

# THE INFLUENCE OF STRUCTURED QUESTIONS IN TEACHING WRITING DESCRIPTIVE PARAGRAPH TO THE EIGHTH GRADE STUDENTS OF MTS AL HUDA KARANG MELATI

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## Abstract

The objective of the research was to find out whether or not there was a significant difference between students who were taught by using structured questions in teaching writing descriptive paragraph and those who were not taught at the eighth grade students of MTs Al Huda Karang Melati. In this research the writer used experimental method, quasy experimental design. The population of this research were 84 students and sample were 60 students by using purposive sampling. The finding of this research, the result of the post test score of control and experimental class used independent t-test. And the result of the calculation showed that t-obtained was higher than t-table ( $6.52 > 2,021$ ). It means that there was any significant difference between experimental and control class. So, the alternative hypothesis ( $H_a$ ) was accepted and null hypothesis ( $H_o$ ) was rejected. As a conclusion, there was a significant different between students who were taught by using structured questions in teaching writing descriptive paragraph and who were not taught (conventional strategy).

**Keywords:** Teaching Writing, Descriptive Paragraph, and Structured Questions

## INTRODUCTION

In teaching learning process there are four skills that required to achieve and must be taught to SMP or MTs students; that is speaking, writing, listening and reading. Writing is one of four language skill that must be learned by the students because through writing students are able to express their idea, thought and feeling in writing symbol. The ideas on that paper from the students are the result of what they feel. This statement is supported by Siahaan (2008, p.2) who states that it is the skill of writer to communicate information about idea, thought, feeling, and opinion to a reader or group of reader in written form. Therefore, writing is often said to be the last and perhaps the most difficult skill that the students learn. We can see English text book for SMP that writing is usually placed at the end of the teaching and learning activities. It was accepted that writing is more difficult that other language skills because English different from students' mother tongue or students' nation language.

Moreover, based on the writer's observation and experience when she took teaching practice at MTs Al Huda Karang Melati the writer found some problems in the students' writing ability. The students felt difficult when express their idea, thought, feeling, and opinion in writing form. The students always think that writing is difficult activity in English learning subject. To avoid this problem, the writer uses structured questions as a technique in teaching writing. According to Riyanto cited in Purwiasih (2008:11) states that, after the treatment of structured questions was given the students are more active in learning especially in writing paragraph. It means that structured questions

can help the students easier to make coherent paragraph because they only answer the questions were given. Then the students more active in the class, because they will try to answer the structured questions then make it into paragraph.

Structured questions is a set of questions which to lead the students in arranging sentences into a good paragraph. From the answer of the questions, the students will form paragraph automatically. According to Durkheim (1917:1) states that structured questions is a series of questions asked to individuals to obtain statistically useful information about a given topic. When properly constructed and responsibly administered, questionnaires become a vital instrument by which statements can be made about specific groups or people or entire population. The advantages of structured questions is structured programming compartmentalizes the code. It makes easier to read when reviewing the code later. Its only drawback for some is that it enforce rigid design structures that require you to think in certain way.

Structured questions technique has made easier to go over material by answering the questions (by what student do or what student see) to get them to focus on how the questions may lead them toward on solution. it means that the structured questions is a set of questions which can lead the students in making written work. Structured question sequences are usually introduced as forms of rational and technical knowing. New therapists often begin by studying the outer conversation of renowned practitioners or trainers, copying their questions and speech patterns via books, videos, observation, or role-play (Lowe, 2005:6).

Based on the background above, the writer was challenged and intended to find out the effectiveness of teaching writing paragraph descriptive through structured questions to the eighth grade students of MTs Al Huda Karang Melati.

## **METHODOLOGY**

### Method of the Study

Research method was the way that used by writer in collecting the data in the research. In this research, the writer used quantitative research. In addition, Fraenkel and Wallen (2006:270-277) classified group design in experimental reserach into three designs: weak experimental, true experimental and quasi experimental. In this research, the writer used quasi experimental design, the design involves experimental class and control class.

The first step of this study the students were given of both experimental and control group pre-test to know the writing skill before giving treatment. Second step the treatment was given to the experimental group. The students experimental group was taught by using structured questions technique. Finally students of experimental group and control group were given post-test to know their writing descriptive in writing skill after giving treatment.

### Population of the study

Population is a group of elements or cases, weather individual or event that conform to specific criteria and to which we intent to generalize the result of the research. Fathoni (2011:103), states population is the whole of unit element which parameter will be estimated through statistic analysis result which is done to the sample research.

The population of this research was the eighth grade students of MTs Al Huda Karang Melati in the academic year 2015/2016. There were three classes, namely:

VIII.A, VIII.B, and VIII.C. The totals of population are 84 students. The distribution of the population can be seen in table 1.

Table 1 : The Population of The Research

No	Class	Total
1	VIII.A	24
2	VIII.B	30
3	VIII.C	30
Total		84

(source: MTs Al Huda Karang Melati, academic year 2015/2016)

#### Sample of the Study

Sample is any group of individuals which are selected to represent a population. In other word sample is a part of population. Fathoni (2011:103), states that the sample is valid represent for object population, not for the whole population sampling. In this study, the writer used the cluster random sampling to take the sample.

