

**USING GUIDING-QUESTION TECHNIQUE IN TEACHING ENGLISH
WRITING (An Experimental Study at MTsN 4 Banda Aceh)**

Thesis



Submitted by

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THESIS

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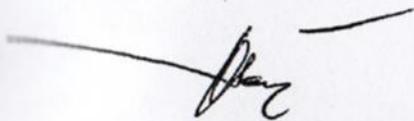
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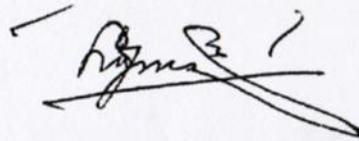
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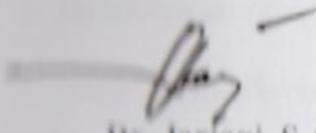
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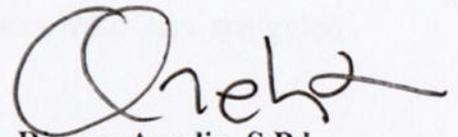
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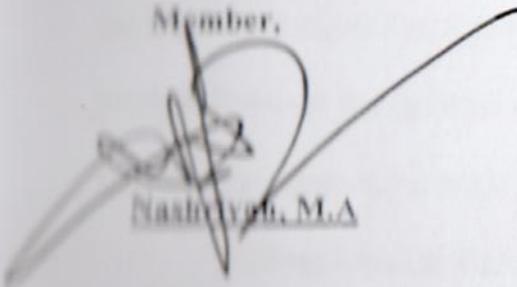
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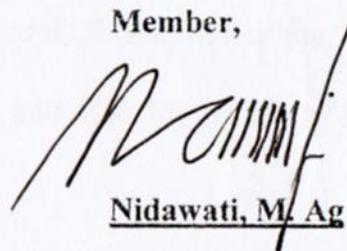
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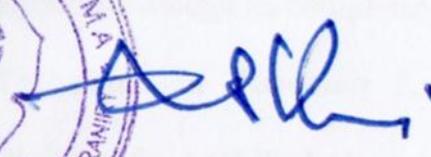


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Banda Aceh, 06 January 2018

Dian Fitriyana

TABLE OF CONTENTS

	Pages
APPROVAL LETTER FROM SUPERVISOR ..iError! Bookmark not defined.	
SIDANG MUNAQASYAH EXAMINER SIGNATUREError! Bookmark not defined.	
ACKNOWLEDGEMENT	Error! Bookmark not defined.
TABLE OF CONTENTS	vi
LIST OF TABLES	Error! Bookmark not defined.
LIST OF APPENDICES	Error! Bookmark not defined.
DECLARATION OF ORIGINALITY	Error! Bookmark not defined.
ABSTRACT	Error! Bookmark not defined.
CHAPTER I	Error! Bookmark not defined.
INTRODUCTION	Error! Bookmark not defined.
A. Background of Study	Error! Bookmark not defined.
B. Research Hypothesis.....	Error! Bookmark not defined.
C. Research Aim.....	Error! Bookmark not defined.
D. The Significance	Error! Bookmark not defined.
E. Definition of key terms	Error! Bookmark not defined.
CHAPTER II	Error! Bookmark not defined.
LITERATURE REVIEW	Error! Bookmark not defined.
A. Teaching English Writing	Error! Bookmark not defined.
B. The purpose of writing	Error! Bookmark not defined.
C. The characteristic of good writing	Error! Bookmark not defined.
D. Types of text in writing	Error! Bookmark not defined.
E. Aspects of writing	Error! Bookmark not defined.
F. The concept of guiding-question technique	11
G. The characteristics of guiding-question	Error! Bookmark not defined.
H. The Purpose of using guiding-question in writing....	Error! Bookmark not defined.
defined.	
I. Previous studies on using guiding-question	Error! Bookmark not defined.
J. Concluding remarks	Error! Bookmark not defined.
CHAPTER III	Error! Bookmark not defined.
RESEARCH METHODOLOGY	Error! Bookmark not defined.
A. Research Design.....	Error! Bookmark not defined.
B. Population and Sample.....	Error! Bookmark not defined.

1. *Population*.....***Error! Bookmark not defined.***
2. *Sample*.....***Error! Bookmark not defined.***

C. Instrument of data collection.....	Error! Bookmark not defined.
D. Technique of data collection	Error! Bookmark not defined.
E. Technique of data analysis.....	Error! Bookmark not defined.
CHAPTER IV	Error! Bookmark not defined.
THE RESULTS AND DISCUSSION.....	Error! Bookmark not defined.
A. The results of pre-posttest	Error! Bookmark not defined.
B. The analysis of questionnaires	Error! Bookmark not defined.
C. Discussion	Error! Bookmark not defined.
CHAPTER V	Error! Bookmark not defined.
CONCLUSIONS AND SUGGESTIONS	Error! Bookmark not defined.
A. Conclusions	Error! Bookmark not defined.
B. Suggestions	Error! Bookmark not defined.
REFERENCES.....	Error! Bookmark not defined.
APPENDICES	
AUTOBIOGRAPHY	

LIST OF TABLES

Table 4.1 : The Students' Scores of Writing Pretest and Posttest	24
Table 4.2 : The Frequency Distribution Table of Student's Pretest Score	27
Table 4.3 : The Frequency Distribution Table of Students' Posttest Score	29
Table 4.4 : The Difference of Students' Pretest and Posttest Score.....	31
Table 4.5 : Students' Opinions on Using Guiding-Question in English Writing	34
Table 4.6 : The students' responses on using guiding-question based on the means.	35

LIST OF APPENDICES

- I. Appointment Letter of Supervisor
- II. Recommendation Letter of Conducting Research from Faculty of Education and Teacher Training
- III. Recommendation Letter of Conducting Research from Kementrian Agama Banda Aceh
- IV. Confirmation Letter of Conducted Research from MTsN 4 Banda Aceh
- V. Lesson Plan for Teaching Experiment
- VI. Instrument of Research
- VII. Statistical Table of Percentile Value
- VIII. Autobiography

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Menyatakan bahwa sesungguhnya skripsi tersebut adalah benar/benar karya asli saya, kecuali lampiran yang disebutkan sumbernya. Apabila terdapat kesalahan dan kekeliruan didalamnya akan menjadi sepenuhnya tanggung jawab saya.

