THE EFFECT OF GUIDED QUESTIONS ON STUDENTS' WRITING DESCRIPTIVE TEXT AT GRADE VIII OF SMP NEGERI 5 PADANGSIDIMPUAN

A THESIS

Submitted to State Institute for Islamic Studies Padangsidimpuan as a Partial Fulfillment of the Requirement for Graduate Degree of Islamic Education (S.Pd.I) in English

Written By:

ARMI AVRIYANTI LUBIS
Reg. Number. 11 340 0004

ENGLISH EDUCATION DEPARTMENT

TARBIYAH AND TEACHER TRAINING FACULTY
STATE INSTITUTE FOR ISLAMIC STUDIES
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2015

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Written By:

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NIP. 19820731 200912 2 004

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PADANGSIDIMPUAN
2015

Term   : Thesis   Padangsidimpuan, 12nd June 2015
          a.n. Armi Avriyanti Lubis   To :
Item   : 7 (seven) exemplars   Dean Tarbiyah and Teaching Training Faculty
                                            In –
                                                Padangsidimpuan

Assalamu'alaikumWr. Wb.

After reading, studying and giving advice for necessary revision on thesis belongs to **ARMI AVRIYANTI LUBIS**, entitled "*The Effect of Guided Questions on Students' Writing Descriptive Text at Grade VIII of SMP Negeri 5 Padangsidimpuan*", we approved that the thesis has been acceptable to complete the requirement to fulfill for Graduate degree of Islamic Education (S.Pd.I) in English.

Therefore, we hope that the thesis will soon be examined in front of the Thesis Examiner Team of English Department of Tarbiyah and Teacher Training Faculty IAIN Padangsidimpuan. Thank you.

Wassalamu'alaikum Wr. Wb.

Advisor I	Advisor II
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DECLARATION LETTER OF WRITING OWN THESIS

The name who signed here:

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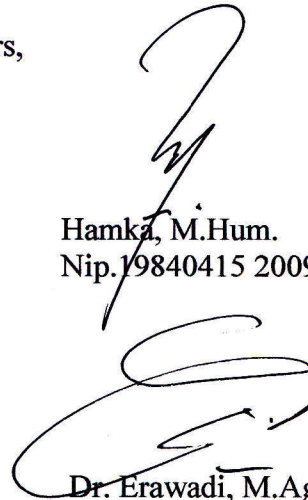
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Predicate   : Cumlaude

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Thesis : **THE EFFECT OF GUIDED QUESTIONS ON STUDENTS' WRITING DESCRIPTIVE TEXT AT GRADE VIII OF SMP NEGERI 5 PADANGSIDIMPUAN**

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The thesis has been accepted as a partial fulfillment of requirement for degree of Graduate of Islamic Educational (S.Pd.I) in English.

Padangsidimpuan, 19th August 2015
Dean

Hj. ZULHIMMA, S.Ag., M.Pd.
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بسم الله الرحمن الرحيم

In the name of Allah, the Beneficient and the Merciful

Praise is to Allah SWT lord of the world who has given me the health, the time, the knowledge and the strength to finish the thesis entitled "The Effect of Guided Questions on Students' Writing Descriptive Text At Grade VIII of SMP Negeri 5 Padangsidimpuan". Peace and greeting upon to the prophet Muhammad SAW, his families, his companies, and his followers, who has brought the human from the darkness era into the lightness era. In writing this thesis, the researcher was assisted by some people and institutions. Therefore, in this opportunity the researcher would like to say thanks to them. In truth, this thesis can't be completed without a great deal of helping from many people, they are:

1. Mrs. Rayendriani Fahmei Lubis, M.Ag, as my advisor and Mrs. Fitri Rayani Siregar, M.Hum, as my co advisor who had given researcher suggestions, ideas, criticism, and guidance in writing this Thesis.

2. Mr. Dr. H. Ibrahim Siregar, M.CL, as the Rector of State Institute for Islamic Studies (IAIN) Padangsidimpuan.

3. Mrs. Hj. Zulhimma, S.Ag., M. Pd, as the Dean of Tarbiyah and Teacher Training Faculty in IAIN Padangsidimpuan.

4. Special thanks are also due to Mrs. Rayendriani Fahmei Lubis, M.Ag, as the Leader of English Education Department.

5. All lecturers and staffs in English Education Department who had give their valuable, advice, and cooperative.

Padangsidimpuan, 12nd June 2015

Yours Truly

Armi Avriyanti Lubis

Reg. No. 11 340 0004

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Hal   : *Mohon Bantuan Informasi*
          Penyelesaian Skripsi.

Kepada
Yth. Kepala SMP N 5 Padangsidimpuan

Dengan hormat, Rektor Institut Agama Islam Negeri (IAIN) Padangsidimpuan menerangkan bahwa :

Nama   : Armi Avriyanti Lubis
NIM   : 113400004
Fakultas/Jurusan : Tarbiyah dan Ilmu Keguruan/TBI
Alamat   : Jl. Bakti Abri II Gg. H. Oloan Sibarani

adalah benar Mahasiswa IAIN Padangsidimpuan yang sedang menyelesaikan Skripsi dengan Judul **"The Effect of Guided Questions on Students' Writing Descriptive Text at Grade VIII of SMP N 5 Padangsidimpuan".** Sehubungan dengan itu, kami mohon bantuan Bapak/Ibu untuk memberikan data dan informasi sesuai dengan maksud judul di atas.

Demikian disampaikan, atas kerja sama yang baik diucapkan terima kasih.

a.n Rektor
Dekan

Hj. Zulhimma, S.Ag., M.Pd
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NOMOR 422/120 /SMP.5/2015

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NIM	:	113400004
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Alamat	:	Jl. Bakti Abri II Gang. H. Oloan Sibarani

benar telah mengadakan penelitian (Riset) di SMP Negeri 5 Padangsidimpuan pada tanggal 18 April 2015 s/d selesai, guna untuk melengkapi penyelesaian skripsinya yang berjudul : " **THE EFFECT OF GUIDED QUESTIONS ON STUDENTS' WRITING DESCRIPTIVE TEXT AT GRADE VIII OF SMP N 5 PADANGSIDIMPUAN** ". Sesuai dengan surat permohonan Dekan Fakultas Tarbiyah dan Ilmu Keguruan IAIN Padangsidimpuan, Nomor : In. 19/E.8b/TL.00/826/2015 tanggal 17 April 2015.

Demikianlah surat keterangan ini dibuat dengan sebenarnya untuk dipergunakan seperlunya.

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Kepala SMP Negeri 5 Padangsdimpuan

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Lamp   :
Perihal   : ***Pengesahan Judul dan Pembimbing Skripsi***

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Kepada Yth:
Bapak/Ibu:
   1. Rayendriani Fahmei Lubis, M. Ag
   2. Fitri Rayani Siregar, M. Hum
     di-
   Padangsidimpuan

Assalamu 'Alaikum Wr. Wb

Dengan hormat, disampaikan kepada Bapak/Ibu bahwa berdasarkan hasil sidang Tim Pengkaji kelayakan Judul Skripsi, telah ditetapkan Judul Skripsi Mahasiswa tersebut di bawah ini sebagai berikut:

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Nim   : 11 340 0004
Sem/Thn Akademik   : VII (tujuh) 2014/2015
Fakultas/Jurusan   : Tadris Bahasa Inggris
Judul Skripsi   : **The Effect of Guided Questions to Students' Writing Descriptive Text at Grade VIII of SMP N 5 Padangsidimpuan**

    Seiring dengan hal tersebut, kami akan mengharapkan kesediaan Bapak/Ibu menjadi pembimbing I dan Pembimbing II penelitian penulisan skripsi mahasiswa dimaksud.

    Demikian kami sampaikan, atas kesediaan dan kerjasama yang baik dari Bapak/Ibu, kami ucapkan terimakasih.

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Reg. No : **11 340 0004**

Faculty/Department : **Tarbiyah and Teacher Training Faculty/TBI-1**

Title of Thesis : **The Effect of Guided Questions on Students' Writing Descriptive Text at Grade VIII of SMP Negeri 5 Padangsidimpuan**

Year : **2015**

ABSTRACT

This research discussed about the effect of guided question on students' writing descriptive text at grade VIII of SMP Negeri 5 Padangsidimpuan. The problems of this research were the students still got low grade with average 70; meanwhile the standard of English competency in this school was 75, students did not interest to study English, and students were lack of vocabulary and motivation in writing. The aims of this research were to describe and to examine the effect of guided question on students' writing descriptive text at grade VIII of SMP Negeri 5 Padangsidimpuan.

This research used experimental method with quantitative approach. The population of this research was the eight grade of SMP Negeri 5 Padangsidimpuan. The total of population were 12 classes. Then, the sample of the research were 2 classes, experiment class (VIII-2) and control class (VIII-3). To collect the data, researcher used the instrument test for the students about writing skills, the instrument was essay test. To analysis the data, the researcher used formulation of t-test.

Based on the data, it was found that the students' ability in writing was better after teaching by guided writing than before teaching by guided writing. It can be seen from mean score of experimental class before treatment was 68,84 after treatment was 73,72. The score of experiment class better than control class after gave the treatment. It can be seen from mean score of experiment class was 73,72 and control class was 71,16. Based on calculation of T-test, the researcher found that t_{count} = 1,84 and t_{table} = 1,676. It means $t_{count} > t_{table}$ (1,84 > 1,676). So, H_a is accepted.It means that the hypothesis was accepted. It was concluded that there was the effect of guided question on students' writing descriptive text at grade VIII of SMP Negeri 5 Padangsidimpuan. Finally, the researcher suggested using guided questions was effective and efficient to improve students' writing skills.

CURRICULUM VITAE

A. Identity

   Name   : ARMI AVRIYANTI LUBIS

   Nim   : 11 340 0004

   Place and Birthday   : Padangsidimpuan, 17th May 1993

   Sex   : Female

   Religion   : Moslem

   Address   : Bakti Abri II Street, Gg. H. Oloan Sibarani,

                             Padangmatinggi, Padangsidimpuan

B. Parent

   1. Father's name   : Mahlil Lubis

   2. Mother's name   : Yetti Arnila Nasution

C. Educational Background

   1. Graduated from Kindergarten Masyithoh 1998/1999

   2. Graduated from Elementary School SD Negeri 200212 1999-2005.

   3. Graduated from Junior High School SMP Negeri 5 Padangsidimpuan in 2005-2008.

   4. Graduated from Senior High School SMA Negeri 3 Padangsidimpuan in2008-2011.

   5. Be University student in IAIN Padangsidimpuan.

Appendix 1

RENCANA PELAKSANAAN PEMBELAJARAN

CONTROL CLASS

Nama Sekolah   : SMPN 5 Padangsidimpuan

Mata Pelajaran   : Bahasa Inggris

Kelas/ Semester   : VIII/ II

Alokasi Waktu   : 4 x 40

Standar Kompetensi   : Memahami makna teks tulis fungsional dan essai pendek sederha berbentuk descriptive yang berkaitan dengan lingkungan sekitar

Kompetensi Dasar   : Memahami makna teks tulis fungsional pendek sederhana secara akurat, lancar, dan berterima yang berkaitan dengan lingkungan sekitar dalam teks descriptive

Jenis Teks   : Teks descriptive

Aspek/Skill   : Writing

A. Indikator

    1. Mengidentifikasi topik dalam teks descriptive
    2. Memahami fungsi social dari descriptive text
    3. Menguasai generic structure dari descriptive text
    4. Mampu menuliskan descriptive text

B. Tujuan Pembelajaran

    1. Siswa dapat Mengidentifikasi topik dalam teks descriptive
    2. Memahami fungsi social dari descriptive text
    3. Menguasai generic structure descriptive text
    4. Menuliskan descriptive text

C. Materi pembelajaran   : Descriptive text

D. Metode pembelajaran   : Conventional Strategy

E. Langkah-langkah Pembelajaran

Pertemuan pertama

NO	KEGIATAN PEMBELAJARAN	WAKTU
1	Pre Activities a. Greeting/salam b. Absensi c. Berdo'a d. Menjelaskan indikator dan memberi motifasi	10 minutes

2	Main Activities
	
	  - Eksplorasi :Memfasilitasi terjadinya interaksi antar peserta didik, antara peserta didik dengan guru,lingkungan dan sumber belajar lain
	
	a. Guru menyajikan pelajaran.
	
	  - Elaborasi: Memfasilitasi peserta didik melalui pemberian tugas, diskusi dan lain-lain
	
	b. Siswa praktek untuk menemukan topik, main idea, mengidentifikasi imformasi yang dibutuhkan, memberi kesimpulan, da memahami vocabulari dari sebuah text.
	
	  - Konfirmasi : Guru Berfungsi sebagai narasumber dan fasilitator dalam menjawab pertanyaan peserta didik yang menghadapi kesulitan
		60 Minutes

3	Post Activity a. Salah satu siswa memberi kesimpulan b. Siswa lain merespon	10 minutes

Pertemuan kedua

NO	KEGIATAN PEMBELAJARAN	WAKTU
1	Pre Activities a. Greeting/salam b. Absensi c. Berdo'a d. Menjelaskan indikator dan memberi motivasi	10 minutes
2	Main Activities - Eksplorasi :Memfasilitasi terjadinya interaksi antar peserta didik, antara peserta didik dengan guru,lingkungan dan sumber belajar lain a. Guru menyajikan pelajaran. - Elaborasi: Memfasilitasi peserta didik melalui pemberian tugas, diskusi dan lain-lain b. Siswa praktek untuk menemukan topik, main idea, mengidentifikasi imformasi yang dibutuhkan, memberi kesimpulan, da memahami vocabulari dari sebuah text. - Konfirmasi : Guru Berfungsi sebagai narasumber dan fasilitator dalam menjawab pertanyaan peserta didik yang menghadapi kesulitan	61 Minutes
3	Post Activity a. Salah satu siswa memberi kesimpulan b. Siswa lain merespon	10 minutes

F.   Sumber pembelajaran
   1. Buku-buku yang relevan

2. Internet
G. Evaluasi

INDIKATOR	TEKNIK	BENTUK PENILAIAN	INSTRUMENT
1. Mengidentifikasi topik dalam teks descriptive 2. Memahami fungsi social dari descriptive text 3. Menguasai generic structure dari descriptive text 4. Mampu menuliskan descriptive text	Tes tertulis	Essay Test	Terlampir di lembar berikutnya

Mengetahui,

English Teacher   **Researcher**

Marlina Hasibuan, S.Pd   **Armi Avriyanti Lubis**
NIP. 19780921 200604 2 017   **NIM. 11 340 0004**

Kepala Sekolah

SMPN 5 Padangsidimpuan

Drs.M.Idris

NIP.19570625 198303 1 004

Appendix 2

Nama Sekolah   : SMPN 5 Padangsidimpuan

Mata Pelajaran   : Bahasa Inggris

Kelas/ Semester   : VIII/ II

Alokasi Waktu   : 4 x 40

Standar Kompetensi   : Memahami makna teks tulis fungsional dan essai pendek sederha
berbentuk descriptive yang berkaitan dengan lingkungan sekitar

Kompetensi Dasar   : Memahami makna teks tulis fungsional pendek sederhana secara
akurat, lancar, dan berterima yang berkaitan dengan lingkungan
sekitar dalam teks descriptive

Jenis Teks   : Teks Descriptive

Aspek/Skill   : Writing

A. Indikator

1. Mengidentifikasi topik dalam teks descriptive
2. Siswa mampu menjawab pertanyaan *guided questions* yang diberikan
3. Siswa mampu membuat *guided questions* sendiri
4. Siswa mampu menuliskan sebuah teks deskriptif yang sesuai dengan tema yang diberikan dengan metode *guided questions*.

B. Tujuan Pembelajaran

1. Siswa dapat Mengidentifikasi topik dalam teks descriptive
2. Memahami pertanyaan *guided questions* yang diberikan
3. Mampu membuat *guided questions* sendiri
4. Mampu menulis teks deskriptif dengan metode *guided questions*

C. Materi pembelajaran   : Descriptive Text

D. Metode pembelajaran : Guided Questions

E. Langkah-langkah Pembelajaran

Pertemuan Pertama

NO	KEGIATAN PEMBELAJARAN	WAKTU
1	Pendahuluan a. Greeting/salam b. Absensi c. Berdo'a d. Menjelaskan indikator dan memberi motivasi	10 inutes
2	Kegiatan Inti - Eksplorasi: Menggunakan beragam pendekatan pembelajaran, media pembelajaran, dan sumber belajar lain. a. Write your guiding questions. (Guru membuat guided questions dan menjelaskan maksud pembelajaran menggunakan guided questions berdasarkan topic yang akan diajarkan) b. Identify what learning needs to be done to address the questions. (topic yang diajarkan tentang descriptive text (animals) dan menjelaskan cara menjawab pertanyaan dengan benar). c. Create a final project for the unit. d. Plan the sequence of activities and readings that moves the students down the path toward mastering these concepts and developing the "expert tools they will use in their final projects." - Elaborasi: Memfasilitasi peserta didik melalui pemberian tugas, diskusi dan lain-lain - Konfirmasi: Guru Berfungsi sebagai narasumber dan fasilitator dalam menjawab pertanyaan peserta didik yang menghadapi kesulitan	60 Minutes
3	Kegiatan Penutup: membuat rangkuman/simpulan pelajaran Salam	10 Minutes

Pertemuan Kedua

NO	KEGIATAN PEMBELAJARAN	WAKTU
1	Kegiatan Pendahuluan a. Greeting/salam b. Absensi c. Berdo'a d. Menjelaskan indikator dan memberi motivasi	10 minutes
2	Kegiatan Inti Elaborasi: Memfasilitasi peserta didik melalui pemberian tugas, diskusi dan lain-lain a. Siswa menjawab soal yang akan diberikan guru b. Guru menyuruh siswa membuat text descriptive dengan menggunakan guided questions. Konfirmasi: Guru Berfungsi sebagai narasumber dan fasilitator dalam menjawab pertanyaan peserta didik yang menghadapi kesulitan	60 minutes
3	Kegiatan penutup: salam dan guru menyimpulkan pembelajaran	10 inutes

F.   Sumber pembelajaran

1. Buku-buku yang relevan
2. Internet

G. Evaluasi

Indikator	Teknik	Bentuk penilaian	Instrument
5. Mengidentifikasi topik dalam teks descriptive 6. Siswa mampu menjawab pertanyaan *guided questions* yang diberikan 7. Siswa mampu membuat *guided questions* sendiri 8. Siswa mampu menuliskan sebuah teks deskriptif yang sesuai dengan tema yang diberikan dengan metode	Tes tertulis	Essay Test	Terlampir dilembar berikutnya

guided questions.			

BAHAN AJAR

A. The Definition of Descriptive Text

Descriptive text is a text containing two components, identification and description by which a writer describes a person, or an animal, or a tree, or a house, or camping as his topic

B. Text Organization

1. Identification is: writing the name or something, place, pictured, city, and family with brief description.
2. Description is described parts, qualities and characteristics of thing.

1. Example of Descriptive text

Text organization	Example
Identification	here is an orangutan in the Bandung zoo. People call her Bongo. She comes from a dense forest on the island of Kalimantan.
Description	he has physical features similar to a human. Bongo has brownish fur, and walks with two feet. Bongo is almost as big as a human. She is a mammal that means she gives birth to her children and breast feeds them.

Mengetahui,

English Teacher   **Researcher**

Marlina Hasibuan, S.Pd   **Armi Avriyanti Lubis**
NIP. 19780921 200604 2 017   **NIM. 11 340 0004**

Kepala Sekolah

SMPN 5 Padangsidimpuan

Drs.M.Idris

NIP.19570625 198303 1 004

Appendix 3

(PRE-TEST)

THE RESEARCH INSTRUMENT OF WRITING DESCRIPTIVE TEXT

A. PENGANTAR

1. Instrument ini bertujuan untuk menjaring data dari siswa tentang kemampuan penulisan deskriptif teks. Oleh karena itu, jawablah sesuai dengan kemampuan anda.

2. Jawaban akan dijaga kerahasiaannya.

B. PETUNJUK

1. Bacalah pertanyaan berikut dengan seksama.

2. Jawablah pertanyaan dibawah ini sesuai dengan kemampuan anda.

3. Apabila pertanyaan kurang jelas tanyakan langsung kepada pengawas.

4. Waktu yang tersedia hanya 40 menit.

C. QUESTION

Write a description for each of the following pictures (animal and plant). Use the words given next to the pictures. These guiding questions will help you to make good descriptions

1. What is the name of the animal or plant?

2. Where does it live?

3. What are the physical features?

   - Its legs and arms

   - Its color

   - Its fur or feathers.

4. What is the unique about it?

1.

- City park
- Netherlands
- Plant
- Beautiful
- Yellow, red, purple

2.

- Sydney zoo
- Mammal
- Australia
- Brown fur
- Jumps with two legs
- Has a pouch

Make a descriptive paragraph by answering the questions above!

Appendix 4

(POST-TEST)

THE RESEARCH INSTRUMENT OF WRITING DESCRIPTIVE TEXT

A. PENGANTAR

1. Instrument ini bertujuan untuk menjaring data dari siswa tentang kemampuan penulisan deskriptif teks. Oleh karena itu, jawablah sesuai dengan kemampuan anda.

2. Jawaban akan dijaga kerahasiaannya.

B. PETUNJUK

1. Bacalah pertanyaan berikut dengan seksama.

2. Jawablah pertanyaan dibawah ini sesuai dengan kemampuan anda.

3. Apabila pertanyaan kurang jelas tanyakan langsung kepada pengawas.

4. Waktu yang tersedia hanya 40 menit.

C. QUESTION

Write a description for each of the following pictures (animal and plant). Use the words given next to the pictures. These guiding questions will help you to make good descriptions

1. What is the name of the animal or plant?

2. Where does it live?

3. What are the physical features?

   - Its legs and arms

   - Its color

   - Its fur or feathers.

4. What is the unique about it?

1.

- Lives in Papua and Irian Jaya
- Cendrawasih or bird of paradise
- Has colorful feathers
- Has a large terminal inflorescence of white flowers

2.

- Has a heady perfume
- Called garland flowers or butterfly lilies
- The most commonly cultivated ginger in Indonesia

Make a descriptive paragraph by answering the questions above!

Appendix 5

Score Pre Test

1. The Score of pre-test in VIII 2

No	Initial Name	x	x^2
1	SK	40	1600
2	LS	40	1600
3	FA	60	3600
4	AA	50	2500
5	HWP	60	3600
6	AR	70	4900
7	FB	75	5626
8	SD	65	4225
9	NJ	73	5329
10	NK	76	5776
11	MRFA	60	3600
12	AN	65	4225
13	APJN	55	3025
14	YK	55	3025
15	SKS	50	2500
16	SA	53	2809
17	RZ	45	2025
18	IH	62	3844
19	LIS	60	3600
20	AHA	66	4356
21	AI	71	5041
22	DRL	73	5329
23	RZ	64	4096
24	UKN	68	4624
25	SAP	70	4900
		1526	95755

2. The Score of pre-test in VIII 3

No	Initial Name	X	x^2
1	PS	30	900
2	NL	45	2025
3	ST	45	2025
4	SP	70	4900
5	AF	50	2500
6	PP	50	2500
7	IS	65	4225
8	NH	68	4624
9	PMI	68	4624
10	MR	65	4225
11	MA	66	4356
12	ER	68	4624
13	AA	66	4356
14	PR	70	4900
15	AY	72	5184
16	AR	72	5184
17	DH	70	4900
18	STA	60	3600
19	RB	65	4225
20	RG	60	3600
21	YS	50	2500
22	FS	66	4356
23	UK	65	4225
24	FN	66	4356
25	NS	55	3025
		1527	95939

3. The Score of pre-test in VIII 4

No	Initial Name	X	x^2
1	NP	60	3600
2	MF	50	2500
3	SN	55	3025
4	SA	60	2400
5	AN	40	1600
6	AMP	46	2116
7	PZ	46	4116
8	SY	58	3364
9	SHK	55	3025
10	AA	58	3364
11	AS	70	4900
12	WNA	74	5476
13	SJ	74	5476
14	FP	70	4900
15	NA	60	3600
16	ZS	65	4225
17	RA	67	4489
18	DR	73	5329
19	ISM	76	5776
20	MK	74	5476
21	RP	58	3364
22	BA	66	4356
23	SS	66	4356
24	YA	69	4761
25	WF	69	4761
26	RH	70	4900
		1629	105255

Appendix 6

Result of the Normality Test of VIII 2 in Pre-Test

1. The score of VIII 2 class in pre test from low score to high score:

   30 45 45 50 50 50 55 60 60 65

   65 65 65 66 66 66 66 68 68 68

   70 70 70 72 72

2. High $\quad = 72$

   Low $\quad = 30$

   Range $\quad$ = High − Low

   $\qquad = 72 - 30$

   $\qquad = 42$

3. Total of Classes $\quad = 1 + 3,3 \log (n)$

   $\qquad = 1 + 3,3 \log (25)$

   $\qquad = 1 + 3,3 \ (1,39)$

   $\qquad = 1 + 4,61$

   $\qquad = 5,61$

   $\qquad = 6$

4. Length of Classes $= \dfrac{range}{total \ of \ class} \qquad = \dfrac{42}{6} = 7$

5. Mean

Interval Class	F	X	x'	fx'	x'^2	fx'^2
30 – 36	1	33	4	4	16	16
37 – 43	0	40	3	0	9	0
44 – 50	5	47	2	10	4	20
51 – 57	1	54	1	1	1	1
58 – 64	2	61	0	0	0	0
65 – 71	14	68	-1	-14	1	14
72 – 78	2	75	-2	-4	4	8
$i = 7$	25	-		3		59

$$Mx = M^1 + i\frac{\Sigma fx^1}{N}$$

$$= 68 + 7(\frac{3}{25})$$

$$= 68 + 7(0,12)$$

$$= 68 + 0,84$$

$$= 68,84$$

$$SD_t \quad = i\sqrt{\frac{\Sigma fx'^2}{N} - \left[\frac{\Sigma fx'}{N}\right]^2}$$

$$= \sqrt[7]{\frac{59}{25}} - \left(\frac{3}{25}\right)^2$$

$$= \sqrt[7]{2,36 - (0,12)^2}$$

$$= \sqrt[7]{2,36 - 0,0144}$$

$$= \sqrt[7]{2,3456}$$

$$= 7\,(1,53)$$

$$= 10,72$$

Table of Normality Data Test with Chi Kuadrad Formula

Interval of Score	Real Upper Limit	$Z-$ Score	Limit of Large of the Area	Large of area	f_h	f_0	$\frac{(f_0-f_h)}{f_h}$
	78,5	0,90	0.3159				
72 - 78				0,22	5,52	2	-0,63
	71,5	0.24	0.0948				
65 – 71				-0,24	-6,24	14	-1,24
	64,5	-0,40	0,34458				
58 – 64				0,19	4,94	2	-0,59
	57,5	-1,05	0,14686				
51 – 57				0,10	2,58	1	-0,61
	50,5	-1,71	0,04363				
44 - 50				0,04	1,04	5	3,8
	43,5	-2,36	0,00194				
37 – 43				0,0006	0,01	0	-1
	36,5	-3,01	0,00131				
30 – 36				0,001	0,02	1	0,98
	29,5	-3,66	0,00013				
						X^2	0,71

Based on table above,reseracher found that $x^2{}_{count} = 0,71$ while $x^2{}_{table} = 9,488$ cause $x^2{}_{count} < x^2{}_{table}$ (0,71 < 9,488) with degree of freedom dk $= 7 - 3 = 4$ and significat level $\alpha = 5\%$. So distribution of VIII 2 class (Pre-test) is normal.

6. Median

No	Interval of Classes	F	fk
1	30 – 36	1	1
2	37 - 43	0	1
3	44 - 50	5	6
4	51 – 57	1	7
5	58 - 64	2	9
6	65 - 71	14	23
7	72 - 78	2	25

Position of Me in the interval of classes is number 6, that:

Bb = 64,5

F = 2

fm = 14

i = 7

n = 25

1/2n = 12,5

So :

$$Me = Bb + i \left(\frac{n/2 - F}{fm} \right)$$

$$= 64,5 + 7 \left(\frac{12,5-2}{14} \right)$$

$$= 64,5 + 7 \ (0,75)$$

$$= 64,5 + 5,25$$

$$= 69,75$$

7. Modus

No	Interval of Classes	F	fk
1	30 – 36	1	1
2	37 - 43	0	1
3	44 - 50	5	6
4	51 – 57	1	7
5	58 - 64	2	9
6	65 - 71	14	23
7	72 - 78	2	25

$$M_o = L + \frac{d_1}{d_1 + d_2} i$$

L = 64.5

d_1 = 12

d_2 = 12

i = 7

M_o = $64.5 + \frac{12}{12+12} \, 7$

= 64.5 + 0,5 (7)

= 64.5 + 3.5

= 68

Result of the Normality Test of VIII 3 in Pre-Test

1. The score of VIII 3 class in pre test from low score to high score:

   40 40 45 50 50 53 55 55 60 60

   60 60 62 64 65 65 66 68 70 70

   71 73 73 75 76

2. High   = 76

   Low   = 40

   Range   = High − Low

   $$= 76 - 40$$
   $$= 36$$

3. Total of Classes   = 1 + 3,3 log (n)

   $$= 1 + 3,3 \log (25)$$
   $$= 1 + 3,3 \ (1,398)$$
   $$= 1 + 4,61$$
   $$= 5,61$$
   $$= 6$$

4. Length of Classes $= \dfrac{range}{total\ of\ class}$ $= \dfrac{36}{6} = 6$

5. Mean

Interval Class	F	X	x'	fx'	x'^2	fx'^2
40 – 45	3	42,5	3	9	9	27
46 – 51	2	48,5	2	4	4	8
52 – 57	3	54,5	1	3	1	3
58 – 63	5	60,5	0	0	0	0
64 – 69	5	66,5	-1	-5	1	5
70 – 75	6	72,5	-2	-12	4	24
76 – 81	1	78,5	-3	-3	9	9
$i = 6$	25	-		-4		76

$$Mx = M^1 + i\frac{\Sigma fx^1}{N}$$

$$= 72{,}5 + 6\left(\frac{-4}{25}\right)$$

$$= 72{,}5 + 6(-0{,}16)$$

$$= 72{,}5 + (-0{,}96)$$

$$= 71{,}54$$

$$SD_t = i\sqrt{\frac{\Sigma fx'^2}{N} - \left[\frac{\Sigma fx'}{N}\right]^2}$$

$$= 6\sqrt{\frac{76}{25} - \left(\frac{-4}{25}\right)^2}$$

$$= 6\sqrt{3{,}04 - (-0{,}16)^2}$$

$$= 6\sqrt{3{,}04 - 0{,}0256}$$

$$= 6\sqrt{3{,}0144}$$

$$= 6\,(1{,}74)$$

$$= 10{,}42$$

Table of Normality Data Test with Chi Kuadrad Formula

Interval of Score	Real Upper Limit	$Z -$ Score	Limit of Large of the Area	Large of area	f_h	f_0	$\dfrac{(f_0\text{-}f_h)}{f_h}$
	81,5	0,95	0.3289				
76 – 81				0,18	4,52	1	-0,77
	75,5	0,38	0.1480				
70 – 75				-0,27	-6,91	6	-1,86
	69,5	-0,19	0.42465				
64 – 69				0,20	5,02	5	-0,003
	63,5	-0,76	0.22363				
58 – 63				-0,27	-6,94	5	-1,72
	57,5	-1,34	0,09012				
52 – 57				0,13	3,33	3	-0,09
	51,5	-1,92	0,02743				
46 – 51				0,02	0,52	2	2,84
	45,5	-2,49	0,00639				
40 – 45				0,05	0,13	3	2,87
	39,5	-3,07	0,00107				
						X^2	1,26

Based on table above,reseracher found that $x^2{}_{count} = 1,26$ while $x^2{}_{table} = 7,815$ cause $x^2{}_{count} < x^2{}_{table}$ (1,26 < 7,815) with degree of freedom dk = 6 − 3 = 3 and significat level $\alpha = 5\%$. So distribution of VIII 3 class (Pre-test) is normal.

6. Median

No	Interval of Classes	F	fk
1	40 – 45	3	3
2	46 - 51	2	5
3	52 - 57	3	8
4	58 - 63	5	13
5	64 - 69	5	18
6	70 - 75	6	24
7	76 - 81	1	25

Position of Me in the interval of classes is number 4, that:

Bb   = 63

F   = 5

fm   = 5

i   = 6

n   = 25

1/2n   = 12,5

So :

$$Me = Bb + i \left(\frac{n/2 - F}{fm} \right)$$

$$= 63 + 6 \left(\frac{12,5-5}{5} \right)$$

$$= 63 + 6 \ (1,5)$$

$$= 63 + 9$$

$$= 72$$

7. Modus

No	Interval of Classes	F	fk
1	40 – 45	3	3
2	46 - 51	2	5
3	52 - 57	3	8
4	58 - 63	5	13
5	64 - 69	5	18
6	70 - 75	6	24
7	76 - 81	1	25

$$M_o = L + \frac{d_1}{d_1 + d_2} \, i$$

L $\quad$ = 69.5

d_1 $\quad$ = 1

d_2 $\quad$ = 5

i $\quad$ = 6

M_o $\quad$ = $69.5 + \frac{1}{1+5} \, 6$

$\quad$ = 69.5 + 0,16 (6)

$\quad$ = 69.5 + 1

$\quad$ = 70,5

Result of the Normality Test of VIII 4 in Pre-Test

1. The score of VIII 4 class in pre test from low score to high score:

   40 46 46 50 55 55 58 58 58 60

   60 60 65 66 66 67 69 69 70 70

   70 73 74 74 74 76

2. High　　　$= 76$

   Low　　　$= 40$

   Range　　$=$ High – Low

   　　　　　$= 76 - 40$

   　　　　　$= 36$

3. Total of Classes $= 1 + 3{,}3 \log (n)$

   　　　　　$= 1 + 3{,}3 \log (26)$

   　　　　　$= 1 + 3{,}3 \, (\, 1{,}41)$

   　　　　　$= 1 + 4{,}653$

   　　　　　$= 5{,}653$

   　　　　　$= 6$

4. Length of Classes $= \dfrac{range}{total\ of\ class} \qquad = \dfrac{36}{6} = 6$

5. Mean

Interval Class	F	X	x'	fx'	x'^2	fx'^2
40 – 45	1	42,5	4	4	16	16
46 – 51	3	48,5	3	9	9	81
52 - 57	2	54,5	2	4	4	16
58 – 63	6	60,5	1	6	1	36
64 – 69	6	66,5	0	0	0	0
70 – 75	7	72,5	1	7	1	49
76 – 81	1	78,5	2	2	4	4
$i = 6$	26	-		32		202

$$Mx = M^1 + i \frac{\Sigma f x^1}{N}$$

$$= 65{,}5 + 6\left(\frac{32}{26}\right)$$

$$= 65{,}5 + 6(1{,}23)$$
$$= 65{,}5 + 7{,}38$$
$$= 72{,}88$$

$$SD_t \quad = i \sqrt{\frac{\Sigma f x'^2}{N} - \left[\frac{\Sigma f x'}{N}\right]^2}$$

$$= \sqrt[6]{\frac{202}{26} - \left(\frac{32}{26}\right)^2}$$

$$= \sqrt[6]{7{,}76 - (1{,}23)^2}$$

$$= \sqrt[6]{7{,}76 - 1{,}512}$$

$$= \sqrt[6]{6{,}24}$$

$$= 6\,(2{,}49)$$

$$= 14{,}94$$

Table of Normality Data Test with Chi Kuadrad Formula

Interval of Score	Real Upper Limit	Z – Score	Limit of Large of the Area	Large of area	f_h	f_0	$\frac{(f_0-f_h)}{f_h}$
	81,5	0,57	0.2157				
76 – 81				0,148	3,84	1	-0,73
	75,5	0,17	0.0675				
70 – 75				-0,345	-8,97	7	-1,78
	69,5	-0,22	0,41294				
64 – 69				0,145	3,77	6	0,59
	63,5	-0,62	0,26763				
58 – 63				0,113	2,93	6	1,04
	57,5	-1,02	0,15386				
52 – 57				0,077	2,002	2	-0,0009
	51,5	-1,43	0,07636				
46 – 51				0,004	0,104	3	27,84
	45,5	-1,83	0,03362				
40 - 45				0,020	0,52	1	0,92
	39,5	-2,23	0,01287				
						X^2	27,87

Based on table above,reseracher found that $x^2{}_{count} = 27,87$ while $x^2{}_{table} = 7.815$ cause $x^2{}_{count} > x^2{}_{table}$ (27,87> 7.815) with degree of freedom dk $= 6 – 3 = 3$ and significat level $\alpha = 5\%$. So distribution of VIII 4 class (Pre-test) is not normal.

6. Median

No	Interval of Classes	F	fk
1	40 – 45	1	1
2	46 – 51	3	4
3	52 – 57	2	6
4	58 – 63	6	12
5	64 – 69	6	18
6	70 – 75	7	25
7	76 – 81	1	26

Position of Me in the interval of classes is number 5, that:

Bb $= 45.5$

F $= 1$

fm $= 3$

i $= 6$

n $= 26$

$1/2n = 13$

So :

$$Me = Bb + i \left(\frac{\frac{n}{2} - F}{fm} \right)$$

$$= 45.5 + 6 \left(\frac{13-1}{3} \right)$$

$$= 45.5 + 6 \, (12/6)$$

$$= 45,5 + 6 \, (2)$$

$$= 45,5 + 12$$

$$= 57{,}5$$

7. Modus

No	Interval of Classes	F	fk
1	40 - 45	1	1
2	46 – 51	3	4
3	52 – 57	2	6
4	58 – 63	6	12
5	64 – 69	6	18
6	70 – 75	7	25
7	76 – 81	1	26

$$M_o \quad = L + \frac{d_1}{d_1 + d_2} \, i$$

L $\quad = 63.5$

$d_1 \quad = 0$

$d_2 \quad = -1$

i $\quad = 6$

$$M_o \quad = 63.5 + \frac{0}{0 + (-1)} \, 6$$

$$= 63.5 + 0 \, (6)$$

$$= 63.5 + 0$$

$$= 63{,}5$$

Appendix 7

HOMOGENEITY TEST (PRE-TEST)

Calculation of parameter to get variant of the first class as experimental class sample by using Guided Questions and variant of the second class as control class sample by using conventional method are used homogeneity test by using formula:

$$S^2 = \frac{n\Sigma xi^2 - (\Sigma xi)}{n(n-1)}$$

Hypotheses:

$$H_0 \quad : \delta_1^2 = \delta_2^2$$

$$H_1 \quad : \delta_1^2 \neq \delta_2^2$$

A. Variant of the VIII 2 class is:

$$n = 25$$
$$\Sigma xi = 1526$$
$$\Sigma xi\,2 = 95755$$

So:

$$S^2 = \frac{n\Sigma xi^2 - (\Sigma xi)}{n(n-1)}$$

$$= \frac{25(95755) - (1526)^2}{25(25-1)}$$

$$= \frac{2393875 - 2328676}{25(24)}$$

$$= \frac{65199}{600}$$

$$= 108.66$$

B. Variant of the VIII 3 class is:

    n   = 25

    $\sum xi$ = 1527

    $\sum_{xi} 2$ = 95939

So:

$$S^2 = \frac{n\sum xi^2 - (\sum xi)}{n(n-1)}$$

$$= \frac{25(95939) - (1527)^2}{25(25-1)}$$

$$= \frac{2398475 - 2331729}{26(25)}$$

$$= \frac{66746}{600}$$

$$= 111,24$$

C. Variant of the VIII 4 class is:

    n   = 26

    $\sum xi$ = 1629

    $\sum_{xi} 2$ = 105255

So:

$$S^2 = \frac{n\sum xi^2 - (\sum xi)}{n(n-1)}$$

$$= \frac{26(105255) - (1629)^2}{26(26-1)}$$

$$= \frac{2736630 - 2653641}{26(25)}$$

$$= \frac{82989}{650}$$

$$= 127,67$$

The Formula was used to test hypothesis was:

1. VIII 2 and VIII 4 :

$$F = \frac{The\ Biggest\ Variant}{The\ Smallest\ Variant}$$

So:

$$F = \frac{127{,}67}{108{,}66}$$
$$= 1{,}17$$

After doing the calculation, researcher found that $F_{count} = 1{,}17$ with α 5 % and dk = 25 from the distribution list F, researcher found that $F_{table} = 1{,}708$, cause $F_{count} < F_{table}$ (1,17< 1,708). So, there is no difference the variant between the VIII 2 class and VIII 4 class. It means that the variant is homogenous.

2. VIII 2 and VIII 3 :

$$F = \frac{The\ Biggest\ Variant}{The\ Smallest\ Variant}$$

So:

$$F = \frac{111{,}24}{108{,}66}$$
$$= 1{,}02$$

After doing the calculation, researcher found that $F_{count} = 1{,}02$ with α 5 % and dk = 25 from the distribution list F, researcher found that $F_{table} = 1{,}708$, cause $F_{count} < F_{table}$ (1,02 < 1,708). So, there is no difference the variant between the VIII 2 class and VIII 3 class. It means that the variant is homogenous.

3. VIII 3 and VIII 4 :

$$F = \frac{The\ Biggest\ Variant}{The\ Smallest\ Variant}$$

So:

$$F = \frac{127{,}67}{111{,}24}$$
$$= 1{,}14$$

After doing the calculation, researcher found that $F_{count} = 1{,}14$ with α 5 % and dk = 25 from the distribution list F, researcher found that $F_{table} = 1{,}708$, cause $F_{count} < F_{table}$ (1,14 < 1,708). So, there is no difference the variant between the VIII 3 class and VIII 4 class. It means that the variant is homogenous.

Appendix 8

T_{test} OF THE BOTH AVERAGES IN PRE-TEST

The formula was used to analyse homogeneity test of the both averages was t-test, that:

$$t = \frac{\overline{X}_1 - \overline{X}_2}{\sqrt[5]{\frac{1}{n_1} + \frac{1}{n_2}}} \quad \text{with} \quad S = \sqrt{\frac{(n_1 - 1)S_1^2 + (n_2 - 2)S_2^2}{n_1 + n_2 - 2}}$$

So:

$$S = \sqrt{\frac{(25-1)\ 108{,}66 + (25-2)111{,}24}{25+25-2}}$$

$$= \sqrt{\frac{24\ (108{,}66) + 23\ (111{,}24)}{48}}$$

$$= \sqrt{\frac{2607{,}84 + 2558{,}52}{48}}$$

$$= \sqrt{\frac{5166{,}36}{48}}$$

$$= \sqrt{107{,}63}$$

$$= 10{,}37$$

So:

$$t = \frac{\overline{X}_1 - \overline{X}_2}{\sqrt[5]{\frac{1}{n_1} + \frac{1}{n_2}}}$$

$$t = \frac{68{,}84 - 71{,}54}{10{,}37\sqrt{\frac{1}{25} + \frac{1}{25}}}$$

$$= \frac{-2,7}{10,37\sqrt{0,04+0.04}}$$

$$= \frac{-2,7}{10,37\ (0.08)}$$

$$= \frac{-2,7}{0,8296}$$

$$= -3,25$$

Based on researcher calculation result of the homogeneity test of the both averages, researcher found that $t_{count} = -3,25$ with opportunity $(1-\alpha) = 1 - 5\% = 95\%$ and dk $= n_1 + n_2 - 2 = 25 + 25 - 2 = 48$, reseracher found that $t_{table} = 1,676$, cause $t_{count} < t_{table}$ (- 3,25 < 1,676). So, H_a is accepted, it means no difference the average between the first class as experimental class and the second class as control class in this research.

Appendix 9

Score Post Test

1. The Score of post-test in experimental

No	Initial Name	X	x^2
1	SK	80	6400
2	LS	60	3600
3	FA	70	4900
4	AA	70	4900
5	HWP	70	4900
6	AR	75	5625
7	FB	80	6400
8	SD	80	6400
9	NJ	77	5929
10	NK	77	5929
11	MRFA	85	7225
12	AN	70	4900
13	APJN	77	5929
14	YK	60	3600
15	SKS	65	4225
16	SA	85	7225
17	RZ	70	4900
18	IH	70	4900
19	LIS	70	4900
20	AHA	70	4900
21	AI	77	5929
22	DRL	75	5625
23	RZ	78	6084
24	UKN	75	5625
25	SAP	77	5929
	Total	1843	136879

2. The Score of post-test in control class

No	Initial Name	X	x^2
1	PS	60	3600
2	NL	55	3025
3	ST	60	3600
4	SP	77	5929
5	AF	60	3600
6	PP	60	3600
7	IS	75	5625
8	NH	78	6084
9	PMI	70	4900
10	MR	70	4900
11	MA	75	5625
12	ER	77	5929
13	AA	77	5929
14	PR	80	6400
15	AY	75	5625
16	AR	77	5929
17	DH	77	5929
18	STA	75	5625
19	RB	80	6400
20	RG	75	5625
21	YS	70	4900
22	FS	60	3600
23	UK	70	4900
24	FN	70	4900
25	NS	76	5776
	Total	1779	127955

Appendix 10

Result of the Normality Test of Experimental Class by Using

Guided Questions in Post-Test

8. The score of experiment class in post test from low score to high score:

60 60 65 70 70 70 70 70 70 70

70 75 75 75 77 77 77 77 77 78

80 80 80 85 85

9. High   = 85
   Low   = 60
   Range   = High − Low
               = 85 − 60
               = 25

10.   Total of Classes   = 1 + 3,3 log (n)
                       = 1 + 3,3 log (25)
                       = 1 + 3,3 (1,398)
                       = 1 + 4,61
                       = 5,61
                       = 6

11. Length of Classes $= \dfrac{range}{total\ of\ class} = \dfrac{25}{6} = 4{,}16 = 5$

12.   Mean

Interval Class	F	X	x$'$	fx$'$	x$'^2$	fx$'^2$
60 – 64	2	62	3	6	9	18
65 – 69	1	67	2	2	4	4
70 – 74	8	72	1	8	1	8
75 – 79	9	77	0	0	0	0
80 – 84	3	82	-1	-3	1	3
85 – 89	2	87	-2	-4	4	6
$i = 5$	25			9		39

Mean $= \sum \dfrac{fiXi}{n}$
            $= \dfrac{1843}{25} = 73.72$

$$SD_t = i \sqrt{\frac{\Sigma fx'^2}{N} - \left[\frac{\Sigma fx'}{N}\right]^2}$$

$$= 5\sqrt{\frac{39}{25} - \left[\frac{1}{25}\right]^2}$$

$$= 5\sqrt{1,56 - (0,04)^2}$$

$$= 5\sqrt{1,56 - 0,0016}$$

$$= 5\sqrt{1,56}$$

$$= 5\,(1,25)$$

$$= 6,24$$

Table of Normality Data Test with Chi Kuadrad Formula

Interval of Score	Real Upper Limit	Z – Score	Limit of Large of the Area	Large of area	f_h	f_0	$\frac{(f_0 - f_h)}{f_h}$
	89,5	2,29	0.4890				
85 – 89				0,057	1,43	2	0,39
	84,5	1,49	0.4319				
80 – 84				0,18	4,5	3	-0,33
	79,5	0,68	0.2517				
75 – 79				-0,2	-5,11	9	2,76
	74,5	-0,11	0.45620				
70 – 74				-0,27	6,8	8	0,18
	69,5	-0,91	0,18141				
65 – 69				0,14	3,44	1	-0,71
	64,5	-1,71	0,04363				
60 – 64				0,04	0,94	2	1,13
	59,5	-2,51	0,00604				
						X^2	3,42

Based on table above,reseracher found that $x^2_{count} = 3,42$ while $x^2_{table} = 5,991$ cause $x^2_{cause} < x^2_{table}$ (3,42 < 5,991) with degree of freedom dk = 5 – 3 = 2 and

significat level α = 5%. So distribution of experimental class with using guided questions (Post-test) is normal.

13.   Median

No	Interval of Classes	F	fk
1	60 – 64	2	2
2	65 – 69	1	3
3	70 – 74	8	11
4	75 – 79	9	20
5	80 – 84	3	23
6	85 – 89	2	25

Position of Me in the interval of classes is number 4, that:

Bb   = 75
F   = 12
fm   = 3
i   = 5
n   = 25
1/2n   =12,5

So :

$$Me = Bb + i \left(\frac{n/2 - F}{fm} \right)$$

$$= 75 + 5 \left(\frac{12,5-12}{3} \right)$$

$$= 75 + 5 \ (0,17)$$

$$= 75 + 0,83$$

$$= 75,83$$

14. Modus

No	Interval of Classes	F	fk
1	60 – 64	2	2
2	65 – 69	1	3
3	70 – 74	8	11
4	75 – 79	9	20
5	80 – 84	3	23
6	85 – 89	2	25

$$M_o = L + \frac{d_1}{d_1 + d_2} \, i$$

L   = 75

d_1 = 1

d_2 = 6

i   = 5

M_o = $75 + \frac{1}{1+6} \, 5$

= 75 + 0,14 (5)

= 75 + 0,71

= 75,71

Appendix 11

Result of the Normality Test of Control Class by Using

Conventional Strategy in Post-Test

1. The score of control class in post test from low score to high score:

   55 60 60 60 60 60 70 70 70 70

   70 75 75 75 75 75 76 77 77 77

   77 77 78 80 80

2. High   = 80

   Low   = 55

   Range   = High – Low

              = 80 – 55

              = 25

3. Total of Classes   = 1 + 3,3 log (n)

                      = 1 + 3,3 log (25)

                      = 1 + 3,3 (1,39)

                      = 1 + 4,61

                      = 5,61

                      = 6

4. Length of Classes $= \dfrac{range}{total\ of\ class}$ $= \dfrac{25}{6} = 4{,}16 = 5$

5. Mean

Interval Class	f	X	$x^{'}$	$fx^{'}$	$x^{'2}$	$fx^{'2}$
55 – 59	1	57	3	3	9	9
60 – 64	5	62	2	10	4	20
65 – 69	0	67	1	0	1	0
70 – 74	6	72	0	6	0	6
75 – 79	11	77	-1	-11	1	11
80 – 84	2	82	-2	-4	4	8
$i = 5$	25			4		54

    Mean $= \sum \dfrac{fiXi}{n}$

$$= \frac{1779}{25} = 71.16$$

$$\text{SD}_t = i \sqrt{\frac{\Sigma fx'^2}{N} - \left[\frac{\Sigma fx'}{N}\right]^2}$$

$$= 5 \sqrt{\frac{69}{25} - \left[\frac{23}{25}\right]^2}$$

$$= 5 \sqrt{2,76 - (0,92)^2}$$

$$= 5 \sqrt{2,76 - 0,8464}$$

$$= 5 \sqrt{1,914}$$

$$= 5 \, (1,38)$$

$$= 6,92$$

Table of Normality Data Test with Chi Kuadrad Formula

Interval of Score	Real Upper Limit	Z – Score	Limit of Large of the Area	Large of area	f_h	f_0	$\frac{(f_0-f_h)}{f_h}$
	84,5	0,75	0.2734				
80 – 84				0,26	6,53	2	-0,69
	79,5	0,03	0.0120				
75 – 79				-0,22	-5,6	11	-2,96
	74,5	-0,72	0,23576				
70 – 74				0,16	3,91	6	5,93
	69,5	-1,41	0,07927				
65 – 69				0,06	1,6	0	-1
	64,5	-2,16	0,01539				
60 – 64				0,013	0,33	5	0,93
	59,5	-2,86	0,00212				
55 – 59				0,002	0,04	1	0,96
	54,5	-3,58	0,00017				
						X^2	3,17

Based on table above,reseracher found that $x^2_{count} = 3,17$ while $x^2_{table} = 5,991$ cause $x^2_{cause} < x^2_{table}$ (3,17 < 5,991) with degree of freedom dk = 5 − 3 = 2 and significat level $\alpha = 5\%$. So distribution of control class with using conventional strategy (Post-test) is normal.

6. Median

0	Interval of Classes	F	fk
1	55 – 59	1	1
2	60 – 64	5	6
3	65 – 69	0	6
4	70 – 74	6	12
5	75 – 79	11	23
6	80 – 84	2	25

Position of Me in the interval of classes is number 5, that:

Bb = 75

F = 11

fm = 8

i = 5

n = 25

1/2n = 12,5

So :

$$Me = Bb + i \left(\frac{n/2 - F}{fm} \right)$$

$$= 75 + 5 \left(\frac{12,5 - 11}{8} \right)$$

$$= 75 + 5 \, (0,18)$$

$$= 75 + 0,93$$

$$= 75,93$$

7. Modus

No	Interval of Classes	F	fk
1	55 – 59	1	1
2	60 – 64	5	6
3	65 – 69	0	6
4	70 – 74	6	12
5	75 – 79	11	23
6	80 – 84	2	25

$$M_o = L + \frac{d_1}{d_1 + d_2} i$$

L = 74,5

d_1 = 5

d_2 = 9

i = 5

M_o = 74,5 + $\frac{5}{5+9}$ 5

    = 74,5 + 1,78

    = 74,5 + 1,78

    = 76,28

Appendix 12

HOMOGENITY TEST (POST-TEST)

Calculation of parameter to get variant of the first class as experimental class sample by Guided Questions and variant of the second class as control class sample by using conventional method were used homogeneity test by using formula:

$$S^2 = \frac{n\Sigma xi^2 - (\Sigma xi)}{n(n-1)}$$

Hypothesis:

$H_0 \quad : \delta_1^2 = \delta_2^2$

$H_1 \quad : \delta_1^2 \neq \delta_2^2$

A. Variant of the experimental class sample by using guided questions is:

$n \quad = 25$

$\Sigma xi \quad = 1843$

$\Sigma_{xi} 2 \quad = 136879$

$$
\begin{aligned}
(S^2) \quad &= \frac{N \Sigma_{fiXi} 2 - (\Sigma_{fiXi}) 2}{N(N-1)} \\
&= \frac{25 \,(136879) - (1843)^2}{25(25-1)} \\
&= \frac{3421975 - 3396649}{600} \\
&= \frac{25326}{600} = 42.21
\end{aligned}
$$

B. Variant of the control class sample by using conventional method is:

$n \quad = 25$

$\Sigma xi \quad = 1779$

$\Sigma_{xi} 2 \quad = 127955$

$$(S^2) = \frac{N\,\Sigma_{fiXi}\,2 - (\Sigma_{fiXi)}\,2}{N(N-1)}$$

$$= \frac{25\,(127955) - (1779)^2}{25(25-1)}$$

$$= \frac{3198875 - 3164841}{600}$$

$$= \frac{34034}{600} = 56.72$$

The formula was used to test hypothesis was:

$$F = \frac{The\ Biggest\ Variant}{The\ Smallest\ Variant}$$

So:

$$F = \frac{56,72}{42,21}$$

$$= 1,34$$

After doing the calculation, reseracher found that $F_{count} = 1,34$ with α 5 % and dk = 25 from the distribution list F, researcher found that $F_{table} = 1,708$, cause $F_{count} < F_{table}$ (1,34 < 1,708). So, there is no difference the variant between experimental class by using Guided Writing Strategy and control class by using conventional strategy. It means the variant is homogenous.

Appendix 13

T$_{\text{test}}$ OF THE BOTH AVERAGES IN POST – TEST

The formula was used to analyse homogeneity test of the both averages was t-test, that:

$$t = \frac{\overline{X}_1 - \overline{X}_2}{\sqrt[5]{\frac{1}{n_1} + \frac{1}{n_2}}} \quad \text{with} \quad S = \sqrt{\frac{(n_1 - 1)S_1^2 + (n_2 - 2)S_2^2}{n_1 + n_2 - 2}}$$

So:

$$S = \sqrt{\frac{(25-1)\,56{,}72+(25-2)42{,}21}{25+25-2}}$$

$$= \sqrt{\frac{24\,(56{,}72)+23\,(42{,}21)}{48}}$$

$$= \sqrt{\frac{1361{,}28+970{,}83}{48}}$$

$$= \sqrt{\frac{2332{,}11}{48}}$$

$$= \sqrt{48{,}58}$$

$$= 6{,}97$$

So:

$$t = \frac{\overline{X}_1 - \overline{X}_2}{\sqrt[5]{\dfrac{1}{n_1} + \dfrac{1}{n_2}}}$$

$$t = \frac{73{,}72 - 71{,}16}{6{,}97\sqrt{\dfrac{1}{25} + \dfrac{1}{25}}}$$

$$= \frac{2{,}56}{6{,}97\sqrt{0{,}04 + 0.04}}$$

$$= \frac{2{,}56}{6{,}97\,(0.2)}$$

$$= \frac{2{,}56}{1{,}394}$$

$$= 1{,}84$$

Based on researcher calculation result of the homogeneity test of the both averages, researcher found that t_{count} = 1,84 with opportunity $(1-\alpha)$ = 1 − 5% = 95% and dk = n_1 + n_2 -2 = 25 + 25 − 2 = 50 , reseracher found that t_{table} = 1,676, cause t_{count} > t_{table} (1,84 > 1,676). So, H_a is accepted, it means no difference the average between the first class as experimental class and the second class as control class in this research.

Appendix 14

Z-Table

z	0.00	0.01	0.02	0.03	0.04	0.05	0.06	0.07	0.08	0.09
0.0	0.0000	0.0040	0.0080	0.0120	0.0160	0.0199	0.0239	0.0279	0.0319	0.0359
0.1	0.0398	0.0438	0.0478	0.0517	0.0557	0.0596	0.0636	0.0675	0.0714	0.0753
0.2	0.0793	0.0832	0.0871	0.0910	0.0948	0.0987	0.1026	0.1064	0.1103	0.1141
0.3	0.1179	0.1217	0.1255	0.1293	0.1331	0.1368	0.1406	0.1443	0.1480	0.1517
0.4	0.1554	0.1591	0.1628	0.1664	0.1700	0.1736	0.1772	0.1808	0.1844	0.1879
0.5	0.1915	0.1950	0.1985	0.2019	0.2054	0.2088	0.2123	0.2157	0.2190	0.2224
0.6	0.2257	0.2291	0.2324	0.2357	0.2389	0.2422	0.2454	0.2486	0.2517	0.2549
0.7	0.2580	0.2611	0.2642	0.2673	0.2704	0.2734	0.2764	0.2794	0.2823	0.2852
0.8	0.2881	0.2910	0.2939	0.2967	0.2995	0.3023	0.3051	0.3078	0.3106	0.3133
0.9	0.3159	0.3186	0.3212	0.3238	0.3264	0.3289	0.3315	0.3340	0.3365	0.3389
1.0	0.3413	0.3438	0.3461	0.3485	0.3508	0.3531	0.3554	0.3577	0.3599	0.3621
1.1	0.3643	0.3665	0.3686	0.3708	0.3729	0.3749	0.3770	0.3790	0.3810	0.3830
1.2	0.3849	0.3869	0.3888	0.3907	0.3925	0.3944	0.3962	0.3980	0.3997	0.4015
1.3	0.4032	0.4049	0.4066	0.4082	0.4099	0.4115	0.4131	0.4147	0.4162	0.4177
1.4	0.4192	0.4207	0.4222	0.4236	0.4251	0.4265	0.4279	0.4292	0.4306	0.4319
1.5	0.4332	0.4345	0.4357	0.4370	0.4382	0.4394	0.4406	0.4418	0.4429	0.4441
1.6	0.4452	0.4463	0.4474	0.4484	0.4495	0.4505	0.4515	0.4525	0.4535	0.4545
1.7	0.4554	0.4564	0.4573	0.4582	0.4591	0.4599	0.4608	0.4616	0.4625	0.4633
1.8	0.4641	0.4649	0.4656	0.4664	0.4671	0.4678	0.4686	0.4693	0.4699	0.4706
1.9	0.4713	0.4719	0.4726	0.4732	0.4738	0.4744	0.4750	0.4756	0.4761	0.4767
2.0	0.4772	0.4778	0.4783	0.4788	0.4793	0.4798	0.4803	0.4808	0.4812	0.4817
2.1	0.4821	0.4826	0.4830	0.4834	0.4838	0.4842	0.4846	0.4850	0.4854	0.4857
2.2	0.4861	0.4864	0.4868	0.4871	0.4875	0.4878	0.4881	0.4884	0.4887	0.4890

2.3	0.4893	0.4896	0.4898	0.4901	0.4904	0.4906	0.4909	0.4911	0.4913	0.4916
2.4	0.4918	0.4920	0.4922	0.4925	0.4927	0.4929	0.4931	0.4932	0.4934	0.4936
2.5	0.4938	0.4940	0.4941	0.4943	0.4945	0.4946	0.4948	0.4949	0.4951	0.4952
2.6	0.4953	0.4955	0.4956	0.4957	0.4959	0.4960	0.4961	0.4962	0.4963	0.4964
2.7	0.4965	0.4966	0.4967	0.4968	0.4969	0.4970	0.4971	0.4972	0.4973	0.4974
2.8	0.4974	0.4975	0.4976	0.4977	0.4977	0.4978	0.4979	0.4979	0.4980	0.4981
2.9	0.4981	0.4982	0.4982	0.4983	0.4984	0.4984	0.4985	0.4985	0.4986	0.4986
3.0	0.4987	0.4987	0.4987	0.4988	0.4988	0.4989	0.4989	0.4989	0.4990	0.4990
3,1	0,4990	0,4991	0,4991	0.4991	0,4992	0,4992	0,4992	0,4992	0,4993	0,4993
3,2	0,4993	0,4993	0,4994	0,4994	0,4994	0,4994	0,4994	0,4995	0,4995	0,4995
3,3	0,4995	0,4995	0,4995	0,4996	0,4996	0,4996	0,4996	0,4996	0,4997	0,4997
3,4	0,4997	0,4997	0,4997	0,4997	0,4997	0,4997	0,4997	0,4997	0,4997	0,4998
3,5	0,4998	0,4998	0,4998	0,4998	0,4998	0,4998	0,4998	0,4998	0,4998	0,4998
3,6	0,4998	0,4998	0,4999	0,4999	0,4999	0,4999	0,4999	0,4999	0,4999	0,4999
3,7	0,4999	0,4999	0,4999	0,4999	0,4999	0,4999	0,4999	0,4999	0,4999	0,4999
3,8	0,4999	0,4999	0,4999	0,4999	0,4999	0,4999	0,4999	0,4999	0,4999	0,4999
3,9	0,5000	0,5000	0,5000	0,5000	0,5000	0,5000	0,5000	0,5000	0,5000	0,5000

Z-Table

Z	0.00	0.01	0.02	0.03	0.04	0.05	0.06	0.07	0.08	0.09
-3.9	0.00005	0.00005	0.00004	0.00004	0.00004	0.00004	0.00004	0.00004	0.00003	0.00003
-3.8	0.00007	0.00007	0.00007	0.00006	0.00006	0.00006	0.00006	0.00005	0.00005	0.00005
-3.7	0.00011	0.00010	0.00010	0.00010	0.00009	0.00009	0.00008	0.00008	0.00008	0.00008
-3.6	0.00016	0.00015	0.00015	0.00014	0.00014	0.00013	0.00013	0.00012	0.00012	0.00011
-3.5	0.00023	0.00022	0.00022	0.00021	0.00020	0.00019	0.00019	0.00018	0.00017	0.00017
-3.4	0.00034	0.00032	0.00031	0.00030	0.00029	0.00028	0.00027	0.00026	0.00025	0.00024
-3.3	0.00048	0.00047	0.00045	0.00043	0.00042	0.00040	0.00039	0.00038	0.00036	0.00035
-3.2	0.00069	0.00066	0.00064	0.00062	0.00060	0.00058	0.00056	0.00054	0.00052	0.00050
-3.1	0.00097	0.00094	0.00090	0.00087	0.00084	0.00082	0.00079	0.00076	0.00074	0.00071
-3.0	0.00135	0.00131	0.00126	0.00122	0.00118	0.00114	0.00111	0.00107	0.00104	0.00100
-2.9	0.00187	0.00181	0.00175	0.00169	0.00164	0.00159	0.00154	0.00149	0.00144	0.00139
-2.8	0.00256	0.00248	0.00240	0.00233	0.00226	0.00219	0.00212	0.00205	0.00199	0.00193
-2.7	0.00347	0.00336	0.00326	0.00317	0.00307	0.00298	0.00289	0.00280	0.00272	0.00264
-2.6	0.00466	0.00453	0.00440	0.00427	0.00415	0.00402	0.00391	0.00379	0.03680	0.00357
-2.5	0.00621	0.00604	0.00587	0.00570	0.00554	0.00539	0.00523	0.00508	0.00494	0.00480
-2.4	0.00820	0.00798	0.00776	0.00755	0.00734	0.00714	0.00695	0.00676	0.00657	0.00639
-2.3	0.01072	0.01044	0.01017	0.00990	0.00964	0.00939	0.00914	0.00889	0.00866	0.00842
-2.2	0.01390	0.01355	0.01321	0.01287	0.01255	0.01222	0.01191	0.01160	0.01130	0.01101
-2.1	0.01786	0.01743	0.01700	0.01659	0.01618	0.01578	0.01539	0.01500	0.01463	0.01426
-2.0	0.02275	0.02222	0.02169	0.02118	0.02068	0.02018	0.01970	0.01923	0.01876	0.01831
-1.9	0.02872	0.02807	0.02743	0.02680	0.02619	0.02559	0.02500	0.02442	0.02385	0.02330
-1.8	0.03593	0.03515	0.03438	0.03362	0.03288	0.03216	0.03144	0.03074	0.03005	0.02938
-1.7	0.04457	0.04363	0.04272	0.04182	0.04093	0.04006	0.03920	0.03836	0.03754	0.03673

-1.6	0.05480	0.05370	0.05262	0.05155	0.05050	0.04947	0.04846	0.04746	0.04648	0.04551
-1.5	0.06681	0.06552	0.06426	0.06301	0.06178	0.06057	0.05938	0.05821	0.05705	0.05592
-1.4	0.08076	0.07927	0.07780	0.07636	0.07493	0.07353	0.07215	0.07078	0.06944	0.06811
-1.3	0.09680	0.09510	0.09342	0.09176	0.09012	0.08851	0.08691	0.08534	0.08379	0.08226
-1.2	0.11507	0.11314	0.11123	0.10935	0.10749	0.10565	0.10383	0.10204	0.10027	0.09853
-1.1	0.13567	0.13350	0.13136	0.12924	0.12714	0.12507	0.12302	0.12100	0.11900	0.11702
-1.0	0.15866	0.15625	0.15386	0.15151	0.14917	0.14686	0.14457	0.14231	0.14007	0.13786
-0.9	0.18406	0.18141	0.17879	0.17619	0.17361	0.17106	0.16853	0.16602	0.16354	0.16109
-0.8	0.21186	0.20897	0.20611	0.20327	0.20045	0.19766	0.19489	0.19215	0.18943	0.18673
-0.7	0.24196	0.23885	0.23576	0.23270	0.22965	0.22663	0.22363	0.22065	0.21770	0.21476
-0.6	0.27425	0.27093	0.26763	0.26435	0.26109	0.25785	0.25463	0.25143	0.24825	0.24510
-0.5	0.30854	0.30503	0.30153	0.29806	0.29460	0.29116	0.28774	0.28434	0.28096	0.27760
-0.4	0.34458	0.34090	0.33724	0.33360	0.32997	0.32636	0.32276	0.31918	0.31561	0.31207
-0.3	0.38209	0.37828	0.37448	0.37070	0.36693	0.36317	0.35942	0.35569	0.35197	0.34827
-0.2	0.42074	0.41683	0.41294	0.40905	0.40517	0.40129	0.39743	0.39358	0.38974	0.38591
-0.1	0.46017	0.45620	0.45224	0.44828	0.44433	0.44038	0.43644	0.43251	0.42858	0.42465
-0.0	0.50000	0.49601	0.49202	0.48803	0.48405	0.48006	0.47608	0.47210	0.46812	0.46414

Appendix 15

Chi-Square Table

dk	Significant level					
	50%	30%	20%	10%	5%	1%
1	0,455	1,074	1,642	2,706	3,841	6,635
2	1,386	2,408	3,219	4,605	5,991	9,210
3	2,366	3,665	4,642	6,251	7,815	11,341
4	3,357	4,878	5,989	7,779	9,488	13,277
5	4,351	6,064	7,289	9,236	11,070	15,086
6	5,348	7,231	8,558	10,645	12,592	16,812
7	6,346	8,383	9,803	12,017	14,067	18,475
8	7,344	9,524	11,030	13,362	15,507	20,090
9	8,343	10,656	12,242	14,684	16,919	21,666
10	9,342	11,781	13,442	15,987	18,307	23,209
11	10,341	12,899	14,631	17,275	19,675	24,725
12	11,340	14,011	15,812	18,549	21,026	26,217
13	12,340	15,119	16,985	19,812	22,362	27,688
14	13,339	16,222	18,151	21,064	23,685	29,141
15	14,339	17,222	19,311	22,307	24,996	30,578
16	15,338	18,418	20,465	23,542	26,296	32,000
17	16,338	19,511	21,615	24,769	27,587	33,409
18	17,338	20,601	22,760	25,989	28,869	34,805
19	18,338	21,689	23,900	27,204	30,144	36,191
20	19,337	22,775	25,038	28,412	31,410	37,566
21	20,337	23,858	26,171	29,615	32,671	38,932
22	21,337	24,939	27,301	30,813	33,924	40,289
23	22,337	26.018	28,429	32,007	35,172	41,638
24	23,337	27,096	29,553	33,196	35,415	42,980
25	24,337	28,172	30,675	34,382	37,652	44,314
26	25,336	29,246	31,795	35,563	38,885	45,642
27	26,336	30,319	32,912	36,741	40,113	46,963
28	27,336	31,391	34,027	37,916	41,337	48,278
29	28,336	32,461	35,139	39,087	42,557	49,588
30	29,336	33,530	36,250	40,256	43,773	50,892

Appendix 16

Percentage Points of the t Distribution

	Two Tail Test					
	0,50	**0,20**	**0,10**	**0,05**	**0,02**	**0,01**
	One Tail Test					
dk	**0,25**	**0,10**	**0, 005**	**0,025**	**0,01**	**0,05**
1	1,000	3,078	6,314	12,706	31,821	63,657
2	0,816	1,886	2,920	4,303	6,965	9,925
3	0,765	1,638	2,353	3,182	4,541	5,841
4	0,741	1,533	2,132	2,776	3,747	4,604
5	0,721	1,486	2,015	2,571	3,365	4,032
6	0,718	1,440	1,943	2,447	3,143	3,707
7	0,711	1,415	1,895	2,365	2,998	3,499
8	0,706	1,397	1,860	2,306	2,896	3,355
9	0,703	1,383	1,833	2,262	2,821	3,250
10	0,700	1,372	1,812	2,228	2,764	3,165
11	0,697	1,363	1,796	2,201	2,718	3,106
12	0,695	1,356	1,782	2,178	2,681	3.055
13	0,692	1,350	1,771	2,160	2,650	3.012
14	0,691	1,345	1,761	2,145	2,624	2,977
15	0,690	1,341	1,753	2,132	2,623	2,947
16	0,689	1,337	1,746	2,120	2,583	2,921
17	0,688	1,333	1,743	2,110	2,567	2,898
18	0,688	1,330	1,740	2,101	2,552	2,878
19	0,687	1,328	1,729	2,093	2,539	2,861
20	0,687	1,325	1,725	2,086	2,528	2,845
21	0,686	1,323	1,721	2,080	2,518	2,831
22	0,686	1,321	1,717	2,074	2,508	2,819
23	0,685	1,319	1,714	2,069	2,500	2,807
24	0,685	1,318	1,711	2,064	2,492	2,797
25	0,684	1,316	1,708	2,060	2,485	2,787
26	0,684	1,315	1,706	2,056	2,479	2,779
27	0,684	1,314	1,703	2,052	2,473	2,771
28	0,683	1,313	1,701	2,048	2,467	2,763
29	0,683	1,311	1,699	2,045	2,462	2,756
30	0,683	1,310	1,697	2,042	2,457	2,750
40	0,681	1,303	1,684	2,021	2,423	2,704
60	0,679	1,296	**1,671**	2,000	2,390	2,660
120	0,677	1,289	1,658	1,980	2,358	2,617
∞	0,674	1,282	1,645	1,960	2,326	2,576

Appendix 17

PHOTOS OF RESEARCH

CHAPTER I

INTRODUCTION

A. Background of the Problem

Language is a tool of communication. There are two forms of communication; they are spoken and written language. The purpose of communication is to send a message from the writer or speaker to reader or listener. The fact that human is a social mankind; they certainly realize that they cannot survive without interacting to other people. Because of that, people started to make their own way to interact, and then the language was born.

English is one of international language. English is very important and has many interrelationships with various aspects of life owned by human being. Indonesian is one of than nations that take a part in the word society. English in Indonesian is used as a subject in the schools since the elementary schools, junior high schools, senior high schools until university.

In English, there are four skills that should be mastered. They are, listening, speaking, reading and writing. Speaking and writing are productive skills. Listening and reading is a receptive skill. In this case, the researcher focuses on writing skill that is one of the problematic in factors learning English.

Writing is one of the language skills that should be taught beside the other skill. Writing is the process of giving information by texts that involved in generating the letters, words and sentences. Writing is an activity of producing

and expressing, through writing we produce words and sentences and express the meaning of ideas.

Writing is the process of giving information by texts that involved in generating the letters, words and sentences. The process of writing integrates visual, motor, and conceptual abilities. Therefore, students must have extensive knowledge if they want to write something and there were few reasons why writing necessary in our life.

First, writing is the one of the ways that translates our thoughts to the people. Some people are better at expressing themselves in writing than any other ways, and we thus get a better translation when we read what they have written rather than hear what they have to say.

Second, writing is the primarily basic upon which our work, our learning, and our intellect will be judged-in college, in the workplace, and in the community.

Third, our brain pours what we think in written form. By writing, we can save the document or the file in the fullest form. One day, we can open it to see the thing we need in written form. So, it can be a library which our brain can't save it. Because our brain can forget it one day. Besides, writing becomes a more dependable method of recording and parenting events in a permanent form.

The last, writing helps us move easily among facts, inferences, and opinions without getting confused and without confusing our reader. Writing helps others give us feedback. Writing also helps us to understanding the topic

that we will write. So, it is undeniably that writing is very important for us in our life, moreover for students.

Based on the curriculum of junior high school which recommended by the government, Constitution of National Education (UU DIKNAS), Chapter IX, in article 39 about fundamental of education curriculum and also in government regulation (Peraturan Pemerintah), No. 19, 2005 about National Education Standard.[1] There are some texts which have to mastered by the students. One of the texts is descriptive text. Descriptive is giving a picture in words. Descriptive text is the text that describes something, someone, place, and etc. However, writing descriptive text was still a problem in school, especially at SMP Negeri 5 Padangsidimpuan. It could be seen based on illustration below.

First, based on the interview with the English teacher Mrs. Marlina Hasibuan, most of the students still got low grade with 70 grades meanwhile based on the constitution of National Education System (Sisdiknas) No. 20 in 2003, passing grade of English in junior high school was 75 for all subjects and skills.[2] So, the researcher wanted to solve this problem by examining a writing method that is chosen.

Second, in learning descriptive text, the student might have difficulties in learning it. Students might be confused what to write although they knew the

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[1] Departemen Pendidikan Nasional, "Standar Pendidikan Nasional" (*http://www.dikti.go.id* accessed at December 1st, 2014retrieved on 08.00 pm).

[2] Buku Kumpulan Nilai SMP Negeri 5 Padangsidimpuan, *Private Document* (SMP Negeri 5 Padangsidimpuan: October 22nd, 2014 at 09.50 a.m).

topic which has been given by the teacher. They were confused to write their idea about the topic.

Third, many students were lack of practice writing; they were seldom to practice it, and lack of the attention about the important of writing. They just wrote without paying attention to the grammar and punctuation.

In fact, in the field that researcher still found some of students couldn't to make descriptive text, they did not understand clearly what the descriptive text was and the students also got difficulties to develop a topic.

To solve the problem in writing, there were some alternative methods of writing that are available and applicable. As the researcher knew, there were many techniques and many strategies that could solve students' problem in writing, and also could increase the students' ability in writing text, such as GBLT (Genre Based Language Teaching), brainstorming and guided question.

Genre based language teaching is the types of text that has the function as frame of references until the text can be made with effectively from aim. Choose or arranged element text; Brainstorming is a useful technique in writing. It permits us to approach a topic with an open mind; a Guided question is the fundamental query that directs the search for understanding. Guiding questions help provide focus and coherence for units of study. These methods were theoretically judge to be good to apply in writing skills.

From the three alternative methods above, the researcher choses to employ guided questions and gave some reasons about this method. First, guided

questions make the learning of English interesting. Accordingly, by understanding the text, students will be able to understand the topic of the text.

Second, through guided questions the students will be more active in writing. They can explore their knowledge about the topic in writing text. In guided questions, writing is learned through practice writing skills every day.

Finally, through guided questions students are able to understand what they learn, think about it and then explore their ideas on to paper with the topic that has given by the teacher.

Based on the illustration above, the researcher was interested in conducting experimental research, by which the purpose was to solve student's problem in writing skill by title **"The Effect of Guided Questions on Students' Writing Descriptive Text at Grade VIII of SMP Negeri 5 Padangsidimpuan."**

B. Identification of the Problems

Based on the title and background of the problems, the researcher had identified many problems. The first, most of students still got low grade with average 70, meanwhile the standard of English competency in this school is 75. Second, the student might have difficulties in learning it. Students might be confused what to write although they knew the topic which had been given by the teacher. They confused to write their idea about the topic. Besides that, many students were lack of practice writing; they are seldom practiced it, and lack of the attention about the important of writing. They just wrote without paying attention to the spelling grammar and punctuation. Finally they were also not

interested in writing descriptive text because they did not understand clearly what the descriptive text and the students also got difficulties to develop a topic.

C. Limitation of the Problems

As mention above, the factor to teach writing skill teacher should find an approach, strategies, media and method. Here, the researcher does not discuss all the factors. The researcher discusses one factor only that is the method.

There are many methods in teaching writing skill such as, genre based language teaching (GBLT), brainstorming and guided questions. The researcher chooses guided questions to do this research.

In this research, the researcher want to focuses about finding and getting the effect of guided questions on students' writing descriptive text at grade VIII of SMP N 5 Padangsidimpuan. In this research the researcher will research about animals and plants. This research was conducted by experimental research at grade VIII in academic year 2014/2015 SMP Negeri 5 Padangsidimpuan.

D. Formulation of the Problem

The formulation of the problem is "was there the effect of guided questions to students' writing descriptive text at grade VIII of SMP Negeri 5 Padangsidimpuan?"

E. Aims of the Research

From the formulation above, the aims of this research was to know the significant effect of guided questions on students' writing descriptive text at grade VIII of SMP Negeri 5 Padangsidimpuan.

F. Significances of the Research

The significances of this research were:

1. As an input to the teacher in teaching and learning process through guided questions method at grade VIII SMP Negeri 5 Padangsidimpuan. It will give the information to the teacher about their students' writing skills.

2. For the Headmaster as one domain measurement of teaching progress.

3. Students and readers, to know the way to learn English will be better.

G. Outline of Thesis

The systematic of this research was divided in to five chapters. Each chapter consists of some sub chapters with detail as follow:

Chapter I discussed of Introduction; consist of background of the problem, identification of the problem, limitation of the problem, formulation of the problem, the aims of the research, the significance of the research, and definition operational variables.

Chapter II contained about theoretical description with some sub theory about guided questions, writing descriptive text, related findings, conceptual framework and hypothesis.

Chapter III is about methodology of the research that consisted of place and schedule of the research, research design, population and sample, the instrument of collecting the data, technique of collecting the data and technique of data analysis.

Chapter IV was the result of the research; data analyzing that consist of description of the data, discussion of the research and limitation of the research.

Chapter V was about the conclusion and suggestion.

CHAPTER II

THEORETICAL DESCRIPTION

A. **Theoretical Description**

1. **Guided Question**

   a. **Definition of Guided Question**

   According to Rob Traver "guiding question is the fundamental query that directs the starch for understanding. Everything in the curriculum is studied for the purpose of answering it".[1] As - result of this function, guiding questions can direct the curriculum author's choice of ideas and activities and can transform the often disparate topics from a scattered survey of the subject; problem, or theme, into a logical, coordinated instrument for attaining knowledge. In addition, according to Rise B. Axelord and Charles R. Cooper "asking questions about a problem or topic is a way to learn about it and decide what to do or say. It is a useful and systematic approach to exploring a problem".[2]

   Lois called this method by guiding writing or controlled writing. He said that guided or controlled writing is writing in which one cannot

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[1] R. Traver, *What is a good guiding question? Educational Leadership*, (March, 1998), p. 70-73.

[2] Rise B. Axelord, *The St. Martin's Guide to Writing*, (New York: St. Martin's Press, 1985), p. 475.

make a serious error so long as he follows directions.[3] This is the same method which gives some questions about a topic by giving some questions which are called Questions Paragraph, then turning the questions into a paragraph of affirmative statements.

Based on definition above it can be concluded guided question is the method that is used in teaching writing skills and by using this method students can explore their idea. The teacher must use pictures or the target language that is familiar to the students to explain the topic.

Therefore, guided questions can make students more active in teaching writing skills. Guided questions is suitable done by students, because in this method the every students demand that they can build imagination from the topic with connecting background knowledge. Guided questions are not only to help students understand the text but also to increase the students' achievement in writing skills especially in descriptive text.

b. **Characteristics of Guided Questions**

Many cherished school curriculum units are intellectually weak and fragmented because teachers and students really do not know what students are supposed to learn. Guiding questions are nonjudgmental, but answering them requires high-level cognitive work. Not all questions are

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[3] Lois Robinson, *Guided Writing and Free Writing*, (New York: Harper and Row Publisher,1967), p. 2.

guiding questions. Knowing their characteristics is an important step toward including them in disciplinary and interdisciplinary curriculums. When trying to phrase a guiding question, begin with the starter words: *who*, *what*, *when*, *where*, *how*, and *why* — especially *what* and *how*.

There are some the characteristic of guided questions:

1) Good guiding questions are open-ended; yet focus inquiry on a specific topic.
2) Guiding questions are nonjudgmental, but answering them requires high-level cognitive work, such as the development of a rich description, model, evaluation, or judgment.
3) Good guiding questions contain emotive force and intellectual bite. As students, educators, and world citizens, we must try to answer them. Guiding questions can also invigorate the study of localized issues and traditional disciplines.
4) Guiding questions are succinct. They contain only a handful of words- yet they demand a lot. Often, long questions appear to be good candidates for guiding questions, but refining the question to be open ended, nonjudgmental, and important will generally economize it.[4]

Next, according to Wilhelm, a list of criteria that guiding questions must meet, including:

1) A guiding question "addresses the 'heart of the discipline' being studied. Essential disciplinary knowledge will be required to answer it."
2) A guiding question "is open-ended, possible to contend, arguable. It must be complex enough to house multiple perspectives and possible answers."
3) A guiding question "possesses emotive force, intellectual bite, or edginess." Students should be able to engage in quality discussions about the topic.

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[4] R. Traver, *Op. Cit.,* p. 71.

4) A guiding question "may lead to new questions asked by the students."[5]

So, it can be concluded that the characteristics of guided questions can help us to know how to use this method, the students can understand what the teacher means about the topic that will be learned.

c. Types of Questions

Educationists have identified two types of questions: closed/lower-order and open-ended/higher-order. Dawson notes that "lower-order questions ask students to recall, define and describe; that is, to provide facts. Higher-order questions require them to perform interpretive rather than descriptive tasks. They may be asked to analyze, compare, evaluate or synthesize; to rank, hypothesize, design or predict. Good questioning leans towards the open-ended and higher-order forms as much as possible".

Open questions often begin with the words "what", "when", "where", "why" or "how". They can ask for an explanation, an elaboration, an example. They can ask to explore strengths and weaknesses or possible problems. They can consider "what if…". Closed questions usually require a single word or yes/no answer.

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[5] Jeffrey D. Wilhelm, *Engaging Readers and Writers with Inquiry*, (New York: Scholastic, 2007), p. 44.

The following list offers some examples of different types of questioning, from ones simply requiring answers to those demanding more thought. The list has been adapted from Davis and McKeachie.

Table 1
The examples of different types of questioning

Factual or exploratory	Probe facts and basic knowledge and allow little opportunity form dissent e.g. "what" questions or definitions.
Challenge	Examine assumptions, conclusions and interpretations.
Relational or comparative	Ask for comparisons of themes, ideas or issues.
Diagnostic	Probe motives or causes.
Action	Call for a conclusion or action.
Connective or causal effect	Ask for causal relationships between ideas, actions or events.
Extension	Expand the discussion.
Hypothetical or problem-based	Pose a change in the facts or issues.
Priority or evaluative	Seek to identify the most important issue, or make a judgment on the relative value of two points being compared.
Summary	Elicit syntheses.

Based on the table above, there is several explanation of the table. They are:

1) Ask open-ended questions. These "what", "when", "where", "why" and "how" questions can bring a range of responses which might not necessarily have been anticipated by yourself.
2) Don't rely solely on questions with yes/no or single word answers.
3) Ask conceptual as well as factual questions.
4) Ask probing questions: "why are we doing it this way?", "what would happen if...?", "what does this mean?", "what are some alternatives to this?", "what are we going to do next?", and "what are some of the

problems with this?", "what kind of evidence do you need to support that argument?".
5) Ask broad questions that encourage students to participate: "what do you think about this?", "how do you think we might go about this?".
6) Ask them to think about why things are done in a particular way.
7) A question like "how does the idea that ____ apply to _____?" is much more likely to stimulate discussion than "what is the answer to question 16?".
8) Ask questions that check students' understanding by requiring them to explain recap or summarize.
9) Use interpretive questions (connective, cause and effect or comparative questions) and evaluative or critical questions (requiring a judgment to be made).
10) Ask questions that identify what students know and how much preparation they have done so that they know you take an interest in their learning.[6]

Based on the explanation above, many types of questions in learning writing skill especially in this method, but the purpose of the experts is same. Types of questions can be used by teacher to avoid misunderstanding in teaching writing skill in the classroom. Therefore, the teacher should know the principles in teaching, especially in writing.

d. The Steps of Guided Questions

A teacher's response to students' answers is just as important as the question asked. A response may redirect students when an incorrect answer is given or students misinterpret the question. Teachers may probe for further explanation when a partial answer is given.

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[6] Anna Jones, "Tutorial Questioning Technique" *Teaching and Learning Unit Tutor Training Guide Series*, level 2, 2007 (http://tlu.ecom.unimelb.edu.au/), retrieved on November 14, 2014 at 07 p.m.

There are the steps in Guided Questions according to Jeffrey the units framed with guiding questions should be planned in the following steps:

1) Write your guiding questions.
2) Identify what learning needs to be done to address the questions, what Wilhelm calls "the heart of the matter."
3) Create a final project for the unit. Upon completion of the project, students should be able to demonstrate their understanding of the real world issues raised in the guiding questions.
4) Plan the sequence of activities and readings that moves the students down the path toward mastering these concepts and developing the "expert tools they will use in their final projects."[7]

Based on quotation above, there are some steps of applying guided questions in the classroom have different activities. It can be looked from the steps that guided questions is also to make teacher and student active in teaching learning process in the classroom, especially in learning writing descriptive text.

2. Conventional Method

Conventional method is the method or the way that usually used by the teachers to teach the text to students.[8] In addition, it uses the traditional way in teaching and learning process. The researcher concluded that conventional method is the way that is used by the teachers in teaching a material based on the agreement of the teacher at school.

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[7] Jeffrey D . Wilhelm, *Op. Cit.,* p. 39.
[8] Jhon Deriden. *Conventional Strategy (http://www.britannia.com/EBchecked/topic/421797/n nuclear-strategy/52993/conventional-strategy),* retrieved on December 13, 2014 at 07.00 p.m.

a. Definition of Conventional

Conventional or traditional teaching is concerned with the teacher being the controller of the learning environment. Power and responsibility are held by the teacher and they play the role of instructor and decision maker they regard students as having 'knowledge holes' that need to be filled with information.[9] According to Hudson that "conventional teaching is a method that used by the teachers based on mutual agreement in a school.[10] Then conventional teaching is also the teaching or the way that usually used by the teachers to teach the text to students. In addition, it uses traditional way in teaching and learning process. In short the traditional teacher views that it is the teacher that causes learning to occur.

b. The classification of conventional teaching

As we know that there are many kinds of teaching method that can be applied by teacher. One of the teaching methods is conventional or traditional method. Conventional method can be divided in some kinds. They are: lecturer method, project method, catechize method, discuss method, lecture discussion, problem solving method, homework,

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[9] Belias Dimitrios. *2013.Traditional Teaching Method.*(Online). Vol.9. No. 28. (Http://olam. Ed.asu.edu/epaa/, retrieved on July 02, 2015).

[10] Hudson. *The meaning of Conventional Teaching.*(Online).(http://www.conventional-strategy/topic/ 54372-strategy), retrieved on July 02, 2015).

recitation method, demonstration and experiment method, role play method, and so on.[11] But the most traditional in teaching method is:

1) **Lecturer method**

Lecturer method is traditional method because this method had be used long since is as an oral communication tool between teacher and students in interaction educative. Moreover in educative and traditional teaching it is like in rural that have weakness in learning facilities and teacher.[12]

According to Abu Ahmadi, there are some the strangeness and weakness of this method:

a) **The strangeness and weakness**

(1) In short time teacher is able to convoy the material as many as possible.
(2) The organization of class is more simple, it is not important to group of students like other method
(3) Teacher can master the overall of class goodly
(4) Teacher is as lecturer go through goodly, so it can make the spirit and creative
(5) Flexible

b) **The weakness**

(1) Teacher is difficult to know the student's comprehension with the material had been given.
(2) Sometimes teacher wants to convoy the material as many as possible until it is characteristic of pump.
(3) Students is passive

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[11] Syaiful Bahri Djamarah. *Strategy Belajar-Mengajar.* (Jakarta: PT.Asdi Mahasatya, 2006). p.83.

[12] Syaiful Bahri Djamarah. *Guru dan Anak Didik (Dalam Interaksi Edukatif).* (Jakarta:PT. Rineka Cipta, 2000). p.205.

(4) If teacher do not pay attention the students' aspect psychology, may be the lecturer will be boring.[13]

So, it can conclude that the strangeness of this method is teacher has a freehand in organizing the time allocate and the facilities of learning that done for finishing demand of syllabus whereas the weakness of this method is that students is looking passive when they follow the learning process. The interactions of learning reflect a one direction communication. Students are depend at the material what presented by teacher. So the teachers' ability in learning is just demand a material what taught in syllabus.

2) The steps of lecturer method

There are some steps before showing this method, they are:

(a) Preparation (Create the learning condition to students)

(b) Implementation (Teacher convoys the material then give opportunity to students for connecting and comparing the material of lecturer that had accepted through catechizing)

(c) Evaluation (Give a test to students for looking students' comprehension about material that had learned).[14]

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[13] Abu Ahmadi and Joko Tri Prasetya. *Strategy Belajar Mengjar.* (Bandung:CV Pustaka Setia,2005). p.55-56.
[14] Syaiful Bahri Djamarah,.*Op-cit*.p. 99.

c. The Principles of conventional teaching

Freire explains that there are some principles of teaching conventional that to be approach, it can be applied in teaching process. They are:

1) There is not theory that formulated to discuss the learning activity in traditional education system
2) Motivation is based of punishment, reward or prize and rivalry
3) Study with memorizing and save the information without inscription
4) The behavioral psychology has the clear significant
5) The cognitive psychology does not give the significant
6) In general, the learning process in traditional education system is not generated by the certain theory
7) The learning dominant is teacher center[15]

d. The steps of conventional teaching

There are some steps in conventional method teaching as follow:

1) Teacher gives an apperception to students and give a motivation to students about the material
2) Teacher gives a mutation
3) Teacher explains the material in verbal
4) Teacher gives the examples
5) Teacher gives an opportunity to students for asking and answering the question
6) Teacher gives an assignment to students that appropriate with material and the example of question
7) Teacher confirm the assignment that had worked by students
8) Teacher guide students to conclude the point of material[16]

After explaining some examples, teacher is given an opportunity to students for making a summary and generalization about the main

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[15] Adnan Unm. *PendidikaTradisional*, (Online), (https://www.scribd.com/doc/45067367/PENDIDIKAN-TRADISIONAL#scribd). Retrieve on July 02,2015.

[16] Rofa Yulia Azhar. *Metode Ceramah dalam Pembelajaran (Metode Konvensional)* .(Online).(http://www.rofayuliaazhar.com/2012/06/metode-ceramah-dalam-pembelajaran.html), retrieve on July 02, 2015.

problems in formula, rule or general principles. Then, teacher gives ideas to students' idea that organized as completing, correction and stressing. In other hand, teacher also gives a conclusion and formula clearly.

Based on the explanation above, the researcher concludes that the procedure used by the English teachers at SMP Negeri 5 Padangsidimpuan, are as follows:

a. Explain the subject matter.

b. Identify the difficult words.

c. Ordering the students make the paragraph of descriptive text.

d. Ordering the students make their guided questions.

3. **Writing Descriptive Text**

a. **Definition of Writing**

Generally, writing is a way in sending message from the writer to the reader. In Oxford Dictionary by Hornby A.S writing [ˈrʌɪtɪŋ] means "activity of writing, books article, etc. In general, written works of another, person hand wiring, or the activity or occupation of composing text for publication".[17] Writing is a personal act in which writers take ideas or prompts them into "self-initiated" topics.[18]

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[17] A.S. Hornby, *Op. Cit.*, p. 502.
[18] J. Michael O. Melley and Friends, *Authentic Assesment for English Language Learning*, (USA: Addison-Wisley Publishing Company, 1996), p. 136.

According to Mc. Whorter writing is an excellent means of monitoring and improving your comprehension an relation.[19] Then, Rise B. Axelord says "writing is a powerful means of communicating with diverse audiences in different genres and media. We use the term rhetorical situation to emphasize the fact that writing is social and purposeful".[20] And then, Rebecca Luce-Kapler also definite as writing is "a method of discovery and analysis. By writing in different ways, we discover new aspects of our topic and our relationship to it".[21] In addition, David Nunan explains that writing can be defined by a series of contrasts:

1) It is both a physical and a mental act. Writing is the physical act of committing words or ideas to some medium, whether it is hieroglyphics inked onto parchment or an e- mail message typed into a computer. On other hand, writing is the mental work of inventing ideas, thinking about how to express them, and organizing them into statements and paragraphs that will be clear to a reader.
2) Its purpose is both to express and impress. Writers typically serve two masters: themselves and their own desires to express an idea or feeling, and readers, also called the audience, who need to have ideas expressed in certain ways.
3) It is both a process and a product. The writer imagines, organizes, drafts, edits, reads, and rereads. This process of writing is often cyclical, and sometimes disorderly. Ultimately, what the audience sees, whether it is an instructor or a wider audience is a product-an essay, letter, story, or research report.[22]

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[19] Kathieen T. McWhorter, *Efficient and flexible reading,* (Niagara Country Community College, 1992), p. 289.

[20] Rise B. Axelord, *Op. Cit.,* p. 2.

[21] Rebecca Luce-Kapler, *Wriring, With, Through, and Beyond the Text*, (London: Mahwah, New Jersey, 2004), p. 4.

[22] David Nunan, *Practical English language Teaching* (New York: McGarw Hill, 2003), p. 88.

Next, according to Hamp-Lyons, writing is a personal act in which writers take ideas or prompts and transform them into "self-initiated" topics.[23] So, it could be concluded that writing is the process of giving information by texts that involved in generating the letters, words and sentences. Typically one will use a writing utensil (such as a pen/ pencil) to write characters on paper or computer (type writer).

b. The Purposes of Writing

Students need clear specification of the purpose in order to plan and compose a piece that respondence to the task. The genre defines the style the writer will use and suggests choices about the language and structure of of composition. Writen who gain control over various genres have a broader repertoire of writing abilities and increased understanding of the value of writing for interpersonal communication, for documenting important ideas, and for achieving their own ends those who do not.

Purpose in writing determines the nature of the writing. There are at least three purposes in writing. They are:

1) Writers use expository or informative writing to share knowledge and give information, directions, or ideas. Examples of informative writing include describing events or experiences, analyzing concepts, speculating on causes and effects, and developing new ideas or

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[23] Addison Wesley, *Authentic Assessment for English Language Learners* (Virginia: Fairfax County Public Schools, 1994), p. 136.

relationships. Informative writing helps writers integrate new ideas and examine existing knowledge.

2) Expressive/narrative writing is a personal or imaginative expression in which the writer produces stories or essays. This type of writing is often used for entertainment, pleasure, discovery or, simply, as "fun" writing and can include poems and short plays.

3) In persuasive writing, writers attempt to influence others and initiate action or change. This type of writing might include evaluation of a book, a movie, a consumer product, or a controversial issue or problem. Writers can also use personal experience or emotional appeals to argue in support of their view.[24]

c. **Kinds of Writing**

A good writing is a product of careful thinking. There are several kinds of writing based on the variety and form Weafer in Tarigan's book made the classification as following below:

1) Exposition consisted of definition and analysis.
2) Description consisted of expository description and literary description.
3) Narrative consisted of time sequence, motif, conflict, and interest center.
4) Argumentation consisted of inductive and deductive.[25]

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[24] J. Michael O. Melley and Friends, *Op. Cit.*, p. 137.
[25] H. G. Tarigan, *Menulis Sebagai Suatu Keterampilan Berbahasa*, (Bandung: Angkasa, 1986), p. 21.

Based on the explanation above, the researcher chooses the descriptive text to solve the problem of the students writing skill.

d. Descriptive Text

Descriptive text is a text which describes person, place, mood, situation, and etc. According to Langan, a description is a verbal picture of a person, place, or object.[26] Then, Schacter said "descriptive writing describes a person, place, or thing in a way that enables the reader to visualize it."[27] Next, Otong also definite the purpose of description is to describe a person, thing, place, or a specific animal.[28] According to the definitions above it can be concluded that the descriptive text is the text which is describes person, place, mood, situation, and etc., it is also describes an object that appeal to the sense.

Mursyid says that Descriptive Text is a kind of text with a purpose to give information. The context of this kind of text is the description of particular thing, animal, person, or others, for instance: our pets or a person we know well. It differs from Report which describes things,

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[26] John Langan, *College Writing Skills with Reading*, (New York: McGraw-Hill, 1942), p. 111.

[27] John Schacter, Ph.D, *The Master Teacher Series Descriptive Writing*, (New York: -, 2007), p. 4.

[28] Otong Setiawan Djuharie, *Teknik dan Panduan Menulis Melalui Explorasi Model dan Latihan Essay Writing*, (Bandung: Yrama Widya, 2009), p. 153.

animals, persons, or others in general. The Social Function of Descriptive

Text is to describe a particular person, place, or thing.[29]

Beside that descriptive text has the characteristic like Sharon

Sorenson said that there are some characteristics of descriptive text, they

are:

1) A subject worthy of description,
2) An emphasis, either direct or indirect, on the five senses,
3) Use of figures of speech, especially to enrich description and spark reader interest,
4) A topic or thesis sentence that names the subject to be described and establishes the attitude toward the subject,
5) One of three patterns of organization: chronological, spatial, or order of importance,
6) A single, consistent tone and mood (*see* tone *and* mood *in the Glossary*),
7) Details that support the tone and mood,
8) Unity within the paragraphs and the paper as a whole,
9) Vocabulary that clarifies,
10) Varied sentence structure, which enhances the general attitude and adds appropriate emphasis,
11) An effective conclusion.[30]

It can be said that, descriptive text has the function to describe

something. Essay description explains much information about person,

things, place, and animal. Writing descriptively teaches students to:

1) Organize their thinking,
2) Search for and communicate details,
3) Define people, places and things, and
4) Write with clarity and purpose.[31]

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[29] M. Mursyid PW, *The Learning of Descriptive Text*¸(Karangdadap: Widya Utama, 2005), p. 4.

[30] Sharon Sorenson, *Webster's New World Student Writing Handbook*, (Canada, Wiley, Hoboken, 2010), p. 90.

[31] John Schacter, Ph.D, *Op. Cit.,* p. 4.

Written descriptions help readers imagine what is being described. Vivid description creates an intense, distinctive image, one that seems to bring the words on the page to life. Good description can also be evocative, calling up memories or suggesting feelings associated with the subject being described. Writers can use description for many purposes: to give readers an impression of a person or place, to illustrate abstract ideas, to make information memorable, or to support an argument.[32] According to Rise B. Axelord, three basic descriptive techniques of *naming, detailing,* and *comparing;* it surveys the words writers typically use to evoke vivid sense impressions; it examines how writers use description to create a dominant impression; and it provides some sentence strategies you might use to get started drafting a description. They are:

1) *Naming* calls readers' attention to observable features of the subject being described. To describe a room, for example, you might name objects you see as you look around, such as a bed, pillows, blankets, a dresser, clothes, books, a CD player, and CDs. These objects suggest what kind of room it is and begin to give readers an impression of what it is like to be in this particular room.

    Look closely at the following passage describing a weasel that the writer, Annie Dillard, encountered in the woods:

    He was ten inches long, thin as a curve, a muscled ribbon, brown as fruitwood, soft-furred, alert. His face was fierce, small and pointed as a lizard's; he would have made a good arrowhead. There was just a dot of chin, maybe two brown hairs' worth, and then the pure white fur began that spread down his underside. He had two black eyes I didn't see, any more than you see a window.

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[32] Rise B. Axelord, *Op. Cit.,* p. 574.

2) Naming identifies the notable features of the subject being described; *detailing* makes the features more specific or particularized. Naming answers the questions what is it? And what are its parts or features? Detailing answers questions like these:
   a) What size is it?
   b) How many are there?
   c) What is it made of?
   d) Where is it located?
   e) What is its condition?
   f) How is it used?
3) In addition to naming and detailing, writers sometimes use *comparing* to make their description more vivid for readers. Look again at Annie Dillard's description of a weasel, paying attention this time to the comparisons:

   He was ten inches long, thin as a curve, a muscled ribbon, brown as fruitwood, soft-furred, alert. His face was fierce, small and pointed as a lizard's; he would have made a good arrowhead. There was just a dot of chin, maybe two brown hairs' worth, and then the pure white fur began that spread down his underside. He had two black eyes I didn't see, any more than you see a window.[33]

Based on the explanation above, the descriptive text has the generic structure and language features. Mursyidi explains that the descriptive text has the generic structure and language features, it can be defined by a series of contrast:

1) The Generic Structure of Descriptive Text consists of Identification and Description.
   a) Identification: Identifies phenomenon to be described.
   b) Description: Describes parts, qualities, characteristics, etc.
2) Language Features, descriptive often uses 'be' and 'have'. Tense which is often used is Simple Present Tense. However, sometimes it uses Past tense if the thing to be described doesn't exist anymore. Significant Grammatical Features:
   a) Focus on specific participants (My English teacher, Andini's cat, My favorite place)
   b) Use of Simple Present Tense

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[33] *Ibid.,*

Use of Simple Past Tense if Extinct.
c) Verbs of being and having 'Relational Processes'. (My mum is really cool, She has long black hair)
d) Use of descriptive adjectives (strong legs, white fangs)
e) Use of detailed Noun Phrase to give information about the subject. (a very beautiful scenery, a sweet young lady, very thick fur)
f) Use of action verbs 'Material Processes' (It eats grass, It runs fast)
g) Use of adverbials to give additional information about behavior (fast, at tree house)
h) Use of Figurative language (John is as white as chalk.)[34]

e. Guides for Writing Description

When a writer wants to write the descriptive text, he or she also should know the guides of writing descriptive text. There are some guides to write the descriptive text. According to Susan Fawcett, there are seven steps to write descriptive text, they are:

1) Compose a topic sentence that clearly points to what you expect to describe or that gives an overall impression of the person, object, or scene.
2) Jot as many specific details as you can to capture your subject in words. Remember to appeal to your readers' senses.
3) Select the best details and drop any irrelevant ones.
4) Make a plan for the paragraph, numbering the details in the order in which you will present them.
5) Write a draft of your descriptive paragraph, using transitional expressions wherever they might be helpful.
6) Check for unity, logic, and coherence; rewrite as necessary.
7) Proofread for errors in grammar, punctuation, sentence structure, spelling, and mechanics.[35]

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[34] M. Mursyid PW, *Op. Cit.*, p. 4.
[35] Susan Fawcett, *A Guide to Writing Evergreen*, (USA: Houghton Mifflin Company, 1984), p. 68.

Based on the explanation above, the teacher can order the students make the paragraph by using the instruction of the teacher and the steps that will give by the teacher.

B. Review of Related Findings

There were some related findings related to this research. The first was Siti Handayani Pulungan "The Effect of Contextual Teaching and Learning (CTL) on teaching personal references in descriptive text at grade XI students' of SMAN 1 Barumun Tengah". She concluded that there is the effect of Contextual Teaching and Learning (CTL) on teaching personal references in descriptive text, where the mean score is 60-90 and control class is 70.93, with t_0 is higher than t_t (3.72>2,75>2.04). So, the implication of contextual teaching and learning is better than conventional strategy.[36]

The second was Muhammad Bagus Nawawi "Improving Students' Writing Skill of Descriptive Text Through Guided Questions at Grade VIII-8 SMP PGRI 1 Ciputat-Kota Tangerang Selatan". The kind of research was qualitative research by getting data through samples' testing student of SMP PGRI 1 Ciputat-Kota Tangerang Selatan. He found that the guided Questions

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[36] Diana Mariati Hasibuan, "*The Effect of Contextual Teaching and Learning (CTL) on Teaching Personal References in Writing Descriptive Text at Grade XI Students' of SMAN Barumun Tengah 2012/2013 Academic Year*" (A Thesis, STAIN Padangsidimpuan, 2013), p. 38.

could improve the students writing skill. Then, the conclusion was the students'

ability in writing is 81.86.[37]

The last was Rahmi Juliani Nasution "The Effect of Group Investigation Method on Students' Writing Descriptive Paragraph Ability at Grade VIII SMP Negeri 2 Kotanopan.[38] She concluded that there was no the effect of group investigation method, with t_0 is smaller than t_t (78.1> 72.3). So, the implication of contextual teaching and learning is better than conventional strategy.

In summary, from the description above, the researcher concluded that strategy or methods can increase the students' writing descriptive text. So, the researcher hoped that Guided Questions Method could increase the students' writing descriptive text and this research completed and contributed previous findings. Moreover, the researcher wanted to research about "The Effect of Guided Questions on students' Writing Descriptive Text at Grade VIII of SMP N 5 Padangsidimpuan.
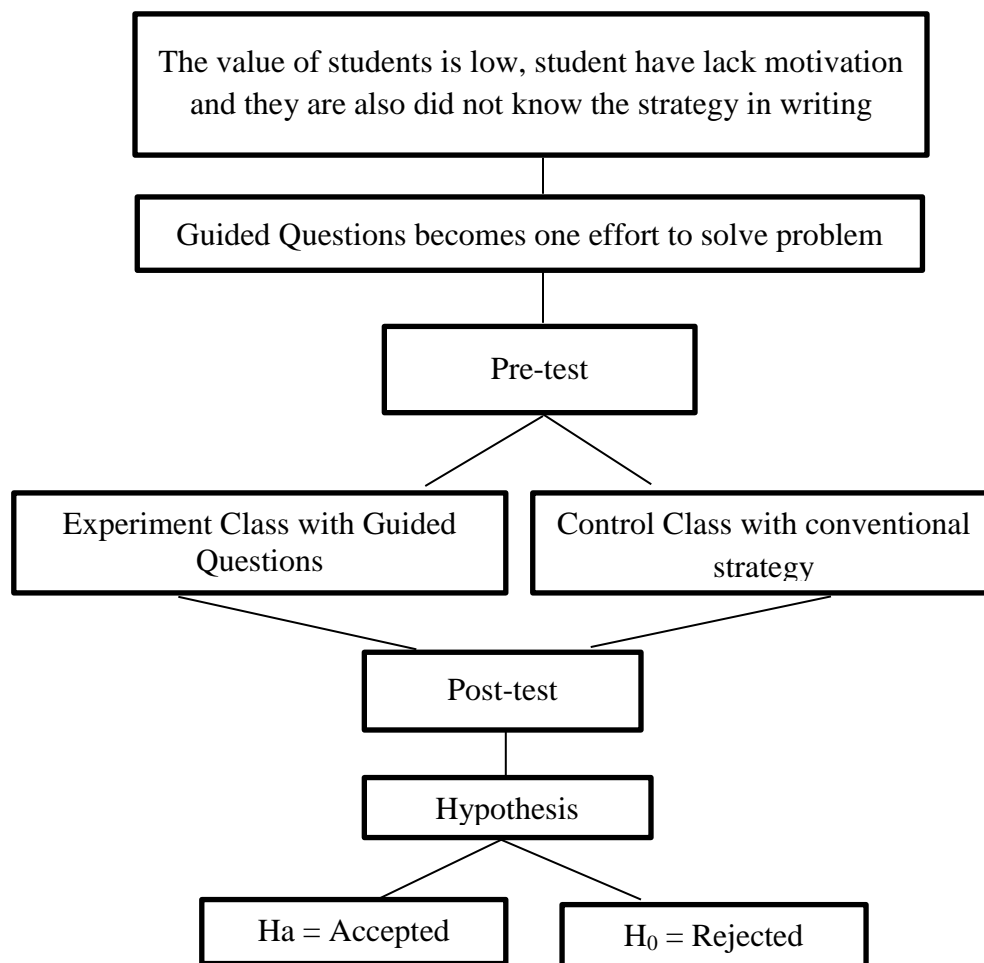
C. Conceptual Frame Work

The successful of writing skill depend on many factors. One of them was how the teacher teaches writing to the students. The suitable strategy was very important to teach writing skill. So, the students' must have the writing

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[37] Muhammad Bagus Nawawi, "*Improving Students' Writing Skill of Descriptive Text Through Guided Questions at Grade VIII-8 SMP PGRI 1 Ciputat-Kota Tangerang Selatan 2010/2011 Academic Year*", (A Skripsi, English Department Faculty of Tarbiyah and Teacher Training Syarif Hidayatullah State Islamic University, 2010).

[38] Rahmi Juliani Nasution "*The Effect of Group Investigation Method on Students' Writing Descriptive Paragraph Ability at Grade VIII SMP Negeri 2 Kotanopan 2013/2014 Academic Year*" (A Thesis IAIN Padangsidimpuan, 2014), p. 53.

strategies. Writing strategy is the strategy that used while the students are able to make the paragraph. So, they can more easily to write the paragraph. Guided Questions is one of the writing strategy has the effect in writing skill. The relation of guided questions on writing descriptive text can be seen as the diagram follow:

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┌─────────────────────────────────────────────────────┐
│ The value of students is low, student have lack motivation │
│     and they are also did not know the strategy in writing  │
└─────────────────────────────────────────────────────┘
            │
┌─────────────────────────────────────────────────────┐
│     Guided Questions becomes one effort to solve problem    │
└─────────────────────────────────────────────────────┘
            │
        ┌──────────────┐
        │   Pre-test   │
        └──────────────┘
         ╱            ╲
┌────────────────────┐  ┌────────────────────┐
│ Experiment Class with │  │ Control Class with │
│   Guided Questions   │  │ conventional strategy │
└────────────────────┘  └────────────────────┘
         ╲            ╱
        ┌──────────────┐
        │  Post-test   │
        └──────────────┘
            │
        ┌──────────────┐
        │  Hypothesis  │
        └──────────────┘
         ╱            ╲
┌────────────────┐  ┌────────────────┐
│ Ha = Accepted  │  │ $H_0$ = Rejected │
└────────────────┘  └────────────────┘
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D. Hypothesis

In quantitative research, hypothesis is a provisional result of the research.[39] While according to L.R. Gay says, "A hypothesis is a tentative prediction result of the research findings."[40] The purpose of hypothesis of hypothesis is to answer a certain specific question. Based on formulation of the problem above, the hypothesis of the problem can be mastered alternative and null hypothesis. The hypotheses are as follows:

1. H_a : Students' writing descriptive text achievement by using Guided Questions is better than conventional strategy ($\mu_1 > \mu_2$).

2. H_0 : Students' writing descriptive text by using Guided Questions not better than conventional strategy ($\mu_1 = \mu_2$).

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[39] Suharsimi Arikunto, *Prosedur Penelitian Suatu Pendekatan Praktik,* (Jakarta: RinekaCipta, 2006), p. 71.

[40] L. R Gay and Peter Airaisan, *Educational Research for Analysis and Application,* (America: Prentice Hall, 1992), p. 71.

CHAPTER III

RESEARCH METHODOLOGY

A. Place and time of the research

This research will be done at Junior High School Negeri 5 Padangsidimpuan. It is located at Perintis Kemerdekaan Street, Padangsidimpuan of North Sumatera. The subject of this research is the second grade of students in SMP Negeri 5 Padangsidimpuan. The time of this research is from December 2014 up to June 2015.

B. Research Design

The kind of this research was quantitative research with experimental method. L. R Gay said, "Experimental research is the only type of research that can test hypothesis to establish cause and effect."[1] And then, Creswell said, "Experimental research included the experiment with the random assignment of subject to treatment condition as well as quasi experiment that use none randomized.[2]

From the definition above, researcher concluded that the experiment is a kind of research that has aim to know the causal effect relationship between one or more variable to other variables.

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[1] L. R Gay and Peter Airaisan, *Educational Research for Analysis and Application,* (America: Prentice Hall, 1992)*,* p. 367.

[2] Jhon Creswell, *Research Design Qualitative, Quantitative and Mixed Methods Approaches Second Edition,* (USA: Prentice hall., 2000)*,* p.14.

In this research, the researcher uses two classes, as an experiment class and as a control class. The experiment class is the class that taught with guided questions method, as a treatment. Meanwhile the control class is the class that taught with using conventional method or without treatment. It can be seen from the table:

Table 2
Table of design instrument

Class		Treatment	
Treatment class	Pre Test	Teaching writing about animals and plants by using guided questions	Post Test
Control class	Pre Test	Teaching writing about animals and plants by using conventional method	Post Test

C. Population and Sample

a. Population

According to Gay, population is the group of interest to the researcher, the group to which she or he would like the result of the study to be generalizable.[3]

Meanwile, Suharsimi Arikunto said, "A population is a set (collection) of all elements processing one or more attributes of interest."[4] So, the population in this research was the whole of the students at grade VIII SMP Negeri 5 Padangsidimpuan.

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[3] L. R. Gay and Peter Airasian, *Op. Cit.*, p. 122.
[4] Suharsimi Arikunto, *Op. Cit.*, p. 108.

Based on the Quotation above, the research will be done for the grade VIII students of SMP Negeri 5 Padangsidimpuan. The population of research consists of 12 classes with 309 students. It can be seen from the table follow:

Table 3
The population of the grade VIII students of SMP Negeri 5
Padangsidimpuan:

NO	Class	Total Student
1.	VIII-1	28
2.	VIII-2	25
3.	VIII-3	25
4.	VIII-4	26
5.	VIII-5	26
6.	VIII-6	27
7.	VIII-7	22
8.	VIII-8	22
9.	VIII-9	28
10.	VIII-10	24
11.	VIII-11	28
12.	VIII-12	27
Total of Student		309

Sources: School administration data of SMP Negeri 5 Padangsidimpuan

b. Sample

Sample is part of population. In addition, sample is the process of selecting a number of individuals for a study in such a way that they represent the larger group from which they were selected. A sample

comprises the individuals, items, or events selected from a larger group referred to as a population. The purpose of sampling is to gain and to know information about the population by using the sample.[5]

In this research, the researcher used random sampling. Before used random sampling, the researcher used normality and homogeneity test to get sample that have similar competence. The researcher gave pre-test to three classes of the population. After that, the researcher chosen two classes that have similar competence in writing as a sample.

To determine appropriate sample was tasted by normality and homogeneity test, as follow:

a. Normality test

Normality test is used to know whether the data of research is normal or not. The researcher used normality test with using Chi-Quadrate formula, as follow:

$$x^2 = \sum \left(\frac{f_o - f_h}{f_h} \right)$$

Where:

x^2 = Chi-Quadrate

f_o = Frequency is gotten from the sample/result of observation (questioner)

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[5] L.R.Gay and Peter Airasian, *Op. Cit*., p.121.

f_h = Frequency is gotten from the sample as image from   frequency

is hoped from the population[6]

To calculate the result of Chi- Quadrate, it was used significant

level 5% (0,05) and degree of freedom as big as total of frequency is

lessened 3 (dk= k-3). If result $x^2_{count} < x^2_{table}$. So, it can be concluded that

data is distributed by normal.

From the calculation of normality test, the researcher found that:

1. VIII 2 = x^2_{count} = 0,71, x^2_{table} = 9,488.

$x^2_{count} < x^2_{table}$ (0,71 < 7,815). It means VIII 2 is normal.

2. VIII 3 = x^2_{count} = 1,26, x^2_{table} = 7,815.

$x^2_{count} < x^2_{table}$ (1,26 < 7,18). It means VIII 3 is normal.

3. VIII 4 = x^2_{count} = 27,87, x^2_{table} = 7.815

$x^2_{count} > x^2_{table}$ (27,87> 7.815). It means VIII 4 is not normal.

b. Homogeneity test

Homogeneity test is used to know whether control class and

experimental class have the same variant or not. If the both of classes are

same, it is can be called homogeneous. To test it, researcher uses Harley

test, as follow:[7]

$$F = \frac{The\ biggest\ variant}{The\ smallest\ variant}$$

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[6] Mardalis, *Metode Penelitian: Suatu Pendekatan Proposal*, (Jakarta: Bumi Aksara, 2003), p. 85.

[7] Agus Irianto, *Statistik Konsep Dasar dan Aplikasinya*, (Padang: Universitas Negeri Padang,2003), p.276.

Hypotheses is accepted if $F_{(count)} \leq F_{(table)}$

Hypotheses is rejected if $F_{(count)} \geq F_{(table)}$

From the calculation of homogeneity test, the researcher found that:

1. VIII 2 and VIII 3 = F $_{count}$ = 1,02, F $_{table}$ = 1,708

   $F_{count} < F_{table}$ (1,02 < 1,706). It means that VIII 2 and VIII 3 were homogenous.

2. VIII 2 and VIII 4 = F_{count} = 1,17, F_{table} = 1,708.

   $F_{count} < F_{table}$ (1,17 < 1,706). It means that VIII 2 and VIII 4 were homogenous.

3. VIII 3 and VIII 4 = F_{count} = 1,14, F_{table} = 1,708.

   $F_{count} < F_{table}$ (1,14 < 1,706). It means that VIII 3 and VIII 4 were homogenous.

   Therefore, by using normality and homogeneity test, the researcher found that VIII 2 and VIII 3 classes were homogenous and normal. Therefore, it concluded that the sample is VIII 2 and VIII 3 classes.

D. **The definition of operation variables**

1. Guided questions is a method for teaching English in which the teacher gives some questions to the students applied to a topic in teaching writing.

2. Writing descriptive text is a kind of text with a purpose to give information. The context of this kind of text is the description of particular thing, animal, person, or other.

E. Instrument of Collecting Data

In this research, the researcher used test as an instrument. Test has three kinds like aptitude test (test is used to know talent of the sample), attitude test (test is used to know attitude of the sample), and achievement test (test is used to know performance of the sample).[8] Therefore, the researcher used achievement test. Essay test was applied.

There are two crucial components to concern in analyzing the test:

1. Validity instrument

Validity is a standard that show the level of validity or legally of instrument.[9] In this research, the writer used content validity to establish validity of the instrument. Content validity can be done with compare between content of item and matter of lesson. In this research, the writer uses writing descriptive paragraph test as the starting point of making the test. To analyze the test comprehensively, the writer used basic question, like: Do items of the test measure what is supposed to measure? In this research, the test function measures the students' writing descriptive paragraph. Besides compare the

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[8] Suharsimi Arikunto, *Manajemen Penelitian*, (Jakarta: Rineka Cipta, 2003), p. 223.

[9] Suharsimi Arikunto, *Prosedure Penelitian*, *Op.Cit.,* p. 169.

content of the test, the test also have instrument of assessment, so the test is valid. Therefore, the test is standardized.

2. Reliability instrument

The instrument is said reliable when the instrument believable to use as an instrument of collecting data because the instrument is good. In this research, the writer used standardized test with compare the item of the test with supposed to measure and because of the test have instrument of assessment, so the test has standardized. With the result that, test is supposed reliable.

There are five indicators to test writing skill. They are: Grammar, Vocabulary, Mechanic, Fluency and Form (Organization).

Table 4
Research Design of Instrument

Class	Pre-test	Treatment	Post-test
Experimental class (VIII-2)	✓	✓	✓
Control class (VIII-3)	✓	X (conventional method)	✓

Because the test is writing, the researcher divided the score into five criteria, which are the score of grammar, vocabulary, mechanics, fluency, and form (organization)[10]. It can be describe about the score of criteria as follow:

Grammar

No	Indicator	Score
1	Few (if any) noticeable errors of grammar or word order	20

[10] Arthur Hughes, *Testing for Language Teacher*, (New York: Cambridge University Press, 1990), p. 91-93.

2	Some error of grammar or word which do not however, interfere with comprehension	15
3	Error of grammar or word order fairly frequent occasional re-reading necessary for full comprehension	10
4	Errors of grammar of word order frequent: efforts of interpretation sometimes required an reader's part	5

Vocabulary

No	Indicator	Score
1	Use of vocabulary and idiom rarely (it at all) distinguishable from that of educated native writer	20
2	Occasionally uses in appropriate terms or relies on circumlocution: expression or ideas hardly impaired	15
3	Uses writing or inappropriate word fairly frequently expression of ideas maybe limited because of in adequate vocabulary	10
4	Limited vocabulary and frequent errors clearly hinder expression of ideas	5

Mechanic

No	Indicator	Score
1	Few (if any) noticeable lapses in punctuation or spelling	20
2	Occasional lapses in punctuation or spelling which do not, however interfere with comprehension	15
3	Errors in punctuation or spelling fairly frequent occasional re-reading necessary for full comprehension	10
4	Frequent error in spelling or punctuation sometimes to obscurity	5

Fluency

No	Indicator	Score
1	Choice of structures and vocabulary consistently appropriate: like that of educated native writer	20
2	Occasional lack of consistently in choice of structures and vocabulary which does not	15

3	Patchy, with some structures or vocabulary items noticeable inappropriate to general style	10
4	Structure of vocabulary items sometime not only in appropriate but also misused little sense of ease of communication	5

Form

No	Indicator	Score
1	Highly organized clear progression of ideas well linked: like educated native writer	20
2	Material well organized linked could occasionally be clearer but communication not impaired	15
3	Some lack of organization re-reading requited for clarification of ideas	10
4	Little or no attempt at connectivity, through reader can deduce some organization.	5

F. Technique of Data Collecting

In collecting data to determine the result of the research, the researcher uses test to students. The test divided into two kinds; pre-test and post-test. This test concludes some steps; they are:

a. Pre test

The pre-test is conducted to find out the homogeneity of the sample. The function of the pre-test is to find the mean scores of the guided questions strategy group and conventional group before the researcher gives treatment to the experimental group. In this case, the researcher used some steps. They were:

1) The researcher prepares the essay written test.

2) The researcher distributes the paper of the test to students of experimental class and control class.

3) The researcher explains what students to do.

4) Giving time.

5) The students answer the question.

6) Collecting their paper test to researcher.

7) The researcher checks the answer of students and finds the mean score of control and experimental class.

b. Treatment

Experiment and control classes are given some material, which is consisted of writing ability aspect that will be taught by the teacher in different ways. Experimental class is given treatment, it is taught by using Guided Questions and control class is taught by conventional technique.

The procedures of treatment for the experiment class by using guided questions strategy, they were:

1) For the first meeting

a) Researcher will use two meetings for teaching and learning process.

b) Researcher will start the class with greeting and teaching guided questions and the indicators of writing skills.

c) Researcher gives some topic to the students.

d) Researcher explains and teaches the material by using guided questions.

e) Researcher and the students make the conclusion of their learning process.

2) For the second meeting

a) Researcher will distribute kind of descriptive text.

b) Researcher will give the explanation like the previous meeting.

c) Researcher will give enough time for answering the questions with the topic that the researcher gives about the descriptive text.

d) Researcher orders the students to make the text by using guided questions strategy.

The procedures of teaching and learning in control class will use conventional strategy. In this class, Researcher will use two meetings and explain texts about descriptive text. The procedures are as follow:

1) For the first meeting

a) Apperception

b) Researcher explained about the topic and the purpose of the learning

c) Researcher asked the students about descriptive text.

d) Researcher explained about descriptive text clearly.

e) Researcher and students gave conclusion about their learning process.

2) For the second meeting

    a) Researcher continued the explanation about descriptive text with the same explanation with the previous meeting.

    b) Researcher gave the exercise to students to make the descriptive text by referring to the indicators that had been taught in the first meeting.

c. Post-test

    After giving treatment, the research conducts a post-test which the same test with the pre-test, and has not been conducted in the previous of the research. This post-test is the final test in the research, especially measuring the treatment, whether is an effect or not. After conducting the post-test, the researcher analyzed the data. And the researcher will find out the effect of using guided questions method in the experimental class. The researcher has some procedure. There are:

1) The researcher prepares the essay written test.

2) The researcher distributes the paper of the test to students of experimental class and control class.

3) The researcher explains what students do.

4) Giving time.

5) The students answer the question.

6) Collecting their paper test to researcher.

7) The researcher checks the answer of students and finds the mean score of control and experimental class.

G. Technique of Data Analysis

The analysis of data was done to find out the ability of the two classes that have been divided in to experimental and control class. In this research, the researcher used technique of data analysis as follow:

1. Requirement test

    a. Normality test

    Normality test is used to know whether the data of research is normal or not. The researcher uses normality test with using Chi-Quadrate formula, as follow:

$$x^2 = \sum \left(\frac{f_o - f_h}{f_h} \right)$$

Where:

x2 = Chi-Quadrate

fo = Frequency is gotten from the sample/result of observation (questioner)

fh = Frequency is gotten from the sample as image from frequency is hoped from the population.

To calculate the result of Chi- Quadrate, it was used significant level 5% (0,05) and degree of freedom as big as total of frequency is lessened 3

(dk= k-3). The result must be $x^2_{count} < x^2_{table}$. So, it can be concluded that data is distributed by normal.

b. Homogeneity test

Homogeneity test is used to know whether control class and experimental class have the same variant or not. If the both of classes are same, it is can be called homogeneous. To test it, researcher used Harley test, as follow:[11]

$$F = \frac{The\ biggest\ variant}{The\ smallest\ variant}$$

Hypotheses is accepted if $F_{(count)} \leq F_{(table)}$

Hypotheses is rejected if $F_{(count)} \geq F_{(table)}$

To analyze the data, the researcher use t-test. T-test is one of statistic examine the difference two variable. The analysis of data is done to find out the ability of the two groups that have been divided in to experimental and control class.

Based on the hypothesis, the analysis of the data will be done to find out the ability of two groups that have been divided into experiment class and control class. From the hypothesis is to answer the result of the research. So, the data will be analyzed by using the following *t-test* formula:[12]

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[11] Agus Irianto, *Statistik Konsep Dasar dan Aplikasinya*, (Padang: Universitas Negeri Padang, 2003), p.276.
[12] Suharsimi Arikunto, *Op. Cit.*, p. 311.

$H_a : \mu_1 > \mu_2$

$H_o : \mu_1 \leq \mu_2$

If $H_{a:} \mu_1 > \mu_2$, it means the result of students' writing descriptive text by using guided questions method at grade VIII of SMP Negeri 5 Padangsidimpuan is better than conventional strategy. But, if the $H_0: \mu_1 \leq \mu_2$, it means the result of students' writing descriptive text by using guided questions method at grade VIII of SMP Negeri 5 Padangsidimpuan was not better than conventional strategy. To test the hypothesis, researcher uses t-test and the formula as follow:[13]

$$t = \frac{\overline{X}_1 - \overline{X}_2}{s\sqrt{\frac{1}{n_1} + \frac{1}{n_2}}}$$

Where:

$\overline{x}_1$ = Mean of experimental class sample

$\overline{x}_2$ = Mean of control class sample

n_1 = Total of experimental class sample

n_2 = Total of control class sample

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[13] Sugiyono. *Metode Penelitian Kuantitatif Kualitatif dan R&D*. (Bandung: Alfabeta, 2013), p. 128.

CHAPTER IV

RESULT OF RESEARCH

A. **Description Data of Pre-Test (Before Treatment)**

The pre-test scores obtained before teaching in experimental class and control class is as follows:

1. Experimental Class

The score of pre- test in experimental class before teaching is as follow:

Table 5
The Score of Pre- Test in Experimental Class

Mean	68,84
Median	69,75
Modus	68
The lowest score	30
The highest score	72

Based on the table above, the mean of the score in experimental class was 68,84, modus was 68, and median was 69,75. The writer got the highest score was 72, and the lowest score was 30. Next, the calculation of how to get it can be seen in the appendix 6.

Table 6

The frequency distribution of students' score in experimental class

No.	Interval	Frequency	Percentages
1.	40 – 45	3	12 %
2.	46 – 51	2	8 %
3.	52 – 57	3	12 %
4.	58 – 63	5	20%
5.	64 -69	5	20 %
6.	70 – 75	6	24%
7.	76 – 82	1	4%
Total		25	100 %

Distributing the data of experimental class in pre-test can be described to histogram, as follow:

Figure 1. The histogram of students' score in experimental class pre-test
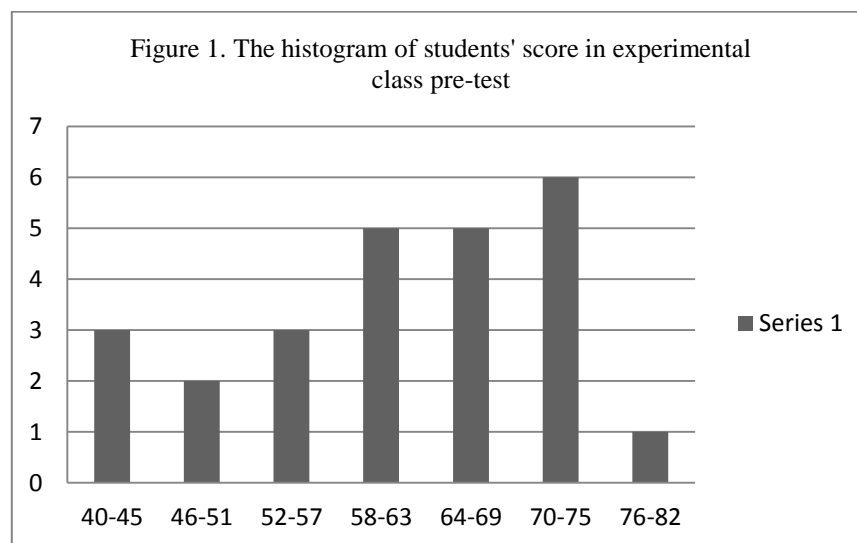
2. Control Class

The score of pre- test in control class before treatment is as follow:

Table 7
The Score of Pre-Test in Control Class

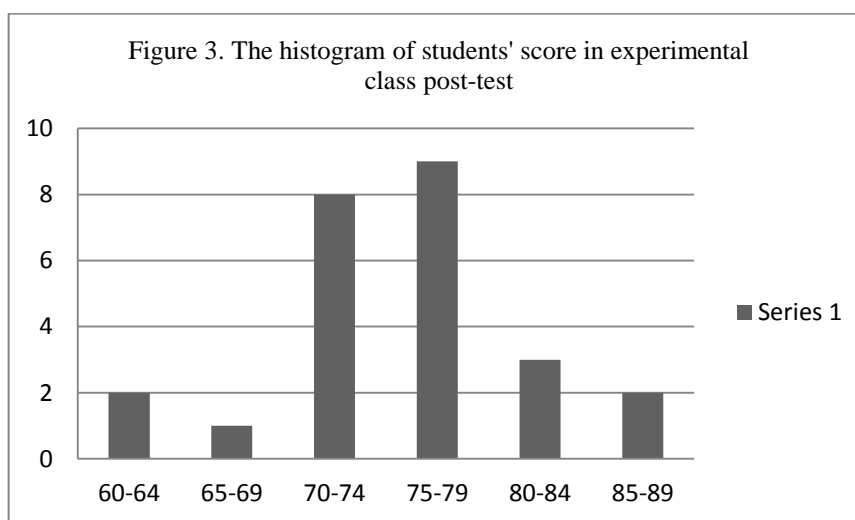| Mean	71,54
Median	72
Modus	70,5
The lowest score	40
The highest score	76

Based on the table above, the mean of the score in control class was 71,54, modus was 70,5, and median was 72. The writer got the highest score was 76, and the lowest score was 40. Next, the calculation of how to get it can be seen in the appendix 7.

. Table 8
The frequency distribution of students' score in control class

No.	Interval	Frequency	Percentages
1.	40 – 45	3	12 %
2.	46 – 51	2	8 %
3.	52 – 57	3	12 %
4.	58 – 63	5	20 %
5.	64 -69	5	20 %
6.	70 – 75	6	24 %
7	78 – 81	1	4 %
	Total	25	100 %

Distributing the data of control class in pre-test can be described to histogram, as follow:

Figure 2. The histogram of students' score in control class pre-test
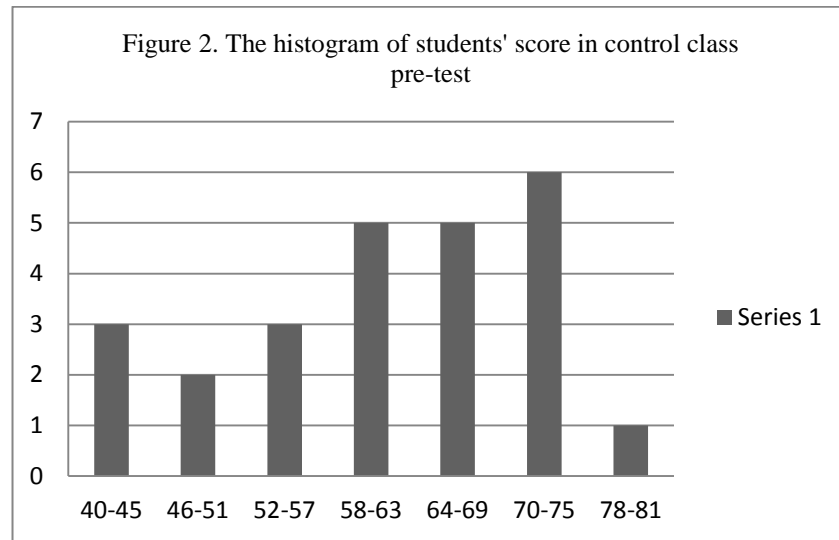
From the table above, the writer concluded that the students' ability before treatment was enough. It was improved by the means score of experimental class was 68,84 and control class was 71,54

B. Description Data of Post-Test (After Treatment)

The post-test scores obtained after treatment in experimental class and control class is as follows:

1. Experimental Class

The score of post- test in experimental class after treatment is as follow:

Table 9
The Score of Post- Test in Experimental Class

|	
Mean	73,72
Median	75,83
Modus	75,71
The lowest score	60
The highest score	85

Based on the table above, the mean of the score in experimental class was 73,72, modus was 75,71 and median was 75,83. The writer got the highest score was 85, and the lowest score was 60. Next the calculation of how to get it can be seen in the appendix 10. Then, the computed of the frequency distribution of the student's score of class can be applied into table frequency distribution as follow:

Table 10

The frequency distribution of students' score in experimental class

No.	Interval	Frequency	Percentages
1.	60 – 64	2	8 %
2.	65 – 69	1	4 %
3.	70 – 74	8	32 %
4.	75 – 79	9	36 %
5.	80 – 84	3	12 %

6.	85 – 89	2	8 %
Total		25	100 %

Distributing the data of experimental class in post-test can be described to histogram, as follow:

Figure 3. The histogram of students' score in experimental class post-test

2. Control Class

The score of post- test in experimental class after treatment is as follow:

Table 11
The Score of Post- Test in Control Class

Mean	71,16
Median	75,93
Modus	76,28
The lowest score	55
The highest score	80

Based on the table above, the mean of the score in control class was 71,16, modus was 76,28 and median was 75,93. The writer got the highest score was 80, and the lowest score was 55. Next the calculation of how to get it can be seen in the appendix 11. Then, the computed of the frequency distribution of the student's score of class can be applied into table frequency distribution as follows:

Table 12

The frequency distribution of students' score in control class

No.	Interval	Frequency	Percentages
1.	55 – 59	1	4 %
2.	60 – 64	5	20 %
3.	65 – 69	0	0 %
4.	70 – 74	6	24 %
5.	75 -79	11	44 %
6.	80 – 84	2	8 %
Total		25	100 %

Distributing the data of control class in post-test can be described to histogram, as follow:

Figure 4. The histogram of students' score in control class post-test
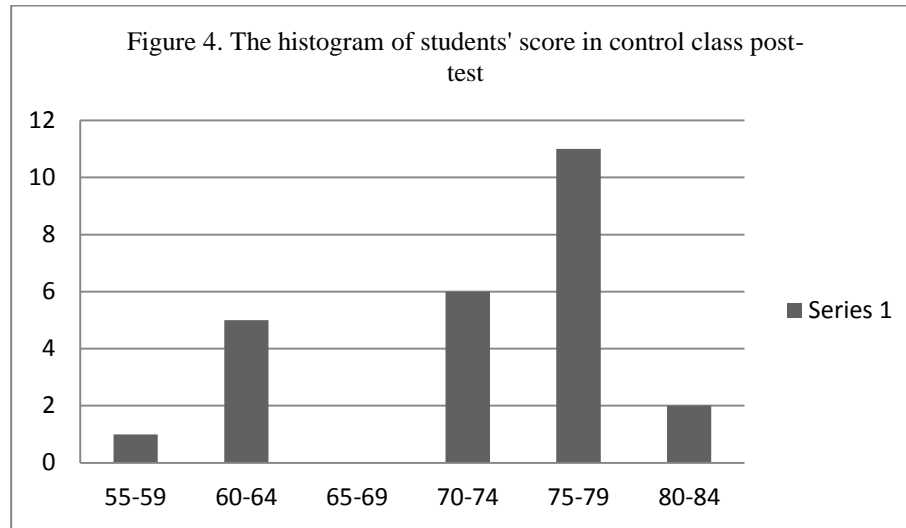
From calculation above the writer concluded the students' ability after treatment increased slowly. It can be seen from the mean score of experimental class was bigger than control class (73,72 > 71,16).

C. Data Analysis

In analyzing the data, the researcher used techniques, as follows:

1. Requirement test

    a. Homogeneity test (post-test)

    The calculation can be seen to the table, that:

Table 13
Homogeneity Test after Treatment between experimental class and control class (Post-test)

Source of Variation	Experimental Class	Control Class
Total	1843	1779
N	25	25

Mean	73,72	71,16
Variant	42,21	56,72
Standard Deviation	6,24	6,92

From the researcher calculation of the homogeneity variant test, researcher found that F_{count} was 1,34 While, F_{table} with dk = 25. F_{table} with α 5 % from the distribution list F, researcher found that F_{table} =1,708, cause $F_{count} < F_{table}$ (1,34 < 1,708). So, there is no difference the variant between experimental class and control class, it means that the variant is homogenous (see appendix 12).

b. Normality test (post-test)

Testing the data analysis of Post- test was identic with the testing data analysis in Pre-test. Based on the testing of data analysis in the experimental class (Post-test), the researcher got the highest score = 85, smallest score = 60, range = 25, mean =73,72, standard of deviation =6,24, and result of chi $-$ quadrate $(x^2) = 3,42$. While, testing of data analysis in the control class (Post-test), the researcher got the highest score = 80, smallest score = 55, range = 25, mean = 71,16, standard of deviation =6,92, and result of chi $-$ quadrate $(x^2) = 3,17$ (see appendix 10).

The score $x^2_{table} = 5,991$ in experimental research (post-test) with degree of freedom dk = (k − 3) = (5 − 3 = 2) and significat level α = 5%. The score x^2_{count} in the experimental research was got 3,42. Cause $x^2_{count} < x^2_{table}$ (3,42 < 5,991), so the test distributed was normal. While the score $x^2_{table} = 5,991$ in control class (Post-test) with degree of freedom dk = 5 − 3 = 2 and significant level α = 5%. The score x^2_{count} in the control class got 3,17. Cause $x^2_{count} < x^2_{table}$ (3,55 < 5,991) in control class, so the test distributed was normal. In conclusion, x^2_{count} in experimental class and x^2_{count} in control class $< x^2_{table}$ in experimental class and control class, So H$_o$ is accepted, it means that the test distributed was normal.

2. Hypotheses test

Hypothesis alternative (H_a) of research was students' writing descriptive paragraph by using guided questions is better than conventional strategy ($\mu^1 > \mu^2$) and Hypothesis zero (H_0) of research was students' writing descriptive text by using guided questions is not better than conventional strategy ($\mu^1 = \mu^2$). Based on the data analysis, to prove hypothesis above used formula of T-test, as follow:

$$t = \frac{\bar{x}_1 - \bar{x}_2}{s\sqrt{\frac{1}{n} + \frac{1}{n}}} \quad \text{With } s = \sqrt{\frac{(n_1 - 1)s_1^2 + (n_2 - 1)s_2^2}{n_1 + n_2 - 2}}$$

So:

$$S = \sqrt{\frac{(25-1)\,56{,}72+(25-2)42{,}21}{25+25-2}}$$

$$= \sqrt{\frac{24\,(56{,}72)+23\,(42{,}21)}{48}}$$

$$= \sqrt{\frac{1361{,}28+970{,}83}{48}}$$

$$= \sqrt{\frac{2332{,}11}{48}}$$

$$= \sqrt{48{,}58}$$

$$= 6{,}97$$

So:

$$t = \frac{\overline{X}_1 - \overline{X}_2}{5\sqrt{\dfrac{1}{n_1}+\dfrac{1}{n_2}}}$$

$$t = \frac{73{,}72 - 71{,}16}{6{,}97\sqrt{\dfrac{1}{25}+\dfrac{1}{25}}}$$

$$= \frac{2{,}56}{6{,}97\sqrt{0{,}04+0.04}}$$

$$= \frac{2{,}56}{6{,}97\,(0.2)}$$

$$= \frac{2{,}56}{1{,}394}$$

$$= 1{,}84$$

Based on researcher calculation result of the homogeneity test of the both averages, researcher found that $t_{count} = 1{,}84$ with opportunity $(1\text{-}\alpha)$

$= 1 - 5\% = 95\%$ and dk $= n_1 + n_2$ -2 $= 25 + 25 - 2 = 48$, reseracher found that t_{table} =1,676, cause t_{count} > t_{table} (1.84 > 1,676). So, H_a is accepted, it means that students' writing descriptive paragraph achievement in class with guided writing strategy is better than the conventional strategy (see appendix 12).

D. **Discussion**

Based on the related findings, the researcher discussed what that was. The first, research by Siti Handayani Pulungan with the title "The Effect of Contextual Teaching and Learning (CTL) on teaching personal references in descriptive text at grade XI students' of SMAN 1 Barumun Tengah". She concluded that there is the effect of Contextual Teaching and Learning (CTL) on teaching personal references in descriptive text. So, the implication of contextual teaching and learning is better than conventional strategy. The second, research by Muhammad Bagus Nawawi with the title "Improving Students' Writing Skill of Descriptive Text Through Guided Questions at Grade VIII-8 SMP PGRI 1 Ciputat-Kota Tangerang Selatan". He found that the guided Questions could improve the students writing skill. The students' writing competency was better when they were taught by using guided questions than when they were taught by using conventional writing strategy.

Therefore, in this research, the researcher found that guided questions could increase students' writing descriptive text. It can be seen from

experimental class after and before treatment (73,72 > 68,84) and also from mean score between experimental class and control class (73,72 > 71,54). Finally, the researcher concluded that hypotheses alternative was accepted and there was effect of guided questions on students' writing descriptive text at grade VIII of SMP Negeri 5 Padangsidimpuan.

E. Threats of the Research

In this research, the researcher found the threats of this research as follows:

1. On doing the thesis, there were the threats of time, because the students had activities. Besides that, the time which was given to the students was not enough, and also the students didn't do the test seriously.

2. There were some students that were noisy while teaching and learning process. So, it can disturb the concentration of the others.

3. The researcher was lack of knowledge and experience in processing data. So, the researcher needed much time to finish the thesis.

Based on the threats above, the researcher tried with all efforts, hard work and with a vengeance as much as possible to do the best in this research. The researcher can complete this thesis also with the assistance of all parties and consultation with the advisors.

CHAPTER V

CONCLUSION AND SUGGESTION

A. Conclusion

Based on the result of the research and calculations of the data, the researcher got the conclusion that guided questions has the effect on students writing descriptive paragraph. Based on the result of data analysis that has described in the previous chapter, the writer concluded as follows:

Students' writing achievement by using guided questions is better than conventional strategy ($\mu_1 > \mu_2$). Hypothesis alternative (H_a) was accepted. It can be seen from the mean score of experimental and control class (73,72 > 71,54). Therefore, students' writing achievement by using guided questions strategy was better than conventional strategy. It means that there is effect of guided questions on students' writing descriptive text at grade VIII of SMP N 5 Padangsidimpuan.

B. Suggestion

After finishing this research, the researcher got much information in English teaching and learning process. Therefore, the writer has suggestion to:

1. The Principal of SMP Negeri 5 Padangsidimpuan, to motivate the teacher, especially English teachers to teach as well as possible by maximizing the using of guided questions in teaching, because through this research, it was

significantly proven that this strategy increased the students'writing descriptive text.

2. The English teacher, to increase the students' ability in learning English, especially in increasing the students' ability in writing descriptive text and pleasant teaching-learning process. One of the ways is guided questions.

3. Other researcher, the findings of this research were subject matters which can be developed largely and deeply by adding other variables or enlarge the samples.

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