In this research, the writer took two classes as the sample of the research in MTs Al Huda Karang Melati. It was taken by using purposive sampling because two classess chosen had lower result in writing than other. Here, VIII.B was as experimental group and VIII.C was as control group. The sample of this study can be seen in Table 2.

Table 2 : The Sample of The Research

No	Group	Class	Total of Students
1	Experimental	VIII.B	30
2	Control	VIII.C	30
TOTAL			60

(source: MTs Al Huda Karang Melati, academic year 2015/2016)

#### Technique for Analyzing the Data

To find out reliability, the result of the try out test is analyzed by using Rank Order Correlation. The Spearman's rank-order correlation is the nonparametric version of the Pearson product-moment correlation. Spearman's correlation coefficient measure the strength of association between two ranked variables. Based on the result of reliability of the test item was calculated using the formulation of the rank order correlation coefficient, the reliable coefficient of the try out was 0,92. Consequently it was very high reliability criteria, and the test was reliable.

In scoring the students' writing, the writer employed the scale described by Heaton (1990:146). This scale of writing composition consist of five aspect, namely content, organization, vocabulary, language use and mechanics, each of the aspects, is described in the following table:

Table 3: Scoring System in Writing Test

No	Component	Score	Classification	Descriptions
1	Content	30	Excellent to Very Good	knowledgeable-substantive-etc.
		25	Good to average	some knowledge of subject-adequate range-etc.
		20	Fair to poor	limited knowledge of subject-little substance-etc

		15	Very poor	does not show knowledge of subject-non substantive-etc.
2	Organization	20	Excellent to Very Good	fluent expression-ideas clearly stated-etc.
		15	Good to average	somewhat choppy-loosely organized but main ideas stand out-etc
		10	Fair to poor	non fluent-ideas confused or disconnected-etc.
		5	Very poor	does not communicate-no organization-etc.
3	Vocabulary	20	Excellent to Very Good	sophisticated range-effective word/ idiom choice usage-etc.
		15	Good to average	adequate range-occasional errors of word/idiom form, choice, usage but meaning not obscured.
		10	Fair to poor	limited range-frequent errors of word/idiom form, choice usage-etc
		5	Very poor	essentially translation-little knowledge of English vocabulary.
4	Language use	25	Excellent to Very Good	effective complex constructions-etc.
		20	Good to average	effective but simple construction-etc.
		15	Fair to poor	major problems in simple/complex constructions-etc.
		10	Very poor	virtually no mastery of sentence construction rules-etc.
5	Mechanics	5	Excellent to Very Good	demonstrates mastery of conventions-etc.
		4	Good to average	occasional errors of spelling, punctuation-etc.
		3	Fair to poor	frequent errors of spelling, punctuation, and capitalization-etc
		2	Very poor	no mastery convention-dominated by errors of spelling, punctuation, capitalization, and paragraphing-etc

Source: J.B. Heaton (1990:146)

The writer analyzed the students' score of post test in the experimental group and control group to get the result from the test and analyzed was used Independent Sample t-test.

$$t = \frac{\bar{X}_1 - \bar{X}_2}{\sqrt{\frac{s_1^2}{n_1} + \frac{s_2^2}{n_2}}}$$

#### FINDINGS

##### The Students' Score in the Pre-Test of Experimental Group

From the calculation, it was gotten that there were 3 students (10%) who got good score criteria, there were 8 students (26.67%) who got moderate score criteria, there were 12 students (40%) who got enough score, and the last there were 7 students (23.33%) who got low score. For the criteria of excellent, very good, and poor score were not students got it.

The distribution score

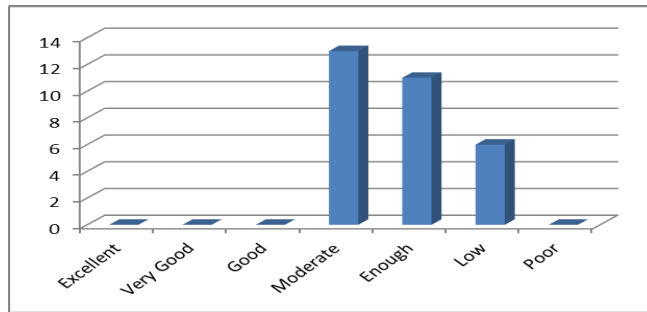


Figure 1

#### The Students' Score in the Post-Test of Experimental Group

From the calculation, it was gotten that there was 1 student (3.33%) who got very good score criteria, there were 23 students (76.67%) who got good score, there were 5 students (16.67%) who got moderate score and the last there were 1 students (3.33%) who got enough score. For the criteria of excellent, low, and poor score were not student got it.