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ABSTRACT

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Keywords : teaching English writing, guiding-question technique, state Islamic junior secondary school (MTsN), secondary school students

The effectiveness of guiding-question technique to improve students' writing has been repeatedly reported in many countries. This research was carried out to investigate whether guiding-question technique improves students' ability in writing recount text and also to explore students' perceptions on applying guiding-question technique in their writing. The experimental research was conducted at MTsN 4 Banda Aceh, involving 30 students as the participants. Tests and questionnaires were employed to collect data. The results show that guiding-question technique improved students writing ability. It is evidenced in the scores of the students pretest and posttest, where the mean of the pretest scores is 65.5 and 77.5 for that of the posttest. The t_{test} also showed the significant improvement of students writing scores, that is the t_{value} is bigger than t_{table} (t_{value} is 8.895 and t_{table} is 2.045). This means that using guiding-question technique improves students' achievement in writing and motivate them in writing process. In short, the findings are in line with previous research findings (e.g., Hidayah, 2015; Millatina, 2016) on use of technique to improve students' ability in writing recount text.

CHAPTER I INTRODUCTION

This chapter introduces the problem of study, research hypothesis, research aim, the significance, and definition of key terms.

A. Background of Study

Writing is one of language skills to learn by any language learners, other than listening, speaking, and reading. Through writing, students may express their ideas without having to face the readers directly. However, doing writing is not an easy task. As Richards (2002) argued, “Writing is one of the most difficult skills for second language learner to master of putting together strings of grammatically correct sentences”. Similar to Richard’s argument in Indonesia’s context, most students in Indonesia consider that writing is the most difficult skill to master.

I myself, as an Indonesian student and beginner in this study, also experience the same thing. I had difficulties in writing because of no idea to write when I was still at a senior high school. I was confused when the teacher asked me to write and to argue on a particular topic.

Despite the difficulties, writing is important to learn. This skill is also crucial in an education field and students need to be trained to have a good writing skill. Harmer (2007) writes in his book entitled *The Practice of English Language Teaching* that writing is complex. It involves many types of

grammar. Besides not only requires to select incorrect vocabularies, but also needs to write unity and coherence paragraphs.

As many researchers (e.g., Mohamad Adi Nur Yahya, 2012; Muhayyinah, 2012; Harmer, 2007; etc.) put forward that there are three problems in writing students usually encounter. First problem is the organization of the writer's ideas, the second problems is mastery of vocabulary, and the last is mastery of grammar. Similar problems can be experienced by students who are beginners in English learning. For example, students of secondary school in which English is learned in a limited time.

The importance of good writing ability by students necessitates teachers to employ strategies or technique of learning writing. According to Wilkins (1983), students' learning depends on the effectiveness of the teacher's technique. Therefore, the use of various teaching techniques is necessary to motivate students in learning writing. By mastering a good technique, the teacher will be able to perform and to achieve the target well in the teaching learning process.

One of the techniques which is commonly effective in teaching writing is guiding-question technique. Many studies have proved that guiding-question is effective in teaching writing. Muhayyinah (2012) conducted a research at SMK NU Lamongan that students had difficulty in describing the object and organizing their idea in writing. The study revealed that by the application of guiding-question technique, students were motivated being an active students in mastering English well so that they will improve their

composition. Furthermore guiding-question technique made the students feel that writing was not a difficult activity. In other words, guiding-question technique helps the students organize their ideas when they were writing. Similar study was conducted by Mohamad Adi Nur Yahya (2012) at the second year students of MTsN Bandung Tulungagung, the problem in his research that the teachers in the school just teach by giving the students the material and as the result the students get stuck to start writing, and they did not know how to begin writing. The students were confused and stopped writing because they do not get techniques that can guide them to develop and organize their ideas.

In reference to the reviewed studies above, this study attempted to utilize guiding-question technique in teaching student's learning writing. I choose guiding-question as a technique in writing because it gives the opportunity to the students to develop their own idea by answering the questions given by the teacher.

B. Research Hypothesis

This study hypothesized that the use of guiding question technique improves students' achievement in writing recount text and support students in writing process.

C. Research Aim

The study aims are to find out to what extent the guiding-question technique improves the students' writing ability, and to know the students' opinions about the guiding-question technique applied by the teacher in teaching English writing.

D. The Significance

This study is significant because it will give contributions to the following stakeholders:

1. The English teachers

The finding of this study is expected to be able to enrich teachers' knowledge, particularly in teaching writing ability by using guiding-question techniques.

2. The students

The finding of this study is expected to support students in learning writing through guiding-question techniques.

3. Further researchers

The result of this study is hoped as the basic information for conducting a further research. Furthermore, the finding of this study is expected to be able to bring positive impacts on teaching learning process.

E. Definition of key terms

There are several key terms used throughout this thesis that need defining clearly in order to set the boundaries of meaning and align with the purpose of this study. They are writing and guiding-question technique.

- a. Writing

Writing is the ability to share and express ideas, thoughts, and knowledge on written language to make it clear, readable, and understandable to others. According to Harmer (2007), writing is a way to produce language and express idea, feeling, and opinion. Furthermore, he stated that writing

is a process that what people write is often heavily influenced by the constraints of genres, and then these elements have to be presented in learning activities. The writing in this study is the writing for the second year of MTsN 4 Banda Aceh. According to the curriculum, the goal of teaching and learning at Junior High School is that the student must be able to develop communicative competence in written as well as in spoken to achieve functional literacy level. In the curriculum, the English material is taught based on some kind of texts. One of the texts that have to be learnt by the second year students of junior high school is recount text. So that, in this study I use guiding-question technique in teaching writing recount text to students.

b. Guiding-Question Technique

In this study, guiding-question is a technique of writing in which students are guided to express their ideas into a written form by giving some questions related to the topic, which is going to be written by students, in order to minimize the mistake made by students and help them organize their ideas coherently as long as they follow the question given by teacher. Nurhadi (2008) mentions that questioning technique is one of part in contextual teaching and learning method. It is a technique that enhances students learning and the development of problem solving and other higher order thinking skills.

CHAPTER II

LITERATURE REVIEW

This chapter reviews literature pertaining to the theories and the application of guiding-question technique in teaching writing in a variety of context, especially for junior secondary school. Discussion will be around the definition of teaching English writing, the purpose of writing, the characteristics of good writing, aspect of writing, concept of guiding-question technique, the characteristic of guiding-question, the purpose of using guiding-question in writing. Previous relevant studies will also be reviewed, followed by concluding remarks.

A. Teaching English Writing

Teaching English writing is to teach the students how to express the idea or imagination in writing form. The teacher must choose the material presented, it must be relevant to their needs, interest, capacities, and ages so that they are able to make a composition with view or even no errors. Harmer (1998) states that the reason for teaching writing to students of English as a foreign language includes reinforcement, language development, learning style, and most importantly writing as a skill in its own right. We will look at each of these in turn:

a. Reinforcement

Some students acquire language in a purely oral or aural way, but most students' benefit greatly from seeing the language written down. The visual demonstration of language construction is invaluable our

understanding of how it all fits together and as an aid to committing the new language to memory. Student often find it useful to write sentence using new language shortly after they have studied.

b. Language Development

Students improve their writing mainly through writing itself. When they are writing, they construct proper written text to be adventurous with the language.

c. Learning Style

Some students are able to find easier to pick up language just by looking and listening. By writing, they have much time to think things and to produce language in slower way. Writing is appropriate for learner. It can also be a quite reflective activity instead of the rush and bother interpersonal face-to-face communication.

d. Writing as a skill

Writing is as important as speaking, listening and reading. Students need to know how to write the letters, how to put written report is together, how to replay advertisement and increasingly, how to write using electronic media. They need to know some of writing's special convention (punctuation, paragraph construction).

Harmer's (1998) statement suggests that in writing the teacher should guide the students to write or how to express the ideas in writing form. In expressing ideas, there are some aspects included and should be considered by the writer, including: the use of vocabulary, structure of the sentence,

composition of the sentence, spelling, and punctuation. These aspects are important master in order to be able to produce a good writing.

B. The purpose of writing

Understanding the connection between the writer and the audience is essential for good writing, because the writer has many different reasons, purposes, and audiences. Reid (1994) concludes that a good writer must be able to identify for whom he or she is writing, in order to the purpose of paragraph will become clearer and the communication with the audience will be more successful. So, understanding the connection between the writer and the audience is essential for creating a good writing.

As Reid (1994) mentions there are three purposes of writing, as follows:

- a. To inform. It means that the writers give the information about what the writers write about to the readers.
- b. To explain. It means that writers interpret about something to the readers clearly.
- c. To amuse the audience. It means that the writers hold the readers' attention pleasantly, and feel entertained through reading the writing.

C. The characteristic of good writing

According to White (1986), there are four characteristic of a good writing. They are:

- a. The appeal to a target audience. It means that a writer should know that he or her writing is wanted to read by many readers and it appropriates to the readers' desire.
- b. A coherent structure. It means that writing has an organizational scheme or outline.
- c. A smooth, detailed development. It means that a writer should build his idea like discussing the idea in detail.
- d. An appropriateness, well articulated style. It means that a writer should be able to choose the appropriate words to explain his idea. It is also called diction. It also means that a writer should avoid such as ambiguous sentence or unnecessary complicated word.

D. Types of text in writing

Besides some explanations of characteristic of a good writing, there are some kinds of text in writing which are divided into four types. According to curriculum 2013, the teaching of writing for junior high school students involves the teaching of paragraphs or text. The texts are: narrative, descriptive, recount, procedure and report.

Narrative text is kind of text that tells a story. It is developed in some steps: orientation, complication, and reorientation. Descriptive text is a kind of text that purposes to describe something, people, or objects. While recount text is a kind of text that tells the events or experiences that happen chronologically. It is usually found or presented in biography, travel report, sport report, history, etc. procedure text is a kind of text that tells a procedure

of making something. Meanwhile, report text is a kind of text to report, things in the world, animals and flora. In this study, I focuses on recount text.

E. Aspects of writing

Aspect of writing is another essential consideration in assessing students' writing ability. By knowing what aspect to be assessed, the teacher can easily evaluate the students' writing through the following aspects. According to Heaton (1998), there are some aspects of writing skill that should be detected, namely: content, organization, grammar, vocabulary, and mechanic. The description of each aspect will be elaborated below:

a. Content

Content as the aspect of writing is the thought, information, ideas which are presented by the writer in a composition. The treatment of content itself is the ability to think creatively and develop thoughts, excluding all irrelevant information.

b. Organization

Text organization refers to how a text is organized to help readers follow and understand the information presented. Understanding text organization is necessary in order to make the reader understand the meaning of such passage more fully.

c. Grammar

Jespersion (2006) and Fogiel (2001) argue that grammar is a set of rules and the structure to give meaning and function to words. Grammar includes the use of correct preposition, modals, articles, verb

forms, tense sequencing; no fragments or run on sentences. Bad writing quality is caused by grammar problems interfere with communication of the writer's idea so that the reader can not understand what the writer was trying to say.

d. Vocabulary

Brown and Bailey (2004) state that the style and quality of expression in writing are the use of vocabulary. Vocabulary is important to build a good composition. According to Webster (2003), vocabulary is a set of words and phrases that is used to communicate each other. Elizabeth and Rao (2005) argue that teachers should pay more attention in vocabulary used in students writing because many students have lack of vocabulary in writing.

e. Mechanics

In writing activity, mechanic is also one aspect that should be considered by the writer. Mechanics, in the theory, includes matters such as usage and spelling, capitalization, punctuation. Essentially, mechanics refers to a set of conventions about the ability to use the punctuation, spelling, capitalization correctly in written language.

F. The concept of guiding-question technique

Guiding-question is a technique for teaching English which some questions are given by the teacher to the students to apply a topic in teaching writing. Traver (1998) says that a guiding-question is the fundamental query

that directs the research for understanding. Everything in the curriculum is studied for the purpose of answering it.

Students can construct their knowledge during learning writing easily by using guiding-question technique.

G. The characteristics of guiding-question

In order to avoid misunderstanding about guiding-question with another type of questions, it is important to state the characteristic of guiding-question. There are several characteristics of guiding-question that discriminated from questions. Based on Traver (1998) there are four characteristics of guiding-question, they are:

1. Open ended yet focus inquiry on a specific topic

It is suggested for the teachers to teach writing using guiding-question technique, the teachers should pay attention to the question used. Open ended question would give opportunity for students to explain that they understand or do not understand to the question given by the teacher. So, true feeling and more accurate information would be gotten. Furthermore, the questions must organized and set the focus for the lesson or unit.

2. Non-judgment but answering them requires high level cognitive work, such as the development of a rich description, model evaluation or judgment.

The questions used by teachers should be able to direct the students' thinking in organizing their ideas in writing. In addition, the

question must be delivered with relax and fun. So, it will not impress the students to answer the questions.

3. Stimulating

The questions used in guiding-question should be able to stimulate students' thinking. The teachers must be able to build students' understanding of how the ideas for writing. So that students feel that writing is not a difficult skill.

4. Succinct, they contain only a handful contain

Succinct means that the question should be given weight and focus on themes that have been determined.

H. The Purpose of using guiding-question in writing

Guiding-question is a technique which can be used to help the students learn more easily and the teacher teaches easily in the writing process. The technique must be used in integrated way in teaching and learning. It can help the students to get ideas more realistic in understanding but also in constructing the ideas. Guiding-question can help the students to explore their ideas onto a paper. This is in line to Raymond (1980) says that questions can be a way to help exploring topic in writing skill. Meanwhile, Langan (1942) says that student can generate ideas and detail by asking questions about the subject in their writing. Such questions include *What? Why? When? Where? Who? And How?*. White (1986) also explains that the needs to know the topic might consider using the questions. He called this method by *5Ws and the H grid*. It works because the questions is generate

(What, Where, When, Who, Why, and How) provide a wraparound understanding of the topic.

I. Previous studies on using guiding question

Many studies have been carried out on the use of guiding-question technique in teaching English writing in Indonesia's context (e.g., Hidayah, 2015; Millatina, 2016; Nawawi, 2011). Nawawi (2011) conducted the research on how to improve students' writing skill of descriptive text through guided questions. This research used Classroom Action Research (CAR) design and it attempted to improve students' achievement in writing descriptive text by using guided questions. The subject of this research was the students of second grade of SMP PGRI 1 Ciputat Tangerang Selatan. The results of the research showed that students' achievement scores in writing descriptive text improved in every test.

Similar study was conducted by Ilfa Hidayah (2015) to investigate the effectiveness of guided questions for improving junior secondary students' writing skill of descriptive text in Tangerang Selatan. From her study, she found that the students' score in writing descriptive text improved by applying guided questions technique.

Another study was held by Naulan Millatina (2016) about the implementation of guided-question technique in improving students' writing skill on narrative text at a secondary school in Indrapuri. The aim of her study was to know the students' improvement in teaching narrative text by using

guided-question. The result showed that the implementation of guided-question in teaching narrative could improve students' ability in writing.

In short, all the studies reviewed come up with positive results of using guiding-question for writing. This research intends to extend the previous studies by using guiding-question. However, different from the previous studies above, this study focus on using an experimental study in the research. It is different from the previous study which they were using classroom action research design and using descriptive text in conducting their research. Furthermore, the writer expected that guiding-question technique can help the teacher to improve students' ability in writing, especially in writing recount text. Then, by using guiding-question technique, the writer hopes that can motivate and make the students interested in writing.

J. Concluding remarks

After having reviewed literature pertaining to writing and using guiding-question technique, it can be concluded several things. First, in teaching and learning process, the teacher needs a teaching technique and teaching media. The right technique will make the class activities fun and interesting, including teaching and learning of writing class. As long as people know that writing is a not easy activity. It needs a lot of time and exercise to master English writing. Second, dealing with teaching and learning of writing class, the easy techniques that help students in learning process are needed. One of the best techniques used in writing class is guiding-question technique. By using guiding-question, the students can be

supported to focus on the ideas that they want to write and link sentences into coherent ideas in the target language.

Finally, from the explanation above, it can be assumed that guiding-question can produce a good writing text as long as the students answer the questions well, and it can also develop all aspects of writing text, such content, organization, vocabulary, and language used.

CHAPTER III

RESEARCH METHODOLOGY

This chapter elucidates the research design, population and sample, instrument of data collection, technique of data collection, and technique of data analysis.

A. Research Design

This study is by nature quantitative as it intends to see the impact of using guiding questions on students' writing achievement. Quantitative approach is an approach that has the purpose to test the hypothesis, to generalize, to predict and to posit causal relationship. It also has big number of sample. Quantitative approach, in data collected use number and statistical and analyze the data by identifying statistical relationship. According to Sugiyono (2016) based on the setting, there are three research method such as Experiment, Survey and Naturalistic (qualitative). The pre-experimental method is chosen in this research to gain the data. There are four designs for experiment method which is Pre-experimental, True-Experimental, Factorial Experimental, and Quasi Experimental.

This study is used pre-experimental method because there is only one class for teaching experiment. One-Group Pretest-Posttest is one of the designs of pre-experimental method that has one group of experiment without using control group, to know the significant is by comparing the score of pretest and posttest (Borg and Gall, 1989). From all of the class, one class of

second grade students of MTsN 4 Banda Aceh is chosen as the experiment class.

B. Population and Sample

1. Population

Arikunto (2010) states that population is a set (or collection) of all elements possessing one or more attributes of interest. Borg and Gall (1989) convince that the large class we wish to learn is called a population, whereas the smaller class we actually do the experiment is called a sample. The target population of this study is the second year students of MTsN 4 Banda Aceh. The total number of population is 155 students and they are divided into 5 classes.

2. Sample

Sample is a part of population itself and has the characteristic to investigate (Prasetyo and Jannah, 2005). The sampling technique used in this study is purposive sampling. Siregar (2014) mentions that purposive sampling is the sampling technique with particular consideration of the sample. It is purposive sampling because, based on my interview with the English teacher in the school, the class is superior class, the students more discipline than other class, the students seem to be more active and some of them get the score of English subject approximately 80. The score is adequate for KKM of English subject. The sample is represented by class VIII-2 which consists of 30 students as a pre-experimental class.

C. Instrument of Data Collection

To collect the data in this study, test and questionnaire was used as the instruments. The tests is used to find out the students' ability in writing recount text while the questionnaire is used to know the students' opinions about the guiding-question technique in learning writing recount text. The techniques of this study are as follow :

1. Test

In this study, test is the most important instrument to collect the data. Richard (1985) states that test is a procedure for measuring ability, knowledge, or performance. Test is used to find out the influence of guiding-question technique on students' ability in writing. There are two kinds of test that used in the study, pre-test and post-test. Pre-test is given to the students in the first meeting, and post-test is offered at the end of the meeting after the treatment.

2. Questionnaire

The questionnaire is used as a tool to find out the students' opinions toward the use of guiding-question technique in writing. Questionnaire is constructed by using likerts scale. Sugiyono (2016) states that likerts scale used to measure someone or class of people attitudes, opinions, and their perceptions related to social phenomenon. The likert scale that used in this study is questionnaire likerts scale, where the questions are tabulated then the students mark the scale which is suitable to their answers. The data are interpreted based on the frequency of

students' answers. Through this instrument, the students' opinions after applying guiding-question technique in writing were captured.

D. Technique of data collection

The procedure of data collection in this study can be explained as in the following ways:

1. Pre-experimental Teaching

Pre-experimental is one of the techniques that is used to gather the data. One-Group Pretest-Posttest model is applied in this study. One-Group Pretest-Posttest is one class for treatment as the experiment class. It would be held in four meetings to teach the student in class VIII-2 by implementing guiding-question technique to help the students in improving students' writing ability. The material is about recount text. Four meetings of pre-experimental teaching were recorded as the data.

The specific information about pre-experimental teaching will discuss bellow:

a. First Meeting, 27 October 2017

At the first meeting, the pre-test was conducted. The teacher asked the students to write a recount text under the title "My Holiday". It is hope that the students can express their ideas easier because they can relate to their holiday in the past. In this technique, the guiding-question is not asked to the students yet, because the teacher wants to see the students' basic ability before using guiding-question technique. After

all of students did the pre-test, a brief description about the guiding-question technique is explained in short for the next meeting.

b. Second Meeting, 31 October 2017

The generic structure of recount text, the purpose and the steps how to use the questions to guide their writing is taught in this meeting. Six questions are written that should be answered by the students in the paragraph. The questions are based on the structure that need in the story.

c. Third Meeting, 03 November 2017

In third meeting, past tense is taught to the students. Then, they have to answer the questions in the past tense when they write recount text. All of the students are listened to the teacher explanation. After explaining, the students are asked to check some vocabularies they do not know and gives some helps to students if they get difficulty.

d. Fourth Meeting, 07 November 2017

At the last meeting, the post-test is conducted to gather the data. The procedure of the post-test was similar to the pre-test. The topic “My Holiday” is given to the students for the post-test. After all of students did the post-test, the students were asked to answer the questionnaires related to the using guiding-question technique in writing.

E. Technique of Data Analysis

1. Test

Method of data analysis is one of the important one in research, because in this step the result of research will be formulated in section below. According to Sudjana (2016) in this study the calculation of the mean of students' score calculated by using the following formula:

$$X = \frac{\sum f}{\sum f}$$

Note:

X = mean

x_i = middle score of interval class

f_i = frequency

f_{xi} = the amount of the multiplication between frequency and middle interval

After calculating the mean of each test, the data is served in a table named *Table of Frequency Distribution*. According to Sudijono (2009) after getting the pretest and posttest mean, the data would be analyzed to the significant improvement toward the mean score by using the following formula:

$$t_o = MD / SEMD$$

Note:

t_o = t observation

MD = Mean of Difference (the difference of pretest score and posttest score)

SEMD = Standard Error of Means Difference

The result of measuring the significant improvement will decide whether the hypothesis is accepted or rejected.

2. Questionnaires

In order to get the data needed, I designed the questionnaire. The data from questionnaire were analyzed by finding the average in each statement for each answer option. In this way, average was used to see students preference related to their statement in using guiding-question technique.

In this thesis, the questionnaires consist of 10 questions. The questionnaire used in this research was Likert Scale by the form close-ended question that is by checking an item from a list of suggested responses. Students were expected to choose the best answers that suitable for them (See appendix VI). The questionnaire was given directly to one of eight grade students. In the process of giving questionnaire, the writer gave the time for 20 minutes to answer it and she waited until the students finished answering the entire questionnaire.

CHAPTER IV THE RESULTS AND DISCUSSION

This chapter focuses on analyzing and discussing the results of applying guiding question in teaching writing to students of junior secondary school. Discussion will also be held at the end in order to test the hypothesis.

A. The results of pre-posttest

Following the experimental teaching, the data was analyzed by using a statistical calculation. As mention in previous chapter, the analysis was used to find out whether there was significant different between the pretest and posttest result after given the treatment or not.

The result of both pretest and posttest are below:

Table 4.1: The Students' Scores of Writing Pretest and Posttest

No	Initials' Name	Pretest	Posttest
1.	QA	68	75
2.	RZF	68	75
3.	SR	65	80
4.	AP	60	60
5.	NAI	65	85
6.	MA	70	85
7.	RS	65	65
8.	MIB	60	80
9.	HA	60	70
10.	MI	60	80
11.	AQ	70	85
12.	MA	68	60
13.	RN	70	70
14.	MM	68	80
15.	KA	70	85
16.	RDG	70	80
17.	RF	65	80
18.	SA	60	80

19.	WH	60	80	
20.	MS	68	80	
21.	ZI	60	75	
22.	ARF	60	70	
23.	DP	68	80	
24.	MRA	70	85	
25.	AF	70	70	
26.	NF	70	85	
27.	FQM	70	85	
28.	WA	65	80	
29.	UI	60	70	
30.	AA	60	80	
Total		30	1963	2315

The next step was arranging the score from the lowest up to the highest score:

Pretest

60 60 60 60 60 60 60 60 60 60 65
65 65 65 65 68 68 68 68 68 68 70
70 70 70 70 70 70 70 70

Posttest

60 60 65 70 70 70 70 70 75 75 75
80 80 80 80 80 80 80 80 80 80 80
80 85 85 85 85 85 85

Then, it needs to transfer the data in the table of frequency distribution. According to Sudjana (2016), there four steps must be followed such as: determining range, the interval class, the length of the interval class, and the lowest score of the first interval. The last step would show the data in the table and the formula were:

To determine the range of the class, the highest score was minus the lowest score, the formula was below :

$$R=H-L$$

Where:

R= Range of the Class

H= The Highest Score

L= The Lowest Score

The formula of interval class was :

$$K= 1 + (3,3) \log n$$

Where:

K= Interval Class

n= Amount of Sample

After that, to determine the length of the class, the formula was:

$$P=R/K$$

Where:

P= Length of the Class

R= Range of the Class

K= Interval Class

1. Pretest

Based on the pretest, the highest score of the pretest was 70 and the lowest score was 60. To determine the range score, the formula was:

$$R=H-L$$

$$R= 70-60$$

$$R = 10$$

The next step was identified the amount of interval class by using the formula below.

$$K = 1 + (3.3) \log n$$

$$K = 1 + (3.3) \log 30$$

$$K = 1 + (3.3) 1.47$$

$$K = 1 + 4.851$$

$$K = 5.851 \text{ (chosen 6)}$$

$$K = 6$$

After finding the amount of the interval class, the length of the interval class was found out by using:

$$P = R/K$$

$$P = 10/6$$

$$P = 1.667 \text{ (chosen 2)}$$

$$P = 2$$

The last step was substituting the scores into the frequency distribution table as follow:

Table 4.2: The Frequency Distribution Table of Student's Pretest Score

No	Interval's Class	Fi	Xi	Fixi
1.	60-65	15	62.5	937.5
2.	66-71	15	68.5	1027.5
		fi = 30	xi = 131	fixi = 1965

Where :

F_i =Frequency

X_i =Middle Score of Interval Class

fix_i =The Amount of The Multiplication between Frequency and Middle Interval

The mean score of pretest was found out by using the formula:

$$X = \frac{\sum f}{\sum f}$$

$$X = \frac{1965}{30}$$

$$X = 65.5$$

The mean of pretest 65.5.

2. Posttest

After the calculation of students' pretest score, then the data was continued to analyze the posttest score of the students. To analyze the posttest score, the same formula was used as in pretest. From the arranging data before, it shows that the highest score of posttest was 85 and the lowest score was 60. So the range was:

$$R = H-L$$

$$R = 85-60$$

$$= 25$$

The amount of interval class was:

$$K = 1 + (3.3) \log n$$

$$K = 1 + (3.3) \log 30$$

$$K = 1 + (3.3) 1.47$$

$$K = 1 + 4.851$$

$$K = 5.851 \text{ (chosen 6)}$$

$$K = 6$$

Therefore, the length of interval class was:

$$P = R/K$$

$$P = 25/6$$

$$P = 4.167$$

$$P = 4 \text{ or } 5$$

After that, the score was tabulated into frequency distribution table below :

Table 4.3: The Frequency Distribution Table of Students' Posttest Score

No	Interval's Class	Fi	Xi	Fixi
1.	60-65	3	62.5	187.5
2.	66-71	5	68.5	342.5
3.	72-77	3	74.5	223.5
4.	78-83	12	80.5	966
5.	84-89	7	86.5	605.5
		fi = 30	xi = 372.5	fixi = 2325

The mean of posttest could be counted by using the formula :

$$X = \frac{\sum f}{\sum f}$$

$$X = \frac{2325}{30}$$

$$X = 77.5$$

So, the mean of the posttest score was 77.5.

3. Hypothesis testing

In testing hypothesis, it needs to determine the alternative hypothesis (H_a).

H_a = Guiding-question technique improve students' ability in writing recount text.

To know the students' improvement in writing ability, the research was needed to examine the alternative hypothesis (H_a) about the mean of difference by using *t-test*. The t-test was used to evaluate the correctness or falsity of the alternative hypothesis which state there was no significant difference among the two mean sample (Sudijono, 2016).

There are several steps in calculating t_0 . First, it needed to find out the difference between pretest and posttest score of the students by using the formula and would show in the table below:

$$D = X - Y$$

Where:

D = The difference Score between Pretest and Posttest

X = The Posttest Score

$Y = \text{The Pretest Score}$

Table 4.4: The Difference of Students' Pretest and Posttest Score

No.	Experimental				
	Initials' Name	Pre	Post	D	D ²
		Y	X		
1	QA	68	75	7	49
2	RZF	68	75	7	49
3	SR	65	80	15	225
4	AP	60	60	0	0
5	NAI	65	85	20	400
6	MA	70	85	15	225
7	RS	65	65	0	0
8	MIB	60	80	20	400
9	HA	60	70	10	100
10	MI	60	80	20	400
11	AQ	70	85	15	225
12	MA	68	60	-8	64
13	RN	70	70	0	0
14	MM	68	80	12	144
15	KA	70	85	15	225
16	RDG	70	80	10	100
17	RF	65	80	15	225
18	SA	60	80	20	400
19	WH	60	80	20	400
20	MS	68	80	12	144
21	ZI	60	75	15	225
22	ARF	60	70	10	100
23	DP	68	80	12	144
24	MRA	70	85	15	225
25	AF	70	70	0	0
26	NF	70	85	15	225
27	FQM	70	85	15	225
28	WA	65	80	15	225
29	UI	60	70	10	100
30	AA	60	80	20	400
Total	N=30	1963	2315	352	5644
Mean		65.433	77.167	11.733	188.133

Next step was counted the *Standard Deviation of Difference* by calculating the value of $\sum D$ and $\sum D^2$ into the formula as follow :

$$\begin{aligned}
 SD_D &= \sqrt{\frac{\sum D^2}{N} - \left(\frac{\sum D}{N}\right)^2} \\
 &= \sqrt{\frac{5}{3} - \left(\frac{3}{3}\right)^2} \\
 &= \sqrt{188.133 - (11.733)^2} \\
 &= \sqrt{188.133 - 137.663} \\
 &= \sqrt{50.47} \\
 &= 7.104
 \end{aligned}$$

After that, the mean of difference to be substituted t_0 's pattern was calculated by using the formula :

$$\begin{aligned}
 M_D &= \frac{\sum D}{N} \\
 &= \frac{3}{3} \\
 &= 11.733
 \end{aligned}$$

To determine the standard error of mean difference, the formula that used was :

$$\begin{aligned}
 SE_{MD} &= \frac{S_D}{\sqrt{N-1}} \\
 &= \frac{7.1}{\sqrt{3-1}} \\
 &= \frac{7.1}{1.414} \\
 &= 5.021
 \end{aligned}$$

The last step was determined the t_0 value by substituting the value of SE_{MD} and M_D into t_0 's formula.

$$\begin{aligned} t_0 &= \frac{M_D}{S_{MD}} \\ &= \frac{1.7}{1.3} \\ &= 8.895 \end{aligned}$$

By finding the t_0 , the explanation about it would be explained after referring to the value of t_{table} (t_t) based of Degrees of Freedom (Df). The *Degrees of Freedom* was found by using formula:

$$\begin{aligned} Df &= N-1 \\ &= 30-1 \\ &= 29 \end{aligned}$$

The Degrees of Freedom was 29. Then, to know the t_{table} value was by looking to the table. Thus, the 5% significance level was chosen. (See appendix VII).

The table of t_{table} value showed that, degrees of freedom 29 at 5% significant level was 2.045. By comparing the value of t_0 (8.895) and the value of t_{table} (2.045), the result showed that the t_0 was greater than t_{table} .

$$8.895 > 2.045$$

Hence, the examining hypothesis showed that there was an improvement of students' writing ability by implementing guiding-question technique, it answered the hypothesis. In addition, this finding also proved that guiding-question technique improved the ability of students in writing recount text.

B. The Analysis of Questionnaires

In this study, questionnaire was constructed to know the students' opinions toward the implementation of guiding-question technique. It consists of ten questions and in the form of Likert Scale.

The detail of questionnaires will be elaborated in the following result tables:

Table 4.5: Students' opinions on using guiding-question in English writing

Respondents	Q1	Q2	Q3	Q4	Q5	Q6	Q7	Q8	Q9	Q10
1	3	4	4	3	2	3	4	1	1	4
2	3	3	4	4	3	3	3	4	4	3
3	3	3	4	4	4	4	3	4	4	4
4	3	4	3	4	3	4	3	3	4	4
5	3	3	3	3	3	3	3	3	3	3
6	3	4	3	4	3	3	3	3	3	4
7	3	4	3	3	3	3	4	3	3	4
8	3	4	3	3	3	3	4	3	2	3
9	3	4	3	3	3	3	4	3	4	3
10	3	4	3	3	3	3	3	3	3	3
11	3	4	3	3	3	3	3	4	3	3
12	3	4	3	4	3	3	3	3	3	3
13	3	4	3	3	4	4	4	3	3	4
14	3	4	3	3	4	3	4	3	3	4
15	3	4	3	4	3	3	3	3	2	3
16	3	3	3	2	3	3	2	3	2	3
17	3	3	2	2	3	3	2	3	4	4
18	4	4	2	2	3	3	2	3	3	3
19	4	4	2	3	3	3	2	3	3	3
20	4	3	3	3	4	3	3	3	3	4
21	3	3	3	3	3	3	3	3	2	3
22	4	3	3	3	3	3	2	3	3	4
23	4	4	3	3	4	3	4	3	3	3
24	3	3	4	3	4	3	3	4	4	3
25	3	4	3	3	4	3	3	4	3	4
26	3	4	3	3	4	4	3	3	4	4
27	3	4	3	3	4	4	3	3	4	4
28	3	4	4	3	3	3	4	4	3	3

29	3	4	4	3	4	3	4	3	3	4
30	3	4	4	3	4	3	4	3	3	4
Means	3.16	3.7	3.13	3.1	3.33	3.16	3.16	3.13	3.06	3.5

Note: 4= Strongly Agree, 3= Agree, 2= Disagree, 1= Strongly Disagree.

Table 4.5 describes the students' agreement or disagreement to the statements that represent their opinions on using guiding-question technique in teaching English writing, especially in writing recount text. It can be seen that most students agree with scales 3 and 4 in the 4-option Likert's scale. This means that most students agree and strongly agree with the statements that reflect their opinions. Very few student chose options 1 and 2, meaning that nearly all of the students agree with the statements. In order to further understand the meaning from the table, it is necessary the means of the questions based on their ranking as shown in Table 4.6.

Table 4.6: The students' responses on using guiding-question based on the means.

Question No.	Statements	Means
2	Using guiding-question technique improves my understanding in learning recount text.	3.7
10	Using guiding-question technique improves my creativity in writing.	3.5
5	Using guiding-question technique is helpful in selecting various relevant vocabularies in writing.	3.33
1	I like writing recount text by using guiding-question technique.	3.16
6	Using guiding-question technique helps me in arrange a good organization of ideas.	3.16

7	Using guiding-question technique improves my focus in writing.	3.16
3	Using guiding-question technique is helpful in selecting appropriate tenses in writing.	3.13
8	Using guiding-question technique is helpful in selecting appropriate vocabularies.	3.13
4	Using guiding-question technique is helpful in selecting correct grammar in writing.	3.1
9	Using guiding-question technique improves my motivation in writing.	3.06

Note: 4.00= Strongly Agree, 3.00= Agree, 2.00= Disagree, 1.00= Strongly Disagree.

Table 4.6 describes the students' responses on using guiding-question technique in English writing based on the means. It can be seen from statement 2, the majority of students shows that learning recount text improving students' understanding which is the mean is 3.7 of students agreed toward the statement. This means that most students agree with the statements using guiding-question technique improves their understanding in learning recount text.

The table above shows that almost all of the students agreed that learning writing recount text through guiding-question technique. It can be seen from the means where is 3.06 until 3.7 that approximated to 4.00 of students agreed toward these statements. It means that most of students agreed that guiding-question technique helped them in writing.

C. Discussion

The findings of the research in relation to the hypothesis is discussed in this section. The hypothesis also relates to the aim of this study which purpose to find out to extent to which the use of guiding-question technique improves the students' writing skill and also to find out the students' opinions in applying guiding-question technique in teaching English writing. Based on the data analysis from tests and questionnaires, the following section discusses about the findings of this study and answers to the hypothesis.

The test results indicate that the guiding-question technique improved the students' writing ability. In the experimental teaching, it showed that according to the result of pretest and posttest, the posttest score is higher than pretest score. The mean of test had prove it, where mean of pretest: 65.5 and mean of posttest : 77.5. Then the calculation of *t-test* also showed there was improvement of students' score which is t_0 value is bigger than t_{table} value (t_{value} was 8.895 and t_{table} was 2.045). Therefore, it could be inferred that before treatment, the students score was lower than after treatment. The score of the students after treatment was improved than before the treatment. Hence, the posttest score in this research showed the improvement of the student after treatment.

The examined result of the hypothesis showed that H_a (Guiding-question technique improve students' ability in writing recount text) was accepted. It proven by the result of *t-test* indicates that t_0 was bigger than t_{table} . Ultimately, it could be concluded that the implementation of Guiding-Question Technique improved students' ability in writing recount text. In addition, the questionnaires were distributed to the class in order to know the students' opinions toward the implementation of guiding-question technique. This questionnaire also had a purpose to support the data related to the students' achievement in writing. From the questionnaire analysis, that shown almost all of students (Mean : 3.06 until 3.7 that approximated to 4.00) were interested in learning writing through guiding-question. They also believed that guiding-question was an appropriate technique to help them in developing ideas and improving their writing progress independently because they could move from one to another question systematically. Based on questionnaire data, it can be concluded that students were motivated in writing well through the application of guiding-question technique. In addition, the students could focus especially on the content because they had guidance in the form of questions for their writing. Furthermore, guiding-question technique made the student felt that writing was not a difficult activity. In order words, guiding-question technique helped the students in understanding and organizing their ideas in writing.

In term of grammatical rules and mastering vocabulary, most of students agree that guiding-question can help them in using correct grammar and varied vocabulary. Drawing up the result of tests and questionnaire, it can be concluded that guiding-question is an appropriate technique to be applied in the class VIII of junior high school in learning writing, especially in writing recount text.

CHAPTER V

CONCLUSIONS AND SUGGESTIONS

After analyzing the result of the research as described in the previous chapter, this chapter comes up with some conclusions and suggestions.

A. Conclusions

After having analyzed the data, several conclusions can be made as in the following:

1. Using guiding-question technique is effective in improving students' writing ability in recount text. This is indicated in the means of the students' post-test scores, which is higher than that of the pre-test scores (from 65.5 to 77.5). The improved ability of students' writing has also been tested through t-test calculation that come up with conclusion that H_a (Guiding-question technique improve students' ability in writing recount text) is accepted.
2. Writing recount text by using guiding-question technique receives a positive response from students. The result of questionnaire shows that (Mean: 3.06 until 3.7 that approximated to 4.00) of students in the class acknowledge their motivation in developing their writing ability through guiding-question technique.

B. Suggestions

After having conducted the research, I would like to make some suggestions as in the following.

1. Guiding-question technique should be selected as one of the strategy to improve junior secondary school students' writing achievement. This is so because they are still new in English writing learning in Indonesia's context that high scaffolding is crucial to support with guiding questions in developing and organizing their ideas in writing.
2. It is necessary to do further research using guiding question technique; however, the students with no increased achievement need further special attention.

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Appendices I

SURAT KEPUTUSAN DEKAN FAKULTAS TARBİYAH DAN KEGURUAN UIN AR-RANIRY
Nomor : B-5965/UN.08/FTK/KP.07.6/07/2017
TENTANG
PENGANGKATAN PEMBIMBING SKRIPSI MAHASISWA FAKULTAS TARBİYAH DAN KEGURUAN
UIN AR-RANIRY

DEKAN FAKULTAS TARBİYAH DAN KEGURUAN UIN AR-RANIRY

- Menimbang : a. bahwa untuk kelancaran bimbingan skripsi dan ujian munaqasyah mahasiswa pada Fakultas Tarbiyah dan Keguruan UIN Ar-Raniry Banda Aceh, maka dipandang perlu menunjuk pembimbing skripsi tersebut yang dituangkan dalam Surat Keputusan Dekan;
b. bahwa saudara yang tersebut namanya dalam surat keputusan ini dipandang cakap dan memenuhi syarat untuk diangkat sebagai pembimbing skripsi.
- Mengingat : 1. Undang-undang Nomor 20 Tahun 2003, tentang Sistem Pendidikan Nasional;
2. Undang-undang Nomor 14 Tahun 2005, tentang Guru dan Dosen;
3. Undang-undang Nomor 12 Tahun 2012, tentang Pendidikan Tinggi;
4. Peraturan Pemerintah Nomor 74 Tahun 2012 tentang Perubahan atas Peraturan Pemerintah RI Nomor 23 Tahun 2005 tentang Pengelolaan Keuangan Badan Layanan Umum;
5. Peraturan Pemerintah Nomor 4 Tahun 2014, tentang Penyelenggaraan Pendidikan Tinggi dan Pengelolaan Perguruan Tinggi;
6. Peraturan Presiden RI Nomor 64 Tahun 2013; tentang Perubahan IAIN Ar-Raniry Banda Aceh Menjadi UIN Ar-Raniry Banda Aceh;
7. Peraturan Menteri Agama RI Nomor 12 Tahun 2014, tentang Organisasi dan Tata Kerja UIN Ar-Raniry Banda Aceh;
8. Peraturan Menteri Republik Indonesia No. 21 Tahun 2015, tentang Statuta UIN Ar-Raniry;
9. Keputusan Menteri Agama Nomor 492 Tahun 2003, tentang Pendelegasian Wewenang, Pengangkatan, