

# THE INFLUENCE OF USING WH-QUESTION AS TEACHING GUIDANCE TOWARD THE STUDENTS' ABILITY IN WRITING RECOUNT-TEXT

BY:

Iis Sujarwati

## Abstract

*The objectives of this research were (1) to know about the students' ability in writing recount text after being taught without using wh-question as teaching guidance, (2) To know the students' ability in writing recount text after being taught by using Wh-question as teaching guidance, and (3) To know whether there is a significant improvement of the students' ability in writing recount text who taught by using wh-question.*

*The hypothesis of the research are (1) There is no significant improvement of the students' ability in writing recount text who taught by using wh-question ( $H_0$ ) and (2) There is a significant improvement of the students' ability in writing recount text who taught by using wh-question ( $H_1$ ).*

*This research is using an experimental design and quantitative method. In collecting the data, the researcher used pre-test and post-test. The hypothesis was tested by using t-test.*

*The research findings have shown the result of control class which is their average score at pre-test is 55, 51. Then, their score at post test is 60, 89. Meanwhile, the result of experimental class showed an improvement score from 55, 7 at pre-test and became 69, 28 at post-test.*

*By seeing the result of hypothesis testing, it is gained that at the significant level of 0.05 (5%)  $t_{ratio}$  (4.09) is higher than  $t_{table}$  (2.00) or  $4.09 > 2.00$ , so that  $H_0$  is rejected and  $H_1$  is accepted. Therefore, the hypothesis of this research is proved.*

**Key words:** *Writing recoun-text, wh-question, experimental design.*

## A. INTRODUCTION

In our country, English is the first foreign language. It is taught as a compulsory subject. It also should be learnt by all students from junior high school until university, even, at elementary school as a local content.

Widdowson (1978:57) stated that the aim of teaching foreign language is very commonly defined in terms of four skills, listening, speaking, reading and writing. Moreover, based on KTSP curriculum (2008) the purpose of teaching and learning English is the students are able to develop four skills, listening, speaking, reading and writing. It means that the purpose of teaching English is to enable the students to master the four skills.

However, practically all of the four skills are rarely taught in a proper balance. For example, writing, one of the four skills is often ignored if it is compared to other skills. This may be due to a number of factors, such as time consuming of correcting, low motivation in teaching writing, limited time to study writing and lack of teaching technique used. These factors make the English teachers mostly neglect to teach writing.

One of the scopes of English subject at Junior High School is the ability to understand and to write recount text which is taught at the first year and the second year. This kind of text is used in many social contexts, not only at school but also in other media, such as: printed and electronic media.

In her experience as a student of SLTP, the researcher found out that writing recount text is difficult. In her pre research at SMP Negeri 2 Sukadana East Lampung, she also found the same problem. Most of the students get difficulties in learning English, especially in writing recount text. They cannot organize their ideas into good paragraphs.

The students' low ability to write recount text becomes the problem to the students and the teacher. So that, the teacher has a great role in teaching learning not only to explain, but also to facilitate the students to understand and to write the recount text. It is supported by Brown (2001: 340) who stated that the role of teacher must be one of facilitator and coach, not an authoritative director and arbiter.

Based on that situations, the researcher believes that a good teacher should has ideas to create a kind of technique in teaching learning activity to suit the situation in the classroom, because technique has a great role. Therefore the researcher chose question especially WH-Question as guidance toward the students' recount text writing ability at Junior High School. By using question the teacher can give item to write words and sentences that can be applied to develop their ideas in teaching writing recount text. This is supported by Sutrisno and Paiman's advice as quoted by Lestari (2005: 2) "Question will help the instructor evaluate students' understanding of the new material and will give the students valuable practice in developing in the kinds of answers".

Further, this research was conducted to address the following questions:

- 1). How is the students' ability in writing recount text after being taught without using wh-question?
- 2). How is the students' ability in writing recount text after being taught through wh-question?
- 3). Is there any significant improvement of the students' ability in writing recount text who taught by using wh-question?

## **B. THEORETICAL FRAMEWORK**

### **1. Writing**

Writing is a complex, cognitive process that requires sustained intellectual effort over a considerable period of time (White and Arndt quoted by Nunan, 1999: 273)). Furthermore, in Nunan (1999: 273), Martin adds that writing fosters the development of critical thinking skills, which in encourage individual to explore and challenge social reality. It is clearly show that we can explore our thinking about everything in writing.

The purpose of the writing is to give information from the writer to the reader. Brown (2001: 335) stated that writing pedagogy focuses on students on how to generate

and organize the idea, to revise text for clearer meaning and to produce a final product. It means that writing as a process where the students have a chance to discuss their ideas naturally in written form and teachers evaluate their writing on their product.

According to Harris (1974: 68) there are five general components in writing, they are: content, organization, style, grammar, and mechanic. Accordingly to the Writing composition profile of Brown (2001: 246), “the maximum score for content is 30, for organization is 20, for grammar is 20, for style is 25, and for mechanic is 5, totally 100”.

Based on those theories the researcher infers that writing is the process of sending message from someone to the others in a written form. Beside it is including five general components in writing, they are: content, organization, style, grammar, and mechanic.

## **2. Recount-Text**

Recount text is a text which is including about the sequence of someone's experience in the past. Derewianka (1946: 11) stated that recount text is “text that is telling someone what happened in the past”. Furthermore Pardiyono (2007: 78) said that recount text is the records of events, which is oriented to give information. It means that we can inform our experience in the past to the others through recount text.

According to Derewianka (1946: 15) there are three types of recount text, they are: Personal recount, factual recount, imaginative recount.

*“(1)Personal recount; this type is retelling someone an activity that the writer/speaker has been personally involved in. It is using of first person pronouns (I, we). Also, personal responses to the events can be included, particularly at the end, (2) factual recount; this type is recording the particulars of an accident. It is using of third person pronouns (he, she, it, they). Details are usually selected to help the reader reconstruct the activity or incident accurately, and (3) imaginative recount; this type is taking on an imaginary role and giving details of event. It is usually written in the first person. It may be appropriate to include personal reaction”.*

Recount text has a rhetorical structure which is including orientation, events, and re-orientation (Pardiyono, 2007: 64). Furthermore, Derewianka stated that recount text generally begins with an orientation giving the reader or listener the background information needed to understand the text. Then, the recount involves a series of vents ordered in a chronological sequence at various stages. For the end of the text, there is a personal comment if it is appropriate (1946: 15).

In short, recount text is a text which retells events or experiences in the past time. This text is explaining into orientation, events, and re-orientation.

### **3. Wh-Question**

Question is the sentence which is using to find out information. Based on oxford learner's dictionary question is sentence that asks for information, an answer, etc. Hornby as quoted by Lestari (2005: 19) stated that question is sentences which ask information. Also, Burthorpe emphasized that one of the purposes of giving questions is to apply information (2005: 19). It means that by giving question students will find information so that the students can develop ideas, feelings, and thoughts in oral or written form.

Here we can see that the students have ability to develop their ideas by answering the question. In addition, Brown (2001: 171) stated that teacher questions provide students with opportunities to find out what they think by hearing what they say.

Brown as quoted by Lestari elaborated that a close look at the materials available on the uses and purposes of question in teaching and learning, revealed five important general uses or purposes, they are: "for teaching (as in the so-called Socratic method), for drilling or practicing, for guidance or leading, for stimulating or motivating, and for evaluating" (2005: 9). Another reference stated that question has pedagogical benefit of guiding the learner in written text without dictating the form of the output (Brown, 2004: 234).

Generally, question consists of Wh-question and question word order. Leech (1975: 283) stated that Wh-Questions begin with an interrogative word. Furthermore, Swan (1995: 460-465) said that Wh-question consist of interrogative adjectives, pronouns, and adverbs.

Chaika (1982: 30) mentioned that there are two kinds of question in English; those are: *yes-no* question and Wh-question. She added that the “Wh-questions are: what, when, why, where, who, and how.

“1) What to be answered with the name of the things or event, 2) When with a time, 3) Where with a location, 4) Why a reason, 5) Who a person, 6) How a manner or way something was done”.

In addition, Swan (1995: 460) stated that “the word who, whom, whose, which, what, when, where, why and how are used in question to show what kind of information is wanted”. Pyle and Page (2005: 1993) mentioned wh-questions as information questions. They also said that “these are questions for which the answer more than *yes* or *no*; there must be some information in the answer”. In other hand, by using wh-question the questioner will get the elaboration answer from the listener.

Concerning those theories above, the researcher infers that there are two kinds of questions. They are *yes-no* question and wh-question. All of them can be used to ask information.

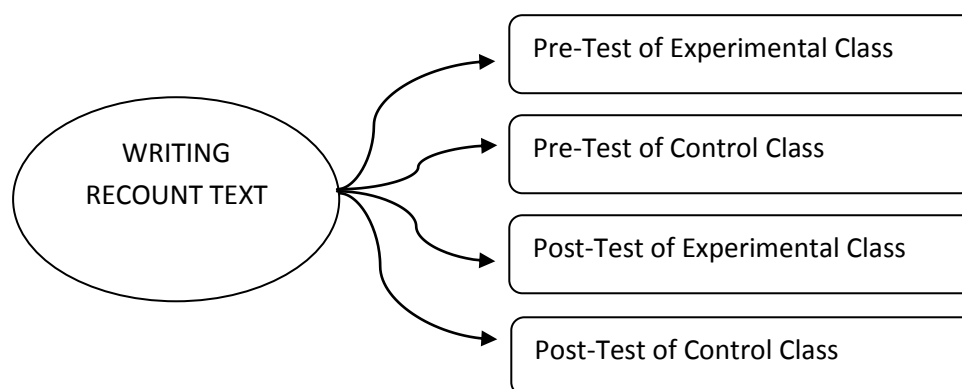
### **C. CONCEPTUAL FRAMEWORK**

Recount text is a kind of texts which is telling someone about something happened in the past. The writer can tell their unforgettable experiences in the past to the reader. For example, they can make a personal letter to their friends about something.

To increase the students' ability in writing recount text, it requests a suitable technique to teach it. A good teacher should find the suitable technique that appropriate with the situation in the classroom. If the teacher teaches monotonous, the students will not be active and get bored in teaching learning activity. Besides, the lesson will be difficult to understand.

One of ways to prevent that problem is by using question, especially wh-question. Question as teaching guidance can provide developing and improving the students' writing skill full, especially about writing recount text. Because they can gather some ideas by answering the questions are given. In other words, question is suitable for the students to accumulate information and they will be more easily to develop their ideas in writing recount text.

To prove the statement above, the researcher will conduct the pre-test and post-test both of them. Here, the researcher indicated that the students' ability in writing recount text who taught by using wh-question will get more significant improvement than the others who did not teach by using wh-question.



#### D. Hypothesis

**H<sub>0</sub>:** There is no significant improvement of the students' ability in writing recount text who taught by using wh-question at the eighth year of SMP Negeri 2 Sukadana in 2010/2011 academic year.

**H<sub>1</sub>:** There is a significant improvement of the students' ability in writing recount text who taught by using wh-question at the eighth year of SMP Negeri 2 Sukadana in 2010/2011 academic year.

## **E. RESEARCH METHODOLOGY**

This research used an experimental design and quantitative method. The research conducted by using two classes; an experimental class, where the students will be taught through wh-question and a control class, where the students will not be taught through wh-question.

The research design is represented as follows:

R      O<sub>1</sub>      X      O<sub>2</sub>

R      O<sub>3</sub>                      O<sub>4</sub>

Note:

R                      = Experiment and control class

O<sub>1</sub> & O<sub>3</sub>              = Pre-test

In this research, the researcher took all of the eighth year students in the first semester of SMP Negeri 2 Sukadana 2010/2011 academic year as the population. Here, the researcher held 51% of 154 of the population available; there are 79 students as the sample. There are 40 students for experimental class and 39 students of control class. It was conducted by using simple random sampling because the sample will be taken from the population without considering strata in the population.

Writing test was used for collecting the data in this research, because the data is in form of the students' ability in writing recount text that is the result of learning. The researcher gave pre-test and post-test both of classes.

In measuring the students' work, the researcher uses the rubric of writing both in pre-test and post test. The rubric is as follow:



**Table1. Rubric of writing**

No.	Students' Name	Aspects of Assessment					Total 100/100 x100
		Content (16-30)	Organization (9-20)	Style (9-20)	Grammar (9-25)	Mechanic (2-5)	
1.							
2.							

Note:

Content

- 30 = the content is supporting to main idea or the theme  
26 = the content is supporting less the theme but can be understood  
21 = the content is supporting less the theme  
16 = the content is inappropriate with the theme

Organization

- 20 = all of the supporting sentences are written in chronological order based on generic structure  
17 = all of the supporting sentences are written in chronological order but do not based on generic structure  
13 = the supporting sentences are not written in chronological order but based on generic structure  
9 = the supporting sentences are not written in chronological order and inappropriate with the generic structure

Style

- 20 = all of the total paragraphs are using appropriate vocabularies  
17 = the dictions are less appropriate but can be understood  
13 = most of the vocabularies cannot be understood  
9 = the dictions are inappropriate

Grammar

- 25 = all sentences are using grammar correctly  
21 = some of the sentences are not in right grammar  
15 = most of the sentences are not using grammar correctly  
9 = most of the sentences are grammatical error

Mechanic

- 5 = all punctuations, spellings, and capitalizations are used correctly  
4 = There is mistake in spelling, but the capitalizations and punctuations are written correctly

- 3 = spelling and capitalizations are written incorrectly, but the punctuations are correct
- 2 = most of the punctuations, spellings, and capitalizations are incorrectly

## F. DATA ANALYSIS

Here, the researcher described the result of the research based on the students' achievement on pre-test and post-test both of experimental class and control class.

To discover the variant frequency distribution of students' ability in writing, the researcher used the following formula:

$$I = \frac{NT - NR}{K}$$

Notes:

I = Interval

NT = the highest score

NR = the lowest score

K = criterion

Average rates(X) and the variance (S<sup>2</sup>) is calculated by using this formula:

$$X = \frac{\sum \chi_1}{N_1} = \frac{2228}{40} = 55,7$$

$$S^2 = \frac{N_1(\sum \chi_1^2) - (\sum \chi_1)^2}{N_1(N_1 - 1)} = \frac{40(126984) - (2228)^2}{40(40 - 1)}$$

In order to know the quality of these two groups about their ability and mastery of the material, the researcher then computed the results by using statistical formula called t<sub>test</sub>, in which the hypothesis of the variance test are:

H<sub>0</sub> : The two classes are equal

H<sub>1</sub> : The two classes are not equal

The criterion for testing the hypothesis is accepting H<sub>0</sub> if t<sub>ratio</sub> is smaller than t<sub>table</sub> and accepting H<sub>1</sub> if t<sub>ratio</sub> is higher than t<sub>table</sub> at certain level of significant of 0.05. The computation is as follows:

$$T_{\text{-test}} = \frac{X_1 - X_2}{S \sqrt{\frac{1}{N_1} + \frac{1}{N_2}}}$$

## I. The result of the test

The researcher assessed their work by using rubric of writing. Here, the result of pre-test and post-test at experimental class:

**Table2. The result of the test in experimental class**

	Aspects of Assessment					Mean
	Content (16-30)	Organization (9-20)	Style (9-20)	Grammar (9-25)	Mechanic (2-5)	
Pre-Test	19.5	11.3	11.3	10.5	3.1	55.7
Post-Test	23.47	15.63	13.73	12.30	4.15	69.28

Meanwhile, the result of the pre-test and post-test in control class can be seen on the table below:

**Table3. The result of the test in experimental class**

	Aspects of Assessment					Mean
	Content (16-30)	Organization (9-20)	Style (9-20)	Grammar (9-25)	Mechanic (2-5)	
Pre-Test	19.33	10.54	11.95	10.38	3.31	55.51
Post-Test	19.95	14.38	11.46	11.00	3.49	60.89

## II. Hypothesis Testing

The last step in data analysis is the hypothesis test. It is done to prove that whether the hypothesis proposed by the researcher is accepted or not.

The result of  $t_{\text{-test}}$  can be seen on the table below:

**Table 15: the hypothesis testing of Post Test**

<b>Variables</b>	<b>X</b>	<b>S</b>	<b>S<sup>2</sup></b>	<b>T<sub>-ratio</sub></b>	<b>t<sub>-table</sub> (0.05)</b>	<b>Conclusion</b>
X <sub>1</sub>	69.28	9.09	82.64	4.09	2.00	Significant
X <sub>2</sub>	60.89					

*Source: Data Analysis*

Note:

X<sub>1</sub> : Experimental class

X<sub>2</sub> : control class

## **G. CONCLUSION**

According to the result of data analysis, it can be inferred three conclusions; (1) the students' ability in writing recount text after being taught without using wh-question is not obtaining a good improvement, (2) the ability of the students in writing recount text after being taught by using wh-question is obtaining a high improvement, (3) By seeing the result of hypothesis testing, it is gained that all the significant level of 0.05 (5%)  $t_{-ratio}$  (4.09) is higher than  $t_{-table}$  (2.00), or  $4.09 > 2.00$ , so that  $H_0$  is rejected and  $H_1$  is accepted. In other words, students' ability in writing recount text that are taught through Wh-question is getting the significant improvement than those taught without using wh-question.

## REFERENCE

- Brown, H. D. *Language Assessment: Principle and Classroom Practice*. San Fransisco: Addison Wesley Longman, Inc., 2004.
- Brown, H. D. *Teaching By Principle*. San Fransisco: Addison Wesley Longman, Inc., 2001.
- Chaika, Elanie. *Sociolinguistics: Language the Social Mirror*. Rowley: New Bury House Publishing Inc., 1982.
- Derewianka, Beverly. *Exploring How Texts Work*. Australia: Primary English Teaching Association, 1946
- Harris, David P. *Testing English as Second Language*. New York: Mc. Grew Hill Inc., 1974.
- Leech, Geoffrey & John Svrtvik. *A Communication Grammar in English*. London: Longman Group, 1975.
- Lestari, Tri. “*he Influence of Question as Teaching Technique toward Students’ Writing Ability*”, Thesis: STKIP PGRI, Bandar Lampung, 2005.
- Nunan, David. *Second Language Teaching and Learning*. Boston: Thomson Publishing Company, 1999.
- Oxford Advanced Learner’s Dictionary*, Oxford University Press
- Pardiyono. *Teaching Genre-based Writing*. Yogyakarta: Cv. Andi offset, 2007.
- Pyle, Michael A. & Mary Ellen Munoz Page. *TOEFL Preparation Guide*. New Delhi: Nice Printing Press, 2005.
- Swan, Michael. *Practical English Usage*. New York: Oxford University Press, 1995.
- Widdowson, H.G. *Teaching Language as Communicatio*. Oxford: university Press, 1978.