The distribution score

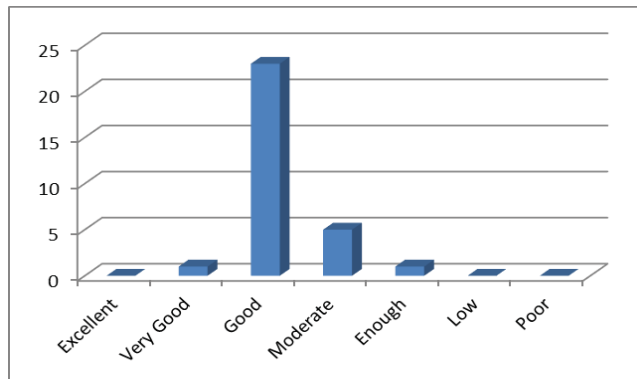


Figure 2. The Students' Score in the Pre-test of Control Group

From the Table 13, it was gotten that there were 11 students (36.67%) who got moderate score criteria, there were 13 students (43.33%) who got enough score, there were 4 students (13.33%) who got low score and the last there were 2 students (6.67%) who got poor score. For the criteria of excellent, very good and good score were not students got it.

The distribution score

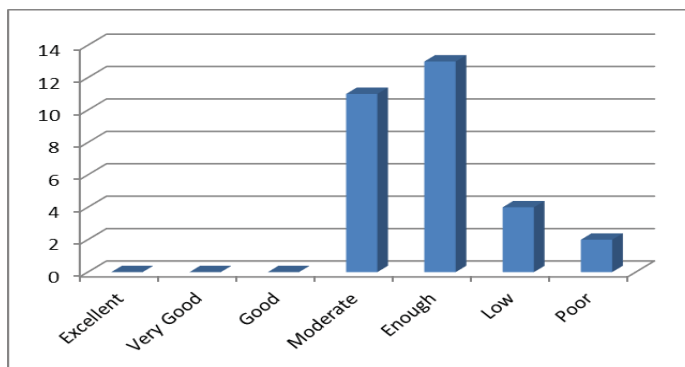


Figure 3. The Students' Score in the Post-test of Control Group

From the Table 15, it was gotten that there were 1 students (3.33%) who got good score criteria, there were 19 students (63.34%) who got moderate score, there were 9 students (30%) who got enough score and the last there were 1 students (3.33%) who got low score. For the criteria of excellent, very good, and poor score were not students got it.

The distribution score

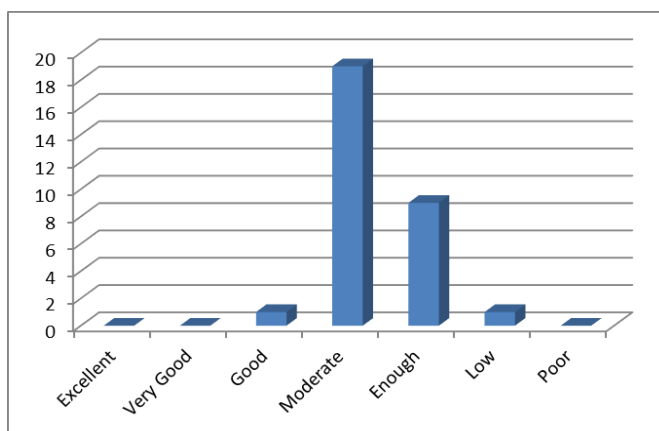


Figure 4. Statistical Analysis of Post-Test in Experimental Group and Control Group by Using Independent t-test

Based on the students' score obtained in the post-test of experiment and in the post-test of control group, the writer calculated by using independent t-test to find out whether there was any significant difference between students who were taught by using Structured Questions and students who were not taught by using Structured Questions in teaching writing. From calculation, the value of t-obtain was 6.52, with the degree of freedom (df)  $N-2 = 60-2=58$  and 0.05 significance level for two tail test, the critical value in the t-table was 2.021. Since the t-obtained was higher than critical value in the t-table it mean that there was a significant difference achievement between students who were taught by using structured questions and students who were not taught by using structured questions.

## CONCLUSIONS AND SUGGESTIONS

Based on the data analysis described by the previous chapter, the writer concluded that was effective to use structured questions in teaching writing paragraph descriptive to the eighth grade students of MTs Al Huda Karang Melati in academic years 2015/2016. It was proved by the students' average score in the post-test of experimental group was 73.05, it was higher than the students' average score in the pre-test of experimental group was 56.83, it was also proved by the students' average score in the post-test of experimental group was 73.05, it was higher than the students' average score in the post-test of control group was 63, and from the independent t-test calculation was 6.52 with critical value was 2.021, the t-obtained was higher than t-table. From the data, it can be concluded there was a significant difference achievement between students who were taught by using structured questions and students who were not taught by using structured questions.

It was also found that the students can reduce their problem in writing since structured questions applied in their class. Structured questions provided opportunities for students to apply knowledge that they have in the real life. The suggestions were for the teacher should be creative to find a suitable media, technique, strategy and model in teaching learning process especially in teaching writing and the students need to be more active in learning writing. They have to be active in every opportunity that requires them to write in English, it will make them more fluent in writing and improve their self-confidence.

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