?		
Where?		
When?		
Why?		
Who?		
How?		

*Adapted by Fred D. White*

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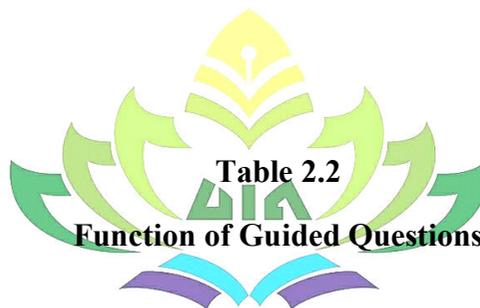
<sup>57</sup> *Ibid*, p.235

<sup>58</sup> Fred D. White, *The Writer's Art...*, P.40-41.

Based on the explanation above, it can be concluded that guided questions is a teaching technique by giving some questions related to the topic in order to motivate and help the students in exploring ideas when they are going to write.

## 2. Function of Guided Questions

There are some functions of guided questions based on Gould as follows:



WH Questions	Function
When?	Asking about Time
Where?	Asking about Place
Who?	Asking about Person/Topic
How?	Asking about Manner
What?	Asking about Object/Idea/Action

In the form of WH-Questions and based on the topic discussed. Through questions, students will be guided step by step in their writing based on the question and the topic given. After that, the students arrange the answers into a paragraph. This is approved by Gould who says that, using the reporter's WH-Question creates an important context.<sup>59</sup>

The aim of this technique is to help the students in gathering ideas before starting to write. As Raymond says that, questions can be a way to help exploring ideas in writing.<sup>60</sup> Guided questions are effective to be implemented in teaching learning writing. It has been revealed by previous research conducted by Yulia and friends about Improving Recount Text Writing by Guided Questions-word questions also revealed that questions words can help and guide the students to write much more rather than without any clues. By giving the students some questions words can guide and help them to write more, particularly in recount text writing. The technique could also improve students' achievement significantly in writing skill of descriptive paragraph.<sup>61</sup>

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<sup>59</sup> Eric Gould, *The Act of Writing*, (New York: Random House Inc, 1989), p.119.

<sup>60</sup>James C. Raymond, *Writing (is Unnatural Act)*, (New York: Harper & Row Publisher, 1980), p.15

<sup>61</sup>Yulia, And Friends, *Improving Recount Text Writing Ability by Guided Questions-Word Questions at SMP Negeri 6 Pontianak*, *Journal* (Pontianak: FKIP Tanjungpura University, 2012), Unpublished, p.13 available on <http://jurnal.untan.ac.id/index.php/jpdpb/article/download/1151/pdf> (Accessed on March 20, 2017)

Beside the definitions and explanations above, Guided Questions technique is a kind of technique for teaching learning writing by giving the students some questions.

### **Strengths and Weaknesses of Guided Questions**

There are some strengths and weaknesses of providing guided question in teaching writing, they are as follows:

a. The Strengths of Using Guided Questions:

- 1) Building the confidence of students to be active participant in writing
- 2) Supporting the students in making writing.
- 3) Helping the students in developing the text easier.<sup>62</sup>

Based on the strengths of using guided questions, it can be concluded that guided questions is a good technique to be used in teaching learning writing because it can build the students' confidence in the class, support and help the students in making good text.

b. The Weaknesses of Using Guided Questions:

- 1) It needs a lot of time in the classroom before asking the student to make a text.
- 2) The teacher should make the guided questions and needed good preparation.<sup>63</sup>

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<sup>62</sup> Eric Gould, *The Act of Writing*, (New York: Random House Inc, 1989) p.120

Based on the weaknesses of using guided questions, it can be concluded that guided questions are a good technique to be used in teaching learning writing but it still has some weaknesses. To solve that problem, the teacher must manage the time well such as giving a limitation time to the students when they gather their ideas by answering the questions. In order to solve that problem the teacher must know the students' ability first before making questions. The questions must balance with the students' ability.

#### **E. Teaching Writing Skill of Descriptive Text Through Guided Questions**

In teaching writing of descriptive text through guided questions, the teacher follows the following procedures:

##### **1. Pre-writing Activity**

Prewriting is a way of warming up their brain before they write. Students do about their topic before they write first draft. There are several ways to warm up before students write, such as: choosing and narrowing topic and brainstorming. The teacher explains what descriptive text is, and also explains the parts or generic structures of descriptive text that the students must write in a paragraph, such as: The teacher decides a topic to be given to the

student, gives some questions related to the topic, and gives an example of descriptive text based on the question as the model for the students.

## 2. Writing activity

Writing activity is the next step after prewriting. There are three steps in writing activity. They are making sub list, writing the topic sentences and outlining. In this step, the teacher asks the students to write their own descriptive text, and the students begin to write a descriptive text by answering the question given by the teacher. While the students are writing, the teacher moves among their, gives assistance and guidance as required.

## 3. Rewriting Activity

This is the last step of writing process. There are three steps on this step, as follows; revising content and organization, proofreading the second draft, and finishing final draft. (The teacher collecting the students work, monitoring and marking their work one by one right way, writing the comment and suggestion underneath, and asks the students to do their final revision and collect their work)<sup>64</sup>

## **F. Procedure of Teaching Writing Skill of Descriptive Text through Guided Questions**

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<sup>64</sup>Ilfa Hidayah, *the Effectiveness of Guided Questions towards Students' Writing skill of Descriptive Text, Thesis* (Jakarta: 2015) p.15-16.

The followings are steps in teaching writing of descriptive text by using guided questions:

- a. Teacher divides groups consists of 4-5 students
- b. Teacher gives each students in the group a card with a word: description adjective, characteristics about the topic on the card
- c. Each group tell to another group they want to know more detail about the topic
- d. The groups compile questions about the topic on their card
- e. The students collect the questions from each group and redistribute them to other group
- f. If students need a great deal of guidance with their writing, give the students a list of questions
- g. Each group of students now writes descriptive paragraph that gives answers to the questions asked in complete sentence in form paragraph.<sup>65</sup>

## **G. Concept of Free Writing Technique**

### **1. Definition of Free Writing Technique**

According to Oshima and Hogue, Free writing is a brainstorming activity in which you write freely about a topic because you are looking for a

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<sup>65</sup> DesmaYulita, *The Influence of using Questions and Answers Technique towards Students' Descriptive Paragraph Writing Ability* ( Bandar Lampung: UIN Raden Intan Lampung, 2016), p.33

specific focus.<sup>66</sup> Another prewriting technique is free writing. When you free write, you write “freely” without stopping on a topic for a specific amount of time. You just time down sentences as you think of them without worrying about whether your sentences are connect or not.<sup>67</sup> In other book according to Hogue support that as with listing, the purpose of free writing is to generate as many ideas as possible and to write them down without worrying about appropriateness, grammar, spelling, logic, or organization.<sup>68</sup>

In conclusion, free writing is an activity in which you write freely about a topic without worrying about appropriateness, grammar, spelling, logic, or organization.

## 2. Function of Free Writing

According to brown, there are several function of free writing, such as:

- a. It is designed to help you free ideas that you might not realize that you have
- b. It should be used as a beginning, as an initial exploration of the ideas that you have about a topic

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<sup>66</sup> Alice Oshima and Ann Hogue, *Op. Cit*, p.6

<sup>67</sup> *Ibid*, p.6

<sup>68</sup> Ann Hogue, *First Steps In Academic Writing*, (Longman: New York, 1996), p. 24

- c. To help get started with related tasks<sup>69</sup>

### 3. Strengths and Weaknesses of Free Writing

#### a. Strengths of Free Writing

Clarkson explains several advantages of free writing technique, as follows:

1. It makes you more comfortable about writing
2. It helps you get around your inner critic, the one telling you can't write
3. It helps release inner anxiety
4. It help you discover topics to write about
5. It helps you to improve your formal writing<sup>70</sup>

#### b. Weaknesses of Free Writing Technique

1. They can be very time consuming as you often cannot use much of what you free-write in your final essay.
2. You need to make sure to create an outline of your free writing so that you can apply it to your formal draft.<sup>71</sup>

Besides the strengths, free writing technique also has weaknesses.

Weaknesses of this technique are: it can be very time consuming, and

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<sup>69</sup> H. Douglas Brown, *Teaching by Principles: An Interactive Approach to Language Pedagogy*, 2<sup>nd</sup> Ed., (New York: Pearson Education, 2001), p.350

<sup>70</sup> Clarkson in Nurfiryanti, *Improving Writing Skill by using Free Writing Technique*, (Palu: Universitas Tadulako, 2014), p. 4

<sup>71</sup> Peter Elbow, *Writing With Power: Techniques for Mastering the Writing Process*. Second edition, (Oxford: Oxford University Press, 1998), p.14

the students need to make sure to create an outline of your free writing. To avoid the weaknesses above, the students must be able to write and think quickly what they need to write in order not to spend a lot of time and they are need to make sure to create an outline of their free writing so that they can apply it to their formal draft.

#### **4. Procedures of Teaching Writing Using Free Writing Technique**

There are some procedures of teaching writing using writing technique as follows:

- a. Write the topic at the top of your paper
- b. Write as much as you can about the topic until you run out of ideas. Include such supporting items as facts, details, and examples that come into your mind about the subject.
- c. After you have run out of ideas, reread your paper and circle the main idea(s) that you would like to develop.
- d. Take that main idea and free writing again<sup>72</sup>

#### **H. Frame of Thinking**

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<sup>72</sup> Ann Hogue, First Step in Academic Writing 2<sup>nd</sup> Edition, (USA: Pearson Ed, 2008) p.28

Writing is skill in which we express ideas which are arranged in words sentences and paragraph by using eyes, brain and hand to convey message to reader. Writing is a tool written communication between the writer and the reader. The students may have writing class in their school, but they find some difficulties, like how to start writing, find some sentences that have relationship with the topic, etc. So that, the teacher must find and use effective techniques or strategies in order to invite the students' interest.

One technique that can be used in writing skill of descriptive text is guided questions. Guided questions contain some questions which consist of WH questions that the functions as guidelines when the students wants to start their writing. Guided Questions is a good technique to help the students' in develop of their ideas in describing person, place, or thing because questions answer is one of motivation English learner, which makes the students feel easy to get idea and express their ideas. Consequently, they will decide that studying English is fun and comfortable. By using guided questions, students will know step by step how to begin write a descriptive text by some simple questions. In other words, guided questions can be used as technique in teaching writing descriptive texts. Besides, it can also motivate them in learning English.

The students can learn descriptive text easier because this technique is easy to understand and it can help the students to explore their ideas in learning writing

skill, so that become a concept that used by the students to make descriptive text. Therefore, in order to achieve the aim of teaching English and encourage students' motivation in learning English, especially writing descriptive text, the writer assumes that using guided questions technique can give influence to the students' descriptive text writing skill.

## **I. Hypotheses**

The writer formulates the hypothesis of this research as follows:

H<sub>0</sub> : There is no significant influence of using guided questions toward students' descriptive text writing ability at the first semester of the eighth grade students of SMP Perintis 2 Bandar Lampung in the academic year of 2017/2018.

H<sub>a</sub> : There is significant influence of using guided questions toward students' descriptive text writing ability at the first semester of the eighth grade students of SMP Perintis 2 Bandar Lampung in the academic year of 2017/2018.

## CHAPTER III

### RESEARCH METHODOLOGY

#### A. Research Design

In this research, the writer applied experimental design because in order to know the influence of using guided questions towards students' writing ability in descriptive text. Experimental design is the general plan for carrying out a study with an active independent variable. The design is important because it determines the study's internal validity, which was the ability to reach valid conclusion about the effect of the experimental treatment on the dependent variable.<sup>73</sup> The kinds of experimental design were Pre-experimental design, true experimental design, and quasi experimental design.<sup>74</sup>

In this research, the writer used quasi experimental design. According to Sugiyono, the quasi experimental design is a study which aimed at discovering the influence of particular treatment. This design covers quantitative data and statistical technique in analyzing the data.<sup>75</sup> In this case, the quasi experimental pretest - posttest group design were used. Then, it compares the influence of the

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<sup>73</sup> Donald Ary. Et.al. *Introduction to Research in Education English Edition*. (Canada: Wadsworth. Cengage Learning . 2010), p.316

<sup>74</sup> Sugiyono. *Metode Penelitian pendidikan Kuantitatif, Kualitatif dan R&D* . (Bandung: Alfabeta, 2009), p. 77

<sup>75</sup> Donald Ary, et.al; op. Cit. p.317

treatments towards an experimental class. The research design in this research can be seen below:

**G1 = T1 X T2**

**G2 = T1 0 T2**

G1: Experimental class

G2: Control class

T1: Pre-test

T2: Post-test

X : treatment (guided questions)

O : teaching writing using free writing



## **B. Variable of the Research**

A great deal of research is carried out in order to explore the strength of relationships between variables.

1. The independent variable is guided questions (x)

The independent variable is variable selected by the writer to determine their effect on the relationship with the dependent variable.

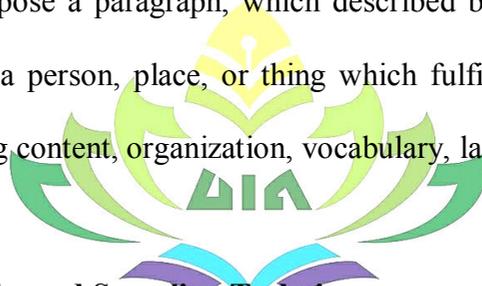
2. The dependent variable is students' writing descriptive text ability (y)

The dependent variable is observed to determine what effect, if any the other types of variables may have on it.<sup>76</sup>

### **C. Operational Definition of Variable**

The operational definition of variable used to explain the variables which used in this research to avoid misconception of variables presented in this research. The operational definitions of variables were as follows:

1. Guided questions technique is an activity to motivate and help the students to gather ideas in writing by giving information of some guided questions in order to get ideas clearly.
2. The students' descriptive text writing skill is the skill of the students to produce or compose a paragraph, which described briefly a certain kind of objects such as a person, place, or thing which fulfills the aspects of good writing including content, organization, vocabulary, language and mechanic.



### **D. Population, Sample, and Sampling Technique**

#### **1. Population**

Fraenkel and Wallen say that a sample in a research study is the group on which information is obtained. The larger group to which one hopes to apply

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<sup>76</sup> Sugiono, *Metode Penelitian Kuantitatif dan Kualitatif dan R & D*, (Bandung: Alfabeta, 2010), p.61

the result is called the population.<sup>77</sup> The Population of this research was the students at first semester of eighth grade of SMP Perintis 2 Bandar Lampung in the academic year of 2017/2018.

The population of this research were consists of 147 students includes four classes. Table 3.1 shows the number of the students in detail:

**Table 3.1**  
**The Total Number of the Eighth Grade Students of SMP Perintis 2 Bandar Lampung in the academic year of 2017/2018.**

No	Class	Sex		Total
		Male	Female	
1	VIII A	14	21	35
2	VIII B	16	21	37
3	VIII C	17	18	35
4	VIII D	21	19	40
<b>The Total Number of students</b>				<b>147</b>

*Source: Document SMP Perintis 2 Bandar Lampung 2017/2018*

## 2. Sample

According to Arikunto sample is part of population being researched.<sup>78</sup> Therefore, sample in this research was taken from the population. The samples of the research were two classes. It takes from two of the four classes

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<sup>77</sup> Jack R. Fraenkel and Norman E Wallen, *How to design and Evaluate Research in Education, Seventh Edition*, (New York: McGraw-Hill, 2009), p.90

<sup>78</sup> Ibid, p. 109

which chosen by the writer as the sample classes. VIII B was the experimental class and VIII C was the control class.

### **3. Sampling technique**

In getting the sample from population, the writer used cluster random sampling. Fraenkel and Wallen say that the selection of group, or cluster, of subjects rather than individuals known as cluster random sampling.<sup>79</sup>The sample were chooses randomly by using small pieces of paper. The name of each class was rolled and shakes. The first paper as the experimental class and the second paper as the control class of this research.

### **E. Data Collecting technique**

Data collecting technique was used to find out the research. In this research, the writer used quasi experimental pretest-posttest group design to analyze the data:

#### **1. Pre-Test**

Pre-Test was used to ensure the equivalency of the controlled and the experimental class before conducting the treatment.

#### **2. Post-Test**

Post-Test was used to know the students' improvement in their writing ability in descriptive text after giving the treatment by using guided questions technique.

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<sup>79</sup> Ibid, p.95

## F. Research Instrument

In this research, the writer used test as instrument. The instrument of this research was test. The writer used written test as an instrument. To know the influence of teaching writing by using guided questions, the writer gave written test to the students. The written test was divided into two parts; pre-test and post-test. The form of written test was an instruction to make a descriptive text based on the topic that given by the teacher. The topics of descriptive text for the pre-test and post-test were presented in table 3.2:

**Table 3.2**  
**Writing Test Instruments**

<b>Instruments</b>	<b>Objective</b>	<b>Topic</b>
Pre-test	To find out the instructions of how to describe something into sequence of steps	1. Fatin Sidqia Lubis
		2. My Favorite Bag
		3. Borobudur Temple
Post-test	To find out the instructions of how to describe something into sequence of steps	1. Lee Min Ho
		2. My Teddy Bear
		3. National Monument

The writer choose these topics because these topics were familiar and interesting enough for the students at this grade, by these topics, the writer hope the students more enthusiasm in doing this test.

Because of it is written test, the writer used writing rubric in scoring the students writing. It is divided into five criteria, such as content, organization, vocabulary, language use, and mechanics. The total score of essay writing test is 100.

## **G. Research Procedure**

In conducting this research, the writer applied some procedures as follows:

### **1. Finding the subject of research**

The writer chose the students of eighth grade of SMP Perintis 2 Bandar Lampung as the subject of this research. There were two classes, one class as experimental class and another as control class.

### **2. Designing the instruments of the research**

The instrument that used in this research is writing test. The students got the same instrument for both classes in several topics that consulted.

### **3. Administering the pre-test**

The pre-test was used to find out the students initial ability. Then, the students' assigned to write descriptive text by choosing the topics that provided. The topics were:

- a. Fatin Sidqia Lubis
- b. My favorite bag
- c. Borobudur Temple

#### **4. Conducting treatment**

The treatment was done in three times after pre-test. Each treatment conducted twice a week. In the first treatment, the writer as the teacher taught the students about how to describe of someone, in this case the writer gave an example the description of *Fatin Sidqia Lubis*. At the second treatment, the writer taught the students about describing things. Then, the writer gave the explanation about the description of *My Favorite Bag*. The third, the students gave the explanation about how to describe a place. Then, the writer gave the explanation about the description of *Borobudur Temple*. In the revision stage of their writing process each of meetings, the writer used guided questions in the experimental class, and free writing in the control class.

#### **5. Administering the post-test**

Post-test was administrated to measure whether there is an improvement of students' descriptive text writing ability. The students' was assigned to make a descriptive text by choosing the topics that provided.

The topics were:

- a. Lee Min Ho
- b. My Teddy Bear
- c. National Monument

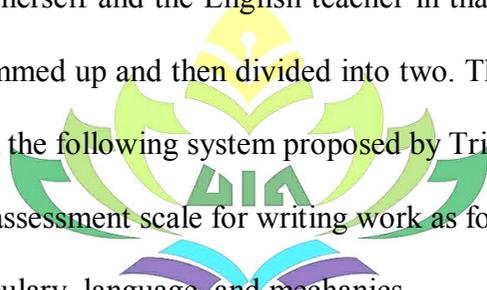
#### **6. Analyzing the result (pre-test and post-test)**

After analyzing the data, to know the different between students' writing descriptive text achievement before and after gave the treatments. The writer was analyzed the data quantitatively and distribute into the scoring table based on the pre-test and post-test systematically.

#### **H. Scoring Procedure**

There were five criteria of writing scales, such as content, organization, vocabulary, language, and mechanic. In this research the writer used inter-rater to score the result of the test. It means that, in scoring the test there were more than one rater. The writer used two people to score the test. The scoring was done by the writer herself and the English teacher in that school. The scores of two raters were summed up and then divided into two. The score of the test was calculated based on the following system proposed by Tribble.

The writer use the assessment scale for writing work as follows: content, organization, vocabulary, language, and mechanics.



**Table 3.3**  
**Five Components of Grading Writing Score.<sup>80</sup>**

Score	Level	Criteria
Content	30 – 27	✓ <b>Excellent to very good:</b> knowledgeable, substantive, thorough development of thesis, relevant to assigned topic.
	26 – 22	✓ <b>Good to average:</b> some knowledge of subject, adequate range, limited development of thesis, mostly relevant to topic, but lacks detail.
	21 – 17	✓ <b>Fair to poor:</b> limited knowledge of subject, little substance inadequate development of topic.
	16 – 13	✓ <b>Very poor:</b> does not show knowledge of subject, non – substantive, not pertinent, or not enough to evaluate.
Organization	20 – 18	✓ <b>Excellent to very good:</b> fluent expression, ideas clearly stated/ supported, well-organized, logical sequencing, cohesive.
	17 – 14	✓ <b>Good to average:</b> somewhat choppy, loosely organized but main ideas stand out, limited support, logical but incomplete sequencing.
	13 – 10	✓ <b>Fair to poor:</b> non-fluent; ideas confused or disconnected; lacks logical sequencing and development.
	9 – 7	✓ <b>Very poor:</b> does not communicate, no organization, or not enough to evaluate.
Voc	20 – 18	✓ <b>Excellent to very good:</b> sophisticated range, effective word/ idiom choice and usage, word form mastery, appropriate

<sup>80</sup> Christopher Tribble, *Language Teaching Writing*, (London: Oxford University Press, 1996), p. 130.

		register.
	17 – 14	✓ <b>Good to average:</b> adequate range, occasional error of word/ idiom form, choice, usage <i>but meaning not obscured.</i>
	13 – 10	✓ <b>Fair to poor:</b> limited range, frequent errors of word/ idiom form, choice, usage; meaning confused or obscured.
	9 – 7	✓ <b>Very poor:</b> essentially translation; little knowledge of English vocabulary, idioms, word form; or not enough to evaluate.
Language use	25 – 22	✓ <b>Excellent to very good:</b> effective complex constructions; few errors of agreement, tense, number, word order function, articles, pronouns, prepositions.
	21 – 18	✓ <b>Good to average:</b> effective but simple constructions; minor problem in complex constructions; several errors of agreement, tense, number, word order function, articles, pronouns, prepositions <i>but meaning seldom obscured.</i>
	17 – 11	✓ <b>Fair to poor:</b> major problem in simple/ complex constructions; frequent errors of negation, agreement, tense, number, word order/ function, articles, pronouns, prepositions and/ fragments, run-ons, deletions; <i>meaning confused or obscured.</i>
	10 – 5	✓ <b>Very poor:</b> virtually no mastery of sentences constructions rules; dominated by errors; does not communicate; or not enough to evaluate.
Mechanics	5	✓ <b>Excellent to very good:</b> demonstrates mastery of conventions; few errors of spelling, punctuation, capitalization, paragraphing.
	4	✓ <b>Good to average:</b> occasional errors of spelling, punctuation, capitalization, paragraphing <i>but meaning not obscured.</i>
	3	✓ <b>Fair to poor:</b> frequent errors of spelling, punctuation, capitalization, paragraphing; poor handwriting; <i>meaning confused or obscured.</i>
	2	✓ <b>Very poor:</b> no mastery of conventions, dominated by errors of spelling, punctuation, capitalization, paragraphing; handwriting illegible; or not enough to evaluate.

## I. Validity, Reliability and Readability of the test

### 1. Validity of the test

A good test is the test that has validity. The validity test was conducted to check whether the test measures what is intended to be measured.<sup>81</sup> Best and Kahn say that a test is valid if it is measures what it claims to measure.<sup>82</sup> It means that a good test must have validity so the test can measure the aspects that measured. To measure whether the test has good validity or not, the writer used the content and construct validity.

#### 1) Content validity

Best and Kahn say that content validity refers to the degree to which the test actually measure, or is specifically related to, the traits for which it was designed, content validity is based upon the careful examination of course textbooks, syllabi, objectives, and the judgments of subject matter specialists.<sup>83</sup> It means that the content validity is based on the material,

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<sup>81</sup>Hughes Arthur, *Testing for Language Teacher*, (Cambridge: Cambridge University Press, 1989), p.22

<sup>82</sup>John W. Best and James V. Kahn, *Research in education, Seventh Edition*, (New Delhi: Prentice-Hall, 1995), p. 218

<sup>83</sup> *Ibid*, p.219

and the material is agreement with the objectives of learning in the syllabus. Based on standard of content school based on curriculum KTSP, descriptive text is taught at the first semester of eighth grade. Then to make the test valid, the writer gave it related to the student material in their school. In this case, the writer consulted to the English teacher of SMP Perintis 2 Bandar Lampung to make sure that the instruments are valid.

## 2) Construct validity

Best and Kahn say that construct validity is the degree to which scores on a test can be accounted for by the explanatory constructs of a sound theory.<sup>84</sup> It means that construct validity is focused on the aspects of the test which can measure the ability especially for writing descriptive text ability.

In this research, the writer made a test of writing descriptive text that can measure the students' writing descriptive text ability based on some criteria of writing descriptive text scoring rubrics. They consist of content, organization, vocabulary language and mechanics. The writer consulted the instrument to the English teacher to make sure whether the instrument contains construct validity.

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<sup>84</sup> Ibid

## 2. Reliability of the test

Reliability is a necessary characteristic of any good test; a good test must have high reliability besides having high validity. For it to be valid at all, a test must first be reliable as a measuring instrument. According to Brown, a reliable test is consistent and dependable. If you give the same test to the same students on two different occasions, the test should yield similar result.<sup>85</sup> Fraenkel and Wallen say that reliability refers to the consistency of the scores obtained-how consistent they are for each individual from one administration of instrument to another and from one set of items to another.<sup>86</sup> Human error, subjectivity, and bias may enter into the scoring process. To reduce this possibility, the writer use inter-rater reliability. As brown says that, inter-rater reliability occurs when two or more scorers yield inconsistent scores of the same test, possibly for lack of attention to scoring criteria, inexperience, inattention, or even preconceived biases.<sup>87</sup> They were the writer as rater one and the teacher as rater two. To estimate the reliability of the test, the writer use rank order correlation formula as follows:<sup>88</sup>

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<sup>85</sup> H.Douglas Brown, *Language Assasement*, (Longman: Pearson Education Inc). p. 20

<sup>86</sup> Jack R. Fraenkel and Norman E. Wallen, *Op. Cit*, p. 154

<sup>87</sup> Brown, *Op.Cit.*, p. 21

<sup>88</sup> Suharsimi Arikunto, *Op.Cit*, p.321

$\rho=1-$

Notes:

$\rho$  : The number of rank order correlation (rho)  
 $6$  and  $1$  : constant number  
 $D$  : different of rank correlation ( $D = R1-R2$ )  
 $N$  : the number of students

Furthermore, the writer consulted the criteria of reliability according to Arikunto were as follows:<sup>89</sup>

Reliability coefficient 0.800 – 1.000 is very high

Reliability coefficient 0.600 – 0.800 is high

Reliability coefficient 0.400 – 0.600 is fair

Reliability coefficient 0.200 – 0.400 is low

Reliability coefficient 0.000 – 0.200 is very low

### 3. Readability of the test

Readability tests are indicators that measure how easy the  $\frac{6 \sum D^2}{N(N^2 - 1)}$  directions and instruction can be read and understood.<sup>90</sup>

The readability of the writing was given to the students in the eighth grade in another class to make sure that the test which gave to the sample class is readable. The writer conducted readability in order to see the clarity of the direction. Readability test was conducted before the treatment which given by

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<sup>89</sup> Suharsini Arikunto, *Prosedur Penelitian Suatu Pendekatan Praktik*, (Jakarta: Rineka Cipta, 2010), p.319

<sup>90</sup> Julien B. Kouane, *Using Readability Test to Improve the Accuracy of Evaluation Documents Intended for Low-Literate Participants*, *Journal of Multi Disciplinary Evaluation*, Volume 6, Number 1 ISSN 1556-8180 August 2010

the writer. To know readability of the essay test instrument, the writer follows Kouane's research. Participants asked to evaluate instruction and the understandability of each item on scales of 1 to 10. Point 1 describes that an item is easy to read and point 10 describes that an item is difficult to read.

## **J. Data Analysis**

After collecting the data, the writer analyzed the data by using independent sample t-test. There were two assumptions that were doing, before the writer analyzed the data by using t-test.

### **1. Fulfillment of the Assumptions**



Parametric statistical significance tests, such as analysis of variance and least squares regression are widely used by writer in many disciplines, including, statistics parametric tests to produce accurate results, the assumptions underlying them such as normality and homogeneity test must be satisfied.

#### **a. Normality Test**

To analyze the data, the writer used normality test to know whether the data was normally distributed or not. So that, the writer decided what type of test that used to measure weather the data in the experimental

class and control classes was normally distributed or not.<sup>91</sup> In this case, the writer used *Lilliefors* test as follows:

1. Arranging the sample's data from the lowest until the highest.
2. Determining the score Z from each data by using following formula:

$$Z_i = \frac{x_i - \bar{x}}{S}$$

3. Counting the cumulative frequency of each Z score S (z)

$$S_z = \frac{Z_1, Z_2, \dots, Z_n < Z_i}{n}$$

4. Counting the differential of  $L = \text{Max} \{F(Z_i) - S(Z_i)\}$
5. Determining the  $L_{observed}$  score with the highest score, compare to the  $L_{critical}$ , and score from the table of *Lilliefors*.
6. The hypotheses formulas were:

$H_0$  : the data are normal distribution

$H_a$  : the data are not normal distribution

7. The test criteria:

$H_0$  is accepted if  $L_{observed} \leq L_{critical}$ , it means that the distribution of the data was normal.

$H_0$  is refused if  $L_{observed} > L_{critical}$ , it means that the distribution of the data was not normal.<sup>92</sup>

## b. Homogeneity Test

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<sup>91</sup> Budiyo, *Statistika Untuk Penelitian* (Surakarta: Sebelas Maret University Press, 2004), p. 170

<sup>92</sup> Sudjana, *Metode Statistika* (Bandung: Tarsito, 2005), p.467.

Another requirement test of deciding the types of research hypothesis test was homogeneity test. Homogeneity was used to determine whether the data is homogeneous or not. In this research, the writer used F-test to measure the homogeneity of the data. The formula of F- test was used as follows:<sup>93</sup>

$$F = \frac{\text{The biggest variance}}{\text{The smallest variance}}$$

The hypothesis for the homogeneity tests were formulated as follows:

$H_0$  = the variance of the data is homogeneous.

$H_a$  = the variance of the data is not homogeneous

In this case, the criteria for the homogeneity test were:

$H_a$  is accepted if  $f_{\text{observed}} > f_{\text{critical}}$ , or  $(f_{\text{observed}} > f_{\text{critical}})$

$H_0$  is accepted if  $f_{\text{observed}} < f_{\text{critical}}$ , or  $(f_{\text{observed}} < f_{\text{critical}})$ <sup>94</sup>

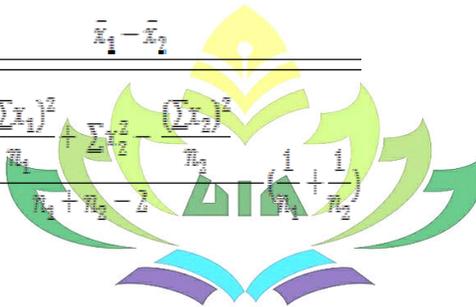
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<sup>93</sup> Sugiyono, *Metode Penelitian Kuantitatif Kualitatif dan R & D* (Bandung: Alfabeta, 2013), p.275.

<sup>94</sup> Anas Sudijono, *Pengantar Statistik Pendidikan* (Jakarta: Raja Grafindo Persada, 2008), p.313.

## 2. Hypothetical Test

After giving the test and finding the result of two rates the formula, the data was analyzed by using t-test in order to know the significance of the treatment effect. According to Ary, et.al., the t test for independent sample is a straightforward ratio that divides the observed difference between the means by the difference expected through chance alone.<sup>95</sup> A physical education teacher will be conducted an experimental to determine if archery students perform better if they get frequent feedback concerning their performance or do better with infrequent feedback. The formulas that were used in this research were independent sample t-test as follows:<sup>96</sup>

$$t = \frac{\bar{x}_1 - \bar{x}_2}{\sqrt{\frac{\sum x_1^2 - \frac{(\sum x_1)^2}{n_1} + \sum x_2^2 - \frac{(\sum x_2)^2}{n_2}}{n_1 + n_2 - 2} \left( \frac{1}{n_1} + \frac{1}{n_2} \right)}}$$


Notes:

$\bar{x}_1$  = Mean of experimental class

$\bar{x}_2$  = Mean of control class

= Average deviation in experimental class

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<sup>95</sup> Ary et.al, *Op.Cit*, p. 171.

<sup>96</sup> *Ibid*, 172.

$\bar{x}_2$  = Average deviation in control class

$n_1$  = Number of sample in experimental class

$n_2$  = Number of sample in control class

The hypotheses were:

$H_a$  :There is significant influence of using guided questions towards students' descriptive text writing ability at the first semester of the eighth grade of SMP Perintis 2 Bandar Lampung in the academic year of 2017/2018.

$H_0$  :There is no significant influence of using guided questions towards students' descriptive text writing ability at the first semester of the eighth grade of SMP Perintis 2 Bandar Lampung in the academic year of 2017/2018.

While the criteria of acceptance or rejection of homogeneity test were as follow:

$H_a$  is accepted if  $t_{\text{observed}} > t_{\text{critical}}$ , OR  $(t_{\text{observed}} < -t_{\text{critical}})$

$H_0$  is accepted if  $t_{\text{observed}} \leq t_{\text{critical}}$ , OR  $(t_{\text{observed}} \geq -t_{\text{critical}})$ <sup>97</sup>

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<sup>97</sup> Sudijono, *Op.Cit*, p.313.

## **CHAPTER IV RESULT AND DISCUSSION**

### **A. Research Procedures**

The research was conducted on November 2017. Before conducting the research, firstly the writer asked permission to the headmaster and the English teacher at the school. After the writer got the permission, the writer conducted the research through the following steps:

1. Determined the subject of research, namely the students at the first semester of SMP Perintis 2 Bandar Lampung.
2. Designed the test which was the writing test.
3. Determined the sample of research by using cluster random sampling.
4. Held the readability of the test on Tuesday 14<sup>th</sup>, 2017 (it was given to the students out of the research sample).
5. Held pre-test on Wednesday 15<sup>th</sup>, 2017 and Thursday 16<sup>th</sup>, 2017 in order to know students' score in descriptive text writing ability before they had treatment.
6. Analyzed the data that was gotten through pre-test.
7. Gave the treatment to the sample of the research by implementing guided questions technique and learning descriptive text writing ability.
8. Held post-test on Wednesday 29<sup>th</sup>, 2017 and Thursday 30<sup>th</sup>, 2017 in order to know students' score in descriptive text writing ability after the treatments.

9. Analyzed the data that was gotten through post-test. The data were analyzed by using excel formula.
10. Tested the hypothesis and made the conclusion.
11. Reported the result of the research.

## **B. Result of The Research**

The research aimed to know whether there was any significant influence for the students' writing ability in descriptive text after they were given treatment by using guided questions. The research was conducted at the first semester of the eighth grade of SMP Perintis 2 Bandar Lampung. The number of population was 147 students of the first semester. Two classes as sample of research, they were VIII B and VIII C. In this case, the writer used cluster random sampling when choosing the sample. Furthermore, the instrument of this research was written test especially in descriptive text.

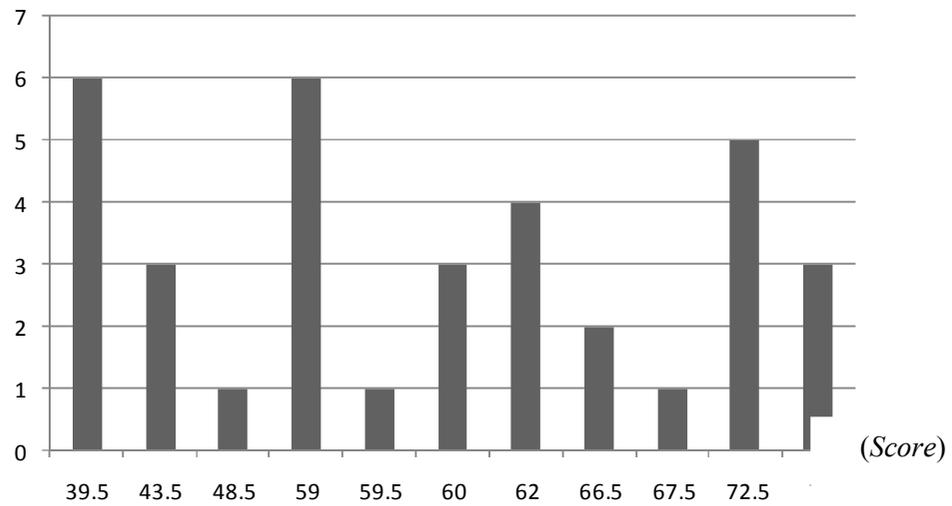


### **1. The Result of Pre-test**

At the first meeting, the writer conducted pre-test in order to find out the previous students' descriptive text writing ability. The pre-test was administered on November, Wednesday 15<sup>th</sup>, 2017 at 09.55 a.m for VIII B as the experimental class and on Thursday 16<sup>th</sup>, 2017 at 07.15 a.m for class VIII C as the control class.

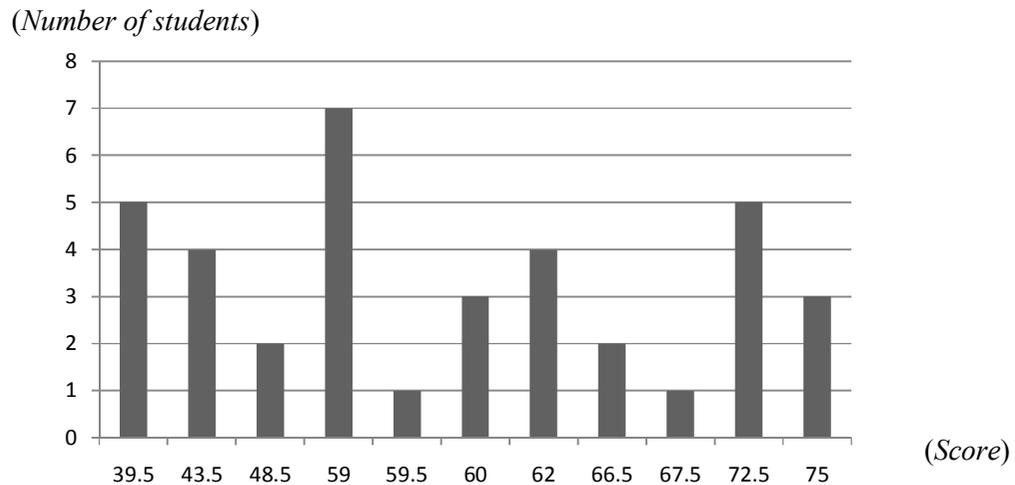
**Table 4.1**  
**Students' Score Pre-Test of Control Class**

*(Number of students)*



The analysis showed that the mean score of pre-test in control class was 58.44. The highest score was 75 and the lowest score was 39.5. The median score was 60 and mode score was 59.

**Table 4.2**  
**Students' Score Pre-Test of Experimental Class**

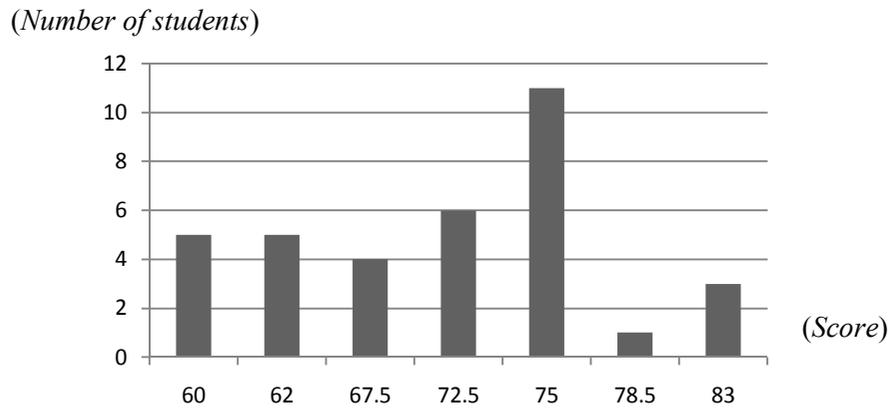


While in experimental class the mean score was 58.29. The highest score was 75 and the lowest score was 39.5. The median score was 59.5 and mode score was 59.

## **2. Result of Post-test**

After conducting three meetings of treatments the writer conducted the post-test to the sample. The writer conducted post-test in order to see whether the students' score increased or not. The post-test was conducted on Wednesday, November 29<sup>th</sup>, 2017 at 09.55 a.m for VIII B class as the experimental class and on Thursday 30<sup>th</sup>, 2017 at 07.15 a.m for VIII C class as the control class.

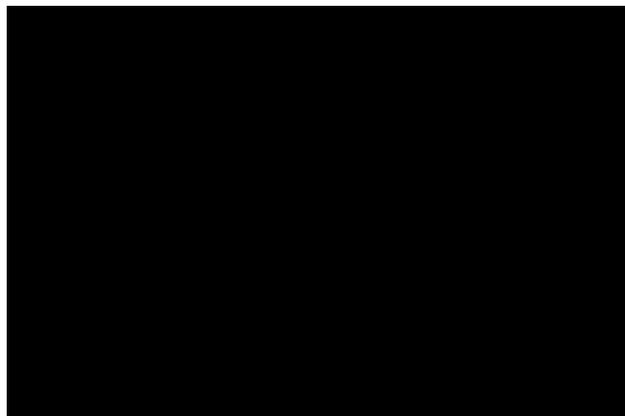
**Table 4.3**  
**Students' Score Post-Test of Control Class**



The analysis showed that the mean score of post-test in control class was 70.028. The highest score was 83 and the lowest score was 60. The median score was 72.5 and mode score was 75.

**Table 4.4**  
**Students' Score Post-Test of Experimental Class**

(Number of students)



(Score)

While in experimental class the mean score was 75.162. The highest score was 86.5 and the lowest score was 61.5. The median score was 75 and mode score was 85.

From the average score of both experimental class and control class of students' writing achievement between the classes was taught by using Guided Questions technique and the class that was taught by using Free Writing technique.

**Table 4.5**  
**Writing Achievement of Students' in Pre-test and Post-test**

No	Class	Pre-Test	Post-Test
1	Control	58.44	70.028
2	Experimental	58.29	75.162

### 3. The Result of Validity Test

Validity test is used to measure weather the items was valid or not. In this case, the writer consulted to the English teacher of this school to make sure that the instruments contains were valid (see on page 109).

#### **4. The Result of Reliability Test**

Reliability test is a necessary characteristic of any good test; a good test must have high reliability besides having high validity. In this research, the result critical of reliability was 0.9679. It means the Reliability of this research was very high reliable (see on page 132).

#### **5. The Result of Readability Test**

Readability test is an indicator that measure how easy the directions and instruction can be read and understood. The readability of the test in this research was given to the students in 8A Class. Based on Kuonne's, if the mean of all items of the instrument text has means under 4.46, the instrument was quite readable and understandable by the readers or takers. Because the mean of the writing test were above 1.82 (lower than 4.46), it means that the instrument was readable (see on page 116).

#### **6. The Result of Normality Test**

The normality test is used to measure weather the data in the experimental class and control classes are normally distributed or not.

The hypothesis formulas as follows:

$H_0$  = the data are normal distribution

$H_a$  = the data are not normal distribution

The criteria acceptance:

$H_0$  is accepted if  $L_o < L_t$ : it means that the distribution of the data are normal distribution.

$H_a$  is accepted if  $L_o > L_t$ : it means that the distribution of the data are not in normal distribution.

**Table 4.6**  
**Normality of Experimental and Control Class**

Class	Pre-test		Post-test		Calculation
	$L_{observe}$	$L_{critical}$	$L_{observe}$	$L_{critical}$	
Experimental	0.1391	0.1456	0.1287	0.1456	Normal
Control	0.1480	0.1497	0.1442	0.1497	

Based on the table above, it can be seen that in experimental and control class showed if  $L_o \leq L_t$ . So, the calculation is that the population is in the normal distribution.

## 7. Result of Homogeneity Test

Homogeneity test is used to determine whether the data obtained from the sample homogeneous or not.

The hypothesis formulas as follows:

$H_0$  = the variance of the data is homogenous

$H_a$  = the variance of the data is not homogenous

The criteria acceptance:

$H_0$  is accepted if  $F_{observed} < F_{critical}$

$H_a$  is accepted if  $F_{observed} > F_{critical}$

a. Pre-test of Experimental class and Control Class

Standard Deviation (SD) of pre-test : 143.350

b. Post-test of Experimental Class and Control Class

Standard Deviation (SD) of post-test : 134.894

$$F_{observed} = \frac{143.350}{134.894} = 1.0626$$

**Table 4.7**  
**Homogeneity of Experimental and Control Class**

Class	Variance	$F_{observed}$	$F_{critical}$	Calculation
Experimental	143.35	1.0626	169	Homogenous
Control	134.894	1.5077	169	

Based on the Table above, it can be seen at the result of the control and

experimental class is 1.0626 while the  $F_{\text{critical}}$  at the significant level of 0.05 is 169. It proves that  $H_0$  is accepted because  $H_0$  is accepted if  $F_{\text{observed}} \leq F_{\text{critical}}$ . It means that the variance of the data is homogeneous.

## 8. Result of Hypothetical Test

The writer used the following t-test formula:

$$t = \frac{M_X - M_Y}{\sqrt{\left[ \frac{\sum X^2 + \sum Y^2}{N_X + N_Y - 2} \right] \left[ \frac{1}{N_X} + \frac{1}{N_Y} \right]}}$$

### 1. The Deviation : Experimental Class

To analyze the significance of the treatment effect test is used:

The Formula is:

The deviation: Experimental Class

To analyze the significance of the treatment effect test is used:

The Formula is:

$$M_y = \frac{\sum y}{N} \quad M_y = \frac{624}{37} \quad M_y = 16.864$$

$$\sum y^2 = \sum y^2 - \frac{(\sum y)^2}{N}$$

$$\Sigma y^2 = 12830.8 - \frac{(624)^2}{37}$$

$$\Sigma y^2 = 12830.8 - 10524.6$$

$$\Sigma y^2 = 2306.2$$

$$\frac{11.585 - 16.864}{\sqrt{\left[\frac{5332.7 + 2306.2}{35 + 37 - 2}\right] \left[\frac{1}{35} + \frac{1}{37}\right]}}$$

$$\frac{11.585 - 16.864}{\sqrt{\left[\frac{7638.9}{70}\right] [0.028 + 0.027]}}$$

## 2. The Deviation : Control Class

To analyze the significance of the treatment effect test is used:

The Formula is:

$$M_x = \frac{\Sigma X}{N}$$

$$M_x = \frac{405.5}{35}$$

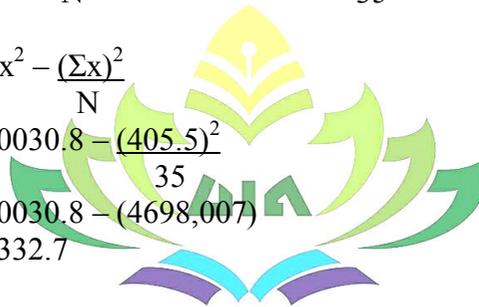
$$M_x = 11.585$$

$$\Sigma x^2 = \Sigma x^2 - \frac{(\Sigma x)^2}{N}$$

$$\Sigma x^2 = 10030.8 - \frac{(405.5)^2}{35}$$

$$\Sigma x^2 = 10030.8 - (4698,007)$$

$$\Sigma x^2 = 5332.7$$



## The Calculating of Hypothesis Test

$$t = \frac{M_X - M_Y}{\sqrt{\left[\frac{\Sigma X^2 + \Sigma Y^2}{N_X + N_Y - 2}\right] \left[\frac{1}{N_X} + \frac{1}{N_Y}\right]}}$$

t=

t=

t=

t=

t=

= 2.155

t\_observed= 2.155

$$\frac{11.585 - 16.864}{\sqrt{[109.127][0.055]}}$$

$$\frac{11.585 - 16.864}{\sqrt{6.001}}$$

$$\frac{-5.279}{2.449}$$

t\_critical=1.994

df=Nx + Ny - 2

df=35 + 37 - 2

df=70

The value of t\_critical at df = 70 and at significant degree 5% (0.05) is 1.994

Ha is accepted IF t\_observed is higher than t\_critical or (t\_observed > t\_critical).

Ho is rejected IF t\_observed is lower than t\_critical or (t\_observed < t\_critical).

So, since 2.155>1.994, shows that there is a significant differences. So, Ho is rejected and Ha is accepted. It means that there is a significant influence

of using Guided Questions Technique towards Students' writing skill of descriptive text.

### **C. Discussion**

Based on the finding of the research, it was found that the students who were taught by using guided questions have increased their ability in descriptive text writing ability. In this research, at the beginning of class, the students were taught through guided questions in the experimental class and free writing in the control class. The material was three topics of descriptive text based on the picture that was provided for three treatments. Before doing guided questions, the writer explained to the students that guided questions and how the procedure of guided questions. Previously, guided questions technique was used in teaching writing ability in SMPN 2 Temon Yogyakarta in 2012/2013 Academic Year by Yosep Dwi Anggara. The result of research shows the use of guided questions technique could improve the students' writing ability.

At the beginning of the activity, the pre-test was administered on, 15 November 2017 at 09.55 am to know students' achievement in writing descriptive paragraph before they were given treatments by the researcher. The result shows that average score between experimental class and control class were slightly different. The average score of experimental class was 58.29 and the average score of control class was 58.44 the normality test and homogeneity test shown that the data were normal and

homogeneous. Therefore, it could be concluded that two groups, experimental class and control class, had the same ability at the beginning of the research.

At the end of this research, post test was given on 29 November 2017 at 07.15 am to measure the improvement of students' descriptive paragraph writing ability in both classes after treatments done. In experimental class the average score of pre-test was 58.29 and the average score of post-test was 75.162 where is control class the average score of pre-test was 58.44 and the average score of post-test was 70.028. Based on the analysis of the data of normality test post-test experimental was normal distribution and the testing hypothesis, the result of  $T\text{-test}=2.155$   $t$  critical at  $df=70$  and significant degree 5% (0.05) was 1.994. The null hypothesis ( $H_0$ ) was refused and alternative hypothesis ( $H_a$ ) was accepted. Based on the computation above, it could be concluded that there was a significant influence of using questions and answers technique towards students' descriptive paragraph writing ability.

From the analysis above, we knew that the students who got treatment by guided questions got a better score than the students without using guided questions in teaching writing descriptive text. It could be seen that writing score of the students after being treated by using guided questions were higher than using free writing technique. It could be said that there was a significant influence of using Guided Questions Technique towards Students' Writing Skill of Descriptive Text at the first semester of the Eighth Grade Students' of SMP Perintis 2 Bandar Lampung in the Academic Year of 2017/2018.

## CHAPTER V

### CONCLUSION AND SUGGESTION

#### A. Conclusion

Based on the result of data analysis, the writer concluded that there was a significant influence of using guided questions technique towards students' writing ability in descriptive text. It was supported by result of  $t_{\text{test}}$  where  $t_{\text{observed}}$  was higher than  $t_{\text{critical}}$  ( $t_{\text{observed}} > t_{\text{critical}}$ ) that was  $2.155 > 1.994$  for level of significance 0.05. This also indicated that the hypothesis alternative ( $H_a$ ) was accepted. Therefore, teaching writing by using guided questions can give a significant influence towards students' writing ability in descriptive text.

Therefore, guided questions technique can motivate the students in order to increase their writing ability. It is supported by the students' scores, they received higher scores after the writer gave the treatments by using guided questions as a way in learning writing ability. In other words, guided questions had significant influence in students' writing ability in descriptive text at the first semester of the eighth grade of SMP Perintis Bandar Lampung.

#### B. Suggestion

Based on the result of this research, the writer purposed suggestion as follows:

### **1. For the Teacher**

- a. Considering the Technique, the writer suggests the English teachers will apply Guided Questions Technique as one of the ways in teaching writing of descriptive text because it can help students in writing the text easier.
- b. The teacher should prepare the material well before teaching by using this technique such as lesson plan and teaching media.

### **2. For the Researcher**

- a. The writer applied Guided Questions Technique to increase students' descriptive text writing skill. Further, other researchers should conduct this technique on the different skill or components of English.
- b. In this research, the writer used Guided Questions Technique to help students' in descriptive text writing of Junior High School. Further other researchers should conduct this technique on different level of students.

### **3. For the students**

- a. The students should pay full attention when the teacher gives material about English, especially about writing descriptive text.
- b. The students should practice English by guided questions technique not only when studying in the classroom, but also in all occasion.
- c. The students should be creative when using English in writing some sentences in descriptive text by using guided question.



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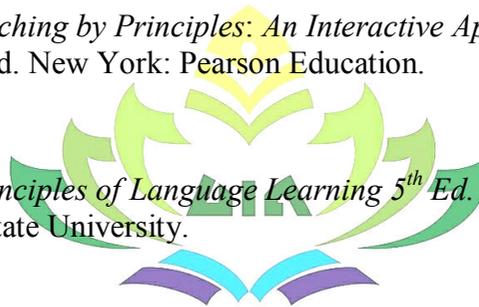
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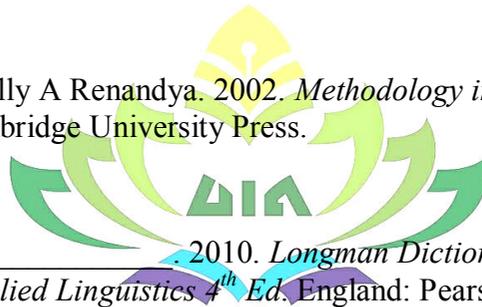
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**A**

**P**

**P**

**E**

**N**

**D**

**I**

**C**

**E**



**Analysis of Homogeneity Pre-Test in Experimental and Control Class**

Experimental Class						Control Class					
No	Code	X	Xi	Xi-Xbar	Xi-Xbar <sup>2</sup>	No	Code	X	Xi	Xi-Xbar	Xi-Xbar <sup>2</sup>
1	E-1	39.5	58.29	-19.79	391.644	1	C-1	39.5	58.44	-18.94	358.723
2	E-4	39.5	58.29	-19.79	391.644	2	C-4	39.5	58.44	-18.94	358.723
3	E-6	39.5	58.29	-19.79	391.644	3	C-6	39.5	58.44	-18.94	358.723
4	E-21	39.5	58.29	-19.79	391.644	4	C-21	39.5	58.44	-18.94	358.723
5	E-34	39.5	58.29	-19.79	391.644	5	C-19	43.5	58.44	-14.94	223.203
6	E-19	43.5	58.29	-14.79	218.744	6	C-23	43.5	58.44	-14.94	223.203
7	E-23	43.5	58.29	-14.79	218.744	7	C-27	43.5	58.44	-14.94	223.203
8	E-33	43.5	58.29	-14.79	218.744	8	C-31	43.5	58.44	-14.94	223.203
9	E-37	43.5	58.29	-14.79	218.744	9	C-33	43.5	58.44	-14.94	223.203
10	E-27	48.5	58.29	-9.79	95.844	10	C-2	59	58.44	0.56	0.313
11	E-31	48.5	58.29	-9.79	95.844	11	C-11	59	58.44	0.56	0.313
12	E-2	59	58.29	0.71	0.504	12	C-24	59	58.44	0.56	0.313
13	E-11	59	58.29	0.71	0.504	13	C-29	59	58.44	0.56	0.313
14	E-24	59	58.29	0.71	0.504	14	C-30	59	58.44	0.56	0.313
15	E-29	59	58.29	0.71	0.504	15	C-32	59	58.44	0.56	0.313
16	E-30	59	58.29	0.71	0.504	16	C-34	59	58.44	0.56	0.313
17	E-32	59	58.29	0.71	0.504	17	C-5	59.5	58.44	1.06	1.123
18	E-36	59	58.29	0.71	0.504	18	C-9	60	58.44	1.56	2.433



	F critical	169								
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**Analysis of Homogeneity Post-Test in Experimental and Control Class**

Experimental Class						Control Class					
No	Code	X	Xi	Xi-Xbar	Xi-Xbar <sup>2</sup>	No	Code	X	Xi	Xi-Xbar	Xi-Xbar <sup>2</sup>
1	E-1	61.5	75.16	-13.66	186.595	1	C-2	60	70.028	-10.028	100.56
2	E-6	61.5	75.16	-13.66	186.595	2	C-9	60	70.028	-10.028	100.56
3	E-19	61.5	75.16	-13.66	186.595	3	C-17	60	70.028	-10.028	100.56
4	E-24	61.5	75.16	-13.66	186.595	4	C-19	60	70.028	-10.028	100.56
5	E-32	61.5	75.16	-13.66	186.595	5	C-23	60	70.028	-10.028	100.56
6	E-34	61.5	75.16	-13.66	186.595	6	C-8	62	70.028	-8.028	64.488
7	E-37	61.5	75.16	-13.66	186.595	7	C-11	62	70.028	-8.028	64.488
8	E-2	71.5	75.16	-3.66	13.3956	8	C-13	62	70.028	-8.028	64.488
9	E-4	71.5	75.16	-3.66	13.3956	9	C-24	62	70.028	-8.028	64.488
10	E-5	71.5	75.16	-3.66	13.3956	10	C-26	62	70.028	-8.028	64.488
11	E-15	71.5	75.16	-3.66	13.3956	11	C-7	67.5	70.028	-2.528	6.39
12	E-17	71.5	75.16	-3.66	13.3956	12	C-29	67.5	70.028	-2.528	6.39
13	E-29	71.5	75.16	-3.66	13.3956	13	C-31	67.5	70.028	-2.528	6.39
14	E-7	74.5	75.16	-0.66	0.4356	14	C-34	67.5	70.028	-2.528	6.39
15	E-9	74.5	75.16	-0.66	0.4356	15	C-1	72.5	70.028	2.472	6.11

16	E-11	74.5	75.16	-0.66	0.4356	16	C-3	72.5	70.028	2.472	6.11
17	E-27	74.5	75.16	-0.66	0.4356	17	C-5	72.5	70.028	2.472	6.11
18	E-30	74.5	75.16	-0.66	0.4356	18	C-14	72.5	70.028	2.472	6.11
19	E-31	74.5	75.16	-0.66	0.4356	19	C-18	72.5	70.028	2.472	6.11
20	E-20	75	75.16	-0.16	0.025	20	C-21	72.5	70.028	2.472	6.11
21	E-23	75	75.16	-0.16	0.025	21	C-4	75	70.028	4.972	24.72
22	E-26	75	75.16	-0.16	0.025	22	C-6	75	70.028	4.972	24.72
23	E-28	75	75.16	-0.16	0.025	23	C-10	75	70.028	4.972	24.72
24	E-13	83.5	75.16	8.34	69.555	24	C-15	75	70.028	4.972	24.72
25	E-30	83.5	75.16	8.34	69.555	25	C-16	75	70.028	4.972	24.72
26	E-35	83.5	75.16	8.34	69.555	26	C-20	75	70.028	4.972	24.72
27	E-7	85	75.16	9.84	96.825	27	C-22	75	70.028	4.972	24.72
28	E-8	85	75.16	9.84	96.825	28	C-27	75	70.028	4.972	24.72
29	E-10	85	75.16	9.84	96.825	29	C-30	75	70.028	4.972	24.72
30	E-12	85	75.16	9.84	96.825	30	C-33	75	70.028	4.972	24.72
31	E-14	85	75.16	9.84	96.825	31	C-35	75	70.028	4.972	24.72
32	E-16	85	75.16	9.84	96.825	32	C-12	78	70.028	7.972	63.552
33	E-18	85	75.16	9.84	96.825	33	C-25	83	70.028	12.972	168.272
34	E-21	85	75.16	9.84	96.825	34	C-28	83	70.028	12.972	168.272
35	E-3	86.5	75.16	11.34	128.595	35	C-32	83	70.028	12.972	168.272
36	E-22	86.5	75.16	11.34	128.595		Total	2451		Total	1727.75
37	E-25	86.5	75.16	11.34	128.595		N	35			34
	Total	2781		Total	2758.3022		Mean	70.028		s2	50.8161

	N	37			36					
	Mean	75.16		s2	76.6195056					
	F observed	1.5077								
	F critical	169								



### Analysis of Hypothetical Test Experimental and Control Class

Experimental Class					Control Class				
Code	Pos-test	Pre-test	Gain	G <sup>2</sup>	Code	Pos-test	Pre-test	Gain	G <sup>2</sup>
E-1	61.5	39.5	22	484	C-1	72.5	39.5	33	1089
E-2	71.5	59	12.5	156,25	C-2	60	59	1	1
E-3	86.5	72.5	14	196	C-3	72.5	72.5	0	0
E-4	71.5	39.5	32	1024	C-4	75	39.5	35.5	1260.25
E-5	71.5	59.5	12	144	C-5	72.5	59.5	13	169
E-6	61.5	39.5	22	484	C-6	75	39.5	35.5	1260.25
E-7	85	67.5	17.5	306.25	C-7	67.5	67.5	0	0
E-8	85	62	23	529	C-8	62	62	0	0
E-9	74.5	60	14.5	210.25	C-9	60	60	0	0
E-10	85	72.5	12.5	156.25	C-10	75	72.5	2.5	6.25
E-11	74.5	59	15.5	240.25	C-11	62	59	3	9
E-12	85	75	10	100	C-12	78.5	75	3.5	12.25
E-13	83.5	62	21.5	462.25	C-13	62	62	0	0
E-14	85	62	23	529	C-14	72.5	62	10.5	110.25
E-15	71.5	66.5	5	25	C-15	75	66.5	8.5	72.25
E-16	85	75	10	100	C-16	75	75	0	0
E-17	71.5	60	11.5	132.25	C-17	60	60	0	0
E-18	85	72.5	12.5	156.25	C-18	72.5	72.5	0	0
E-19	61.5	43.5	18	324	C-19	60	43.5	16.5	272.25
E-20	75	60	15	225	C-20	75	60	15	225

E-21	85	39.5	45.5	2070.25	C-21	72.5	39.5	33	1089
E-22	87	75	12	144	C-22	75	75	0	0
E-23	75	43.5	31.5	992.25	C-23	60	43.5	16.5	272.25
E-24	61.5	59	2.5	6.25	C-24	62	59	3	9
E-25	86.5	72.5	14	196	C-25	83	72.5	10.5	110.25
E-26	75	62	13	169	C-26	62	62	0	0
E-27	74.5	48.5	26	676	C-27	75	39.5	35.5	1260.25
E-28	75	66.5	8.5	72.25	C-28	83	66.5	16.5	272.25
E-29	61.5	59	2.5	6.25	C-29	62	59	3	9
E-30	75	59	16	256	C-30	75	59	16	256
E-31	74.5	48.5	26	676	C-31	62	48.5	13.5	182.25
E-32	61.5	59	2.5	6.25	C-32	83	59	24	576
E-33	75	43.5	31.5	992.25	C-33	75	43.5	31.5	992.25
E-34	61.5	39.5	22	484	C-34	62	39.5	22.5	506.25
E-35	85	72.5	12.5	156.26	C-35	75	72.5	2.5	6.25
E-36	75	59	16	256	<b>Total</b>	<b>2451</b>	<b>2045.5</b>	<b>405.5</b>	<b>10027.8</b>
E-37	61.5	43.5	18	324					
<b>Total</b>	<b>2781</b>	<b>2157</b>	<b>624</b>	<b>12826.76</b>					
<b>Average</b>	<b>75.1621</b>	<b>58.2972</b>	<b>16.8648</b>	<b>346.6691</b>	<b>Average</b>	<b>70.0285</b>	<b>58.4428</b>	<b>11.5857</b>	<b>286.5085</b>



### The Analysis of Normality Test of Pre-Test Experimental Class

No	Code	X	X-Xbar	Zi	F(Zi)	Fkum	S(Zi)	F(Zi)-S(Zi)	F(Zi)-S(Zi)
1	E-1	39.5	-19.79	-1.5995	0.05486	4	0.1081	-0.05325	0.05325
2	E-4	39.5	-19.79	-1.5995	0.05486	4	0.1081	-0.05325	0.05325
3	E-6	39.5	-19.79	-1.5995	0.05486	4	0.1081	-0.05325	0.05325
4	E-21	39.5	-19.79	-1.5995	0.05486	4	0.1081	-0.05325	0.05325
5	E-34	39.5	-19.79	-1.5995	0.05486	4	0.1081	-0.05325	0.05325
6	E-19	43.5	-14.79	-1.259	0.10402	9	0.2432	-0.13919	<b>0.13919</b>
7	E-23	43.5	-14.79	-1.259	0.10402	9	0.2432	-0.13919	<b>0.13919</b>
8	E-33	43.5	-14.79	-1.259	0.10402	9	0.2432	-0.13919	<b>0.13919</b>
9	E-37	43.5	-14.79	-1.259	0.10402	9	0.2432	-0.13919	<b>0.13919</b>
10	E-27	48.5	-9.79	-0.8334	0.20231	11	0.2972	-0.09489	0.09489
11	E-31	48.5	-9.79	-0.8334	0.20231	11	0.2972	-0.09489	0.09489
12	E-2	59	0.71	0.0604	0.52408	18	0.4864	0.037681	0.037681
13	E-11	59	0.71	0.0604	0.52408	18	0.4864	0.037681	0.037681
14	E-24	59	0.71	0.0604	0.52408	18	0.4864	0.037681	0.037681
15	E-29	59	0.71	0.0604	0.52408	18	0.4864	0.037681	0.037681
16	E-30	59	0.71	0.0604	0.52408	18	0.4864	0.037681	0.037681
17	E-32	59	0.71	0.0604	0.52408	18	0.4864	0.037681	0.037681
18	E-36	59	0.71	0.0604	0.52408	18	0.4864	0.037681	0.037681
19	E-5	59.5	1.21	0.103	0.54102	19	0.5135	0.027519	0.027519

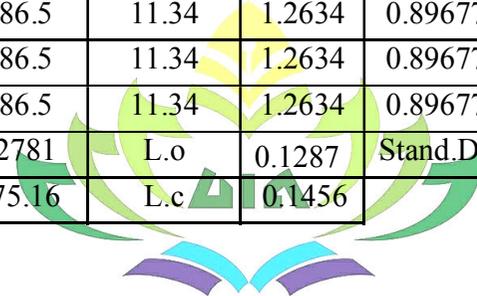
20	E-9	60	1.71	0.1455	0.55784	22	0.5945	-0.03666	0.03666
21	E-17	60	1.71	0.1455	0.55784	22	0.5945	-0.03666	0.03666
22	E-20	60	1.71	0.1455	0.55784	22	0.5945	-0.03666	0.03666
23	E-8	62	3.71	0.3158	0.62392	26	0.7027	-0.07878	0.07878
24	E-13	62	3.71	0.3158	0.62392	26	0.7027	-0.07878	0.07878
25	E-14	62	3.71	0.3158	0.62392	26	0.7027	-0.07878	0.07878
26	E-26	62	3.71	0.3158	0.62392	26	0.7027	-0.07878	0.07878
27	E-15	66.5	8.21	0.6989	0.75769	28	0.7567	0.000993	0.000993
28	E-28	66.5	8.21	0.6989	0.75769	28	0.7567	0.000993	0.000993
29	E-7	67.5	9.21	0.784	0.78348	27	0.7297	0.05378	0.05378
30	E-3	72.5	14.21	1.2096	0.88678	34	0.9189	-0.03212	0.03212
31	E-10	72.5	14.21	1.2096	0.88678	34	0.9189	-0.03212	0.03212
32	E-18	72.5	14.21	1.2096	0.88678	34	0.9189	-0.03212	0.03212
33	E-25	72.5	14.21	1.2096	0.88678	34	0.9189	-0.03212	0.03212
34	E-35	72.5	14.21	1.2096	0.88678	34	0.9189	-0.03212	0.03212
35	E-12	75	16.71	1.4225	0.92256	37	1	-0.07744	0.07744
36	E-16	75	16.71	1.4225	0.92256	37	1	-0.07744	0.07744
37	E-22	75	16.71	1.4225	0.92256	37	1	-0.07744	0.07744
	Total	2157	L.o	0.1391	Stand.Dev	11.7469		Varians	137.992
	Average	58.29	L.c	0.1456					



### The Analysis of Normality Test of Post-Test Experimental Class

No	Code	X	X-Xbar	Zi	F(Zi)	Fkum	S(Zi)	F(Zi)-S(Zi)	F(Zi)-S(Zi)
1	E-1	61.5	-13.66	-1.5219	0.064017	7	0.18919	-0.1252	0.1252
2	E-6	61.5	-13.66	-1.5219	0.064017	7	0.18919	-0.1252	0.1252
3	E-19	61.5	-13.66	-1.5219	0.064017	7	0.18919	-0.1252	0.1252
4	E-24	61.5	-13.66	-1.5219	0.064017	7	0.18919	-0.1252	0.1252
5	E-32	61.5	-13.66	-1.5229	0.064017	7	0.18919	-0.1252	0.1252
6	E-34	61.5	-13.66	-1.5219	0.064017	7	0.18919	-0.1252	0.1252
7	E-37	61.5	-13.66	-1.5219	0.064017	7	0.18919	-0.1252	0.1252
8	E-2	71.5	-3.66	-0.4077	0.341747	13	0.35135	-0.0096	0.0096
9	E-4	71.5	-3.66	-0.4077	0.341747	13	0.35135	-0.0096	0.0096
10	E-5	71.5	-3.66	-0.4077	0.341747	13	0.35135	-0.0096	0.0096
11	E-15	71.5	-3.66	-0.4077	0.341747	13	0.35135	-0.0096	0.0096
12	E-17	71.5	-3.66	-0.4077	0.341747	13	0.35135	-0.0096	0.0096
13	E-29	71.5	-3.66	-0.4077	0.341747	13	0.35135	-0.0096	0.0096
14	E-9	74.5	-0.66	-0.0735	0.470704	19	0.51351	-0.0428	0.0428
15	E-7	74.5	-0.66	-0.0735	0.470704	19	0.51351	-0.0428	0.0428
16	E-11	74.5	-0.66	-0.0735	0.470704	19	0.51351	-0.0428	0.0428
17	E-27	74.5	-0.66	-0.0735	0.470704	19	0.51351	-0.0428	0.0428
18	E-30	74.5	-0.66	-0.0735	0.470704	19	0.51351	-0.0428	0.0428

19	E-31	74.5	-0.66	-0.0735	0.470704	19	0.51351	-0.0428	0.0428
20	E-20	75	-0.16	-0.0178	0.492899	23	0.62162	-0.1287	<b>0.1287</b>
21	E-23	75	-0.16	-0.0178	0.492899	23	0.62162	-0.1287	<b>0.1287</b>
22	E-26	75	-0.16	-0.0178	0.492899	23	0.62162	-0.1287	<b>0.1287</b>
23	E-28	75	-0.16	-0.0178	0.492899	23	0.62162	-0.1287	<b>0.1287</b>
24	E-13	83,5	8.34	0.9292	0.823607	26	0.7027	0.1209	0.1209
25	E-30	83.5	8.34	0.9292	0.823607	26	0.7027	0.1209	0.1209
26	E-35	83.5	8.34	0.9292	0.823607	26	0.7027	0.1209	0.1209
27	E-7	85	9.84	1.0963	0.863526	34	0.91892	-0.0554	0.0554
28	E-8	85	9.84	1.0963	0.863526	34	0.91892	-0.0554	0.0554
29	E-10	85	9.84	1.0963	0.863526	34	0.91892	-0.0554	0.0554
30	E-12	85	9.84	1.0963	0.863526	34	0.91892	-0.0554	0.0554
31	E-14	85	9.84	1.0963	0.863526	34	0.91892	-0.0554	0.0554
32	E-16	85	9.84	1.0963	0.863526	34	0.91892	-0.0554	0.0554
33	E-18	85	9.84	1.0963	0.863526	34	0.91892	-0.0554	0.0554
34	E-21	85	9.84	1.0963	0.863526	34	0.91892	-0.0554	0.0554
35	E-3	86.5	11.34	1.2634	0.896777	37	1	-0.0762	0.0762
36	E-22	86.5	11.34	1.2634	0.896777	37	1	-0.0762	0.0762
37	E-25	86.5	11.34	1.2634	0.896777	37	1	-0.0762	0.0762
	Total	2781	L.o	0.1287	Stand.Dev	8.9752		Varians	80.556
	Average	75.16	L.c	0.1456					



### The Analysis of Normality Test of Pre-Test Control Class

No	Code	X	X-Xbar	Zi	F(Zi)	Fkum	S(Zi)	F(Zi)-S(Zi)	F(Zi)-S(Zi)
1	C-1	39.5	-18.94	-1.561	0.005664	4	0.114286	-0.10862	0.10862
2	C-4	39.5	-18.94	-1.561	0.005664	4	0.114286	-0.10862	0.10862
3	C-6	39.5	-18.94	-1.561	0.005664	4	0.114286	-0.10862	0.10862
4	C-21	39.5	-18.94	-1.561	0.005664	4	0.114286	-0.10862	0.10862
5	C-19	43.5	-14.94	-1.2313	0.109105	9	0.257143	-0.14804	<b>0.14804</b>
6	C-23	43.5	-14.94	-1.2313	0.109105	9	0.257143	-0.14804	<b>0.14804</b>
7	C-27	43.5	-14.94	-1.2313	0.109105	9	0.257143	-0.14804	<b>0.14804</b>
8	C-31	43.5	-14.94	-1.2313	0.109105	9	0.257143	-0.14804	<b>0.14804</b>
9	C-33	43.5	-14.94	-1.2313	0.518385	9	0.257143	0.261242	<b>0.14804</b>
10	C-2	59	0.56	0.0461	0.529813	16	0.457143	0.07267	0.07267
11	C-11	59	0.56	0.0461	0.529813	16	0.457143	0.07267	0.07267
12	C-24	59	0.56	0.0461	0.529813	16	0.457143	0.07267	0.07267
13	C-29	59	0.56	0.0461	0.529813	16	0.457143	0.07267	0.07267
14	C-30	59	0.56	0.0461	0.529813	16	0.457143	0.07267	0.07267
15	C-32	59	0.56	0.0461	0.529813	16	0.457143	0.07267	0.07267
16	C-34	59	0.56	0.0461	0.529813	16	0.457143	0.07267	0.07267
17	C-5	59.5	1.06	0.0873	0.556342	17	0.485714	0.070627	0.070627
18	C-9	60	1.56	0.1285	0.582581	20	0.5714	0.011181	0.011181
19	C-17	60	1.56	0.1285	0.582581	20	0.5714	0.011181	0.011181

20	C-20	60	1.56	0.1285	0.582581	20	0.5714	0.011181	0.011181
21	C-8	62	3.56	0.2934	0.682963	24	0.6857	-0.00274	0.002737
22	C-13	62	3.56	0.2934	0.682963	24	0.6857	-0.00274	0.002737
23	C-14	62	3.56	0.2934	0.682963	24	0.6857	-0.00274	0.002737
24	C-26	62	3.56	0.2934	0.682963	24	0.6857	-0.00274	0.002737
25	C-15	66.5	8.06	0.6643	0.859416	26	0.7428	0.116616	0.116616
26	C-28	66.5	8.06	0.6643	0.859416	26	0.7428	0.116616	0.116616
27	C-7	67.5	9.06	0.7467	0.887129	27	0.7714	0.115729	0.115729
28	C-3	72.5	14.06	1.1588	0.969939	32	0.9142	0.055739	0.055739
29	C-10	72.5	14.06	1.1588	0.969939	32	0.9142	0.055739	0.055739
30	C-18	72.5	14.06	1.1588	0.969939	32	0.9142	0.055739	0.055739
31	C-25	72.5	14.06	1.1588	0.969939	32	0.9142	0.055739	0.055739
32	C-35	72.5	14.06	1.1588	0.969939	32	0.9142	0.055739	0.055739
33	C-12	75	16.56	1.3649	0.986592	35	1	-0.01341	0.01341
34	C-16	75	16.56	1.3649	0.986592	35	1	-0.01341	0.01341
35	C-22	75	16.56	1.3649	0.986592	35	1	-0.01341	0.01341
	Total	2045.5	L.o	0.1480	Stand.Dev	12.1327		Varians	147.2026
	Average	58.44	L.c	0.1497					



### The Analysis of Normality Test of Post-Test Control Class

No	Code	X	X-Xbar	Zi	F(Zi)	Fkum	S(Zi)	F(Zi)-S(Zi)	F(Zi)-S(Zi)
1	C-2	60	-10.028	-1.3408	0.08999	4	0.1142	-0.0242	0.0242
2	C-9	60	-10.028	-1.3408	0.08999	4	0.1142	-0.0242	0.0242
3	C-17	60	-10.028	-1.3408	0.08999	4	0.1142	-0.0242	0.0242
4	C-19	60	-10.028	-1.3408	0.08999	4	0.1142	-0.0242	0.0242
5	C-23	60	-10.028	-1.3408	0.08999	4	0.1142	-0.0242	0.0242
6	C-8	62	-8.028	-1.0734	0.14155	10	0.28571	-0.1442	<b>0.1442</b>
7	C-11	62	-8.028	-1.0734	0.14155	10	0.28571	-0.1442	<b>0.1442</b>
8	C-13	62	-8.028	-1.0734	0.14155	10	0.28571	-0.1442	<b>0.1442</b>
9	C-24	62	-8.028	-1.0734	0.14155	10	0.28571	-0.1442	<b>0.1442</b>
10	C-26	62	-8.028	-1.0734	0.14155	10	0.28571	-0.1442	<b>0.1442</b>
11	C-7	67.5	-2.528	-0.338	0.36768	14	0.4	-0.0323	0.0323
12	C-29	67.5	-2.528	-0.338	0.36768	14	0.4	-0.0323	0.0323
13	C-31	67.5	-2.528	-0.338	0.36768	14	0.4	-0.0323	0.0323
14	C-34	67.5	-2.528	-0.338	0.36768	14	0.4	-0.0323	0.0323
15	C-1	72.5	2.472	0.3305	0.62949	20	0.5714	0.05809	0.05809
16	C-3	72.5	2.472	0.3305	0.62949	20	0.5714	0.05809	0.05809
17	C-5	72.5	2.472	0.3305	0.62949	20	0.5714	0.05809	0.05809
18	C-14	72.5	2.472	0.3305	0.62949	20	0.5714	0.05809	0.05809

19	C-18	72.5	2.472	0.3305	0.62949	20	0.5714	0.05809	0.05809
20	C-21	72.5	2.472	0.3305	0.62949	20	0.5714	0.05809	0.05809
21	C-4	75	4.972	0.6648	0.74691	31	0.8857	-0.1388	0.1388
22	C-6	75	4.972	0.6648	0.74691	31	0.8857	-0.1388	0.1388
23	C-10	75	4.972	0.6648	0.74691	31	0.8857	-0.1388	0.1388
24	C-15	75	4.972	0.6648	0.74691	31	0.8857	-0.1388	0.1388
25	C-16	75	4.972	0.6648	0.74691	31	0.8857	-0.1388	0.1388
26	C-20	75	4.972	0.6648	0.74691	31	0.8857	-0.1388	0.1388
27	C-22	75	4.972	0.6648	0.74691	31	0.8857	-0.1388	0.1388
28	C-27	75	4.972	0.6648	0.74691	31	0.8857	-0.1388	0.1388
29	C-30	75	4.972	0.6648	0.74691	31	0.8857	-0.1388	0.1388
30	C-33	75	4.972	0.6648	0.74691	31	0.8857	-0.1388	0.1388
31	C-35	75	4.972	0.6648	0.74691	31	0.8857	-0.1388	0.1388
32	C-12	78	7.972	1.0659	0.85677	32	0.9142	-0.0574	0.0574
33	C-25	83	12.972	1.7345	0.95859	35	1	-0.0414	0.0414
34	C-28	83	12.972	1.7345	0.95859	35	1	-0.0414	0.0414
35	C-32	83	12.972	1.7345	0.95859	35	1	-0.0414	0.0414
	Total	2451	L.o	0.1442	Stand.Dev	7.4788		Varians	55.9336
	Average	70.028	L.c	0.1497					



## EXPERT VALIDATION FOR WRITING TEST

**Direction:**

For each question, please give your response by ticking (√) a box representing your choice.

No	Questions	yes	no	comment
1	Do the indicators in the test instrument have covered all aspect measured?			
2	Are the direction and the instruction of the test instrument clear enough?			
3	Is the time allocation quite effective?			
4	Does the assessment rubric has covered all aspect and indicators measured?			
5	Is the assessment rubric quite understandable?			

Date,  
Validator

Kenida Elsa Putri, S.Pd.

## EXPERT VALIDATION FOR WRITING TEST

**Direction:**

For each question, please give your response by ticking (√) a box representing your choice.

No	Questions	yes	no	comment
1	Do the indicators in the test instrument have covered all aspect measured?			
2	Are the direction and the instruction of the test instrument clear enough?			
3	Is the time allocation quite effective?			
4	Does the assessment rubric has covered all aspect and indicators measured?			
5	Is the assessment rubric quite understandable?			

Date,  
Validator

Kenida Elsa Putri, S.Pd.

## HYPOTHESIS TEST

### The Calculating of Hypothetical Analysis by Using Independent t-test

The formula of t-test:

$$t = \frac{M_X - M_Y}{\sqrt{\left[ \frac{\sum X^2 + \sum Y^2}{N_X + N_Y - 2} \right] \left[ \frac{1}{N_X} + \frac{1}{N_Y} \right]}}$$

$$t = \frac{M_X - M_Y}{\sqrt{\left[ \frac{\sum X^2 + \sum Y^2}{N_X + N_Y - 2} \right] \left[ \frac{1}{N_X} + \frac{1}{N_Y} \right]}}$$

#### 1. The Deviation : Experimental Class

To analyze the significance of the treatment effect test is used:

The Formula is:

The deviation: Experimental Class

To analyze the significance of the treatment effect test is used:

The Formula is:

$$M_y = \frac{\sum y}{N} \qquad M_y = \frac{624}{37} \qquad M_y = 16.864$$

$$\sum y^2 = \sum y^2 - \frac{(\sum y)^2}{N}$$

$$\sum y^2 = 12830.8 - \frac{(624)^2}{37}$$

$$\sum y^2 = 12830.8 - 10524.6$$

$$\Sigma y^2 = 2306.2$$

## 2. The Deviation : Control Class

To analyze the significance of the treatment effect test is used:

The Formula is:

$$M_x = \frac{\Sigma X}{N} \qquad M_x = \frac{2451}{35} \qquad M_x = 70.028$$

$$\Sigma x^2 = \Sigma X^2 - \frac{(\Sigma X)^2}{N}$$

$$\Sigma x^2 = 10027.8 - \frac{(2451)^2}{35}$$

$$\Sigma x^2 = 10027.8 - 171.6$$

$$\Sigma x^2 = 9856.16$$

### The Calculating of Hypothesis Test

$$t = \frac{11.585 - 16.864}{\sqrt{\left[ \frac{5332.7 + 2306.2}{35 + 37 - 2} \right] \left[ \frac{1}{35} + \frac{1}{37} \right]}} \quad \frac{11.585 - 16.864}{\sqrt{\left[ \frac{7638.9}{70} \right] [0.028 + 0.027]}}$$

$$\frac{M_X - M_Y}{\sqrt{\left[ \frac{\Sigma X^2 + \Sigma Y^2}{N_X + N_Y - 2} \right] \left[ \frac{1}{N_X} + \frac{1}{N_Y} \right]}}$$

$$t =$$

$$t =$$

t=

t=

t=

= 2.155

t\_observed= 17.205

t\_critical=

df=Nx + Ny - 2

df=35 + 37 - 2

df=70

The value of t\_critical at df = 70 and at significant degree 5% (0.05) is

Ha is accepted IF t\_observed is higher than t\_critical or (t\_observed > t\_critical).

Ho is rejected IF

$$\frac{11.585 - 16.864}{\sqrt{[109.127][0.055]}}$$

$$\frac{11.585 - 16.864}{\sqrt{6.001}}$$

$$\frac{-5.279}{2.449}$$

t\_observed is

lower than t\_critical or (t\_observed < t\_critical).

So, since 2.155 > 1.994, shows that there is a significant differences. So, Ho is rejected and Ha is accepted. It means that there is a significant influence of using Guided Questions Technique towards Students' writing skill of descriptive text.

### Appendix 3

#### The interview with the English teacher in preliminary research

##### (Interview for the teacher)

No	Question	Answer
1	How long have you been teaching English in this school?	About 5 years more
2	Can you explain your experience in teaching English, especially in writing?	Most of students that I taught still get difficulty because they rarely practice independently. They are still afraid to make mistakes in writing, they also lazy to bring a dictionary. And then their concentration is also easily dispersed.
3	What about the student ability in writing skill?	The students writing ability is still low, there are many students who get low score in writing. It is because they have lack of vocab.
4	What does the preparation when you will teach?	In teaching, as we know there are some preparations such as; a syllabus, a lesson plan and a material subject. We also need some media or technique for taught the lesson to make it more interesting and acceptable for the students.
5	What does technique that usually used in your teaching writing?	I don't have a special technique to teach writing, I just ask to the students to complete the task that I give by following an example on textbook or LKS
6	Do you ever use guided questions technique before in teaching learning process?	This technique never used before, I just use some media such as picture or slide to get the students more interested.
7	How do you teach the descriptive text?	I usually ask to the students to follow the example that I give, or look at the textbook's or write everything that in their mind.

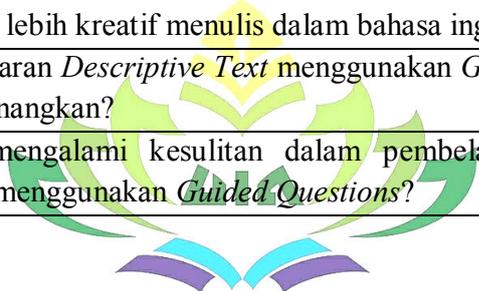
**ANGKET SISWA**  
**PENELITIAN TINDAKAN KELAS**

Name :

Class :

School Name :

No	Pertanyaan	Ya	Tidak
1	Apakah pembelajaran <i>Descriptive Text</i> menggunakan <i>Guided Questions</i> membuat kamu mudah memahami materi pembelajaran?		
2	Apakah pembelajaran menulis dalam bahasa inggris menggunakan <i>Guided Questions</i> membuat kamu lebih mudah membuat <i>Descriptive Text</i> ?		
3	Apakah pembelajaran menggunakan <i>Guided Questions</i> mendorong kamu lebih kreatif menulis dalam bahasa inggris?		
4	Apakah pembelajaran <i>Descriptive Text</i> menggunakan <i>Guided Questions</i> menyenangkan?		
5	Apakah kamu mengalami kesulitan dalam pembelajaran <i>Descriptive Text</i> menggunakan <i>Guided Questions</i> ?		



## APPENDIX 4 ANGKET (KUESIONER)

### Penjelasan:

Kuesioner ini dibuat untuk mengetahui pendapat anda tentang pelajaran bahasa inggris dan keterlibatan kalian selama mengikuti pelajaran tersebut. Kuesioner ini tidak berpengaruh sama sekali terhadap nilai. Oleh karena itu jangan ragu untuk menjawab setiap pertanyaan. Jawablah pertanyaan dibawah ini sejujur – jujurnya den sejelas – jelasnya sesuai dengan kondisi yang kalian alami.

### Petunjuk pengisian:

1. Tulis nama (data pribadi) anda dalam kolom yang telah disediakan
2. Bacalah dengan teliti setiap pertanyaan sebelum anda memberi jawaban
3. Berilah tanda silang (X) pada alternative jawaban yang telah disediakan sesuai dengan keadaan anda.

### Keterangan alternatif jawaban

1. SS : sangat setuju
2. S : setuju
3. BS : Biasa saja
4. TS : Tidak setuju
5. STS : Sangat tidak setuju

### Contoh

No	PERNYATAAN	KETERANGAN				
		SS	S	BS	TS	STS
1	Bahasa Inggris adalah mata pelajaran favorit saya	X				

**Responden :**

**Kelas :**

*Berilah tanda silang (X) pada alternatif jawaban yang telah disesuaikan dengankondisi yang kalian alami.*

No	Pernyataan	KETERANGAN				
		SS	S	BS	TS	STS
1	Saya menyukai pelajaran Bahasa Inggris					
2	Saya menyukai pelajaran Bahasa Inggris khususnya menulis					
3	Saya menyukai pelajaran Bahasa Inggris tentang menulis teks deskriptif					
4	Guru menciptakan suasana kelas yang					

	menyenangkan dalam belajar menulis bahasa Inggris tentang teks deskriptif					
5	Saya menyukai strategi pembelajaran yang digunakan oleh guru dalam mengajar menulis bahasa Inggris tentang teks deskriptif					
6	Saya sering menghadapi kesulitan dalam belajar bahasa inggris					
7	Saya sering merasa malas ketika belajar bahasa inggris					
8	Saya sering menemukan kesulitan arti kosa kata dalam belajar bahasa inggris					
9	Saya sering merasa kesulitan ketika menulis bahasa inggris sesuai dengan grammar yang benar					
10	Saya sering menemukan kesulitan mengembangkan ide dalam menulis bahasa inggris tentang teks deskriptif					



**Documentation of Pre-Test**



**Documentation of Post-Test**





Documentation of the English teacher VIII, VII Class & all of Teacher





**Documentation of the Students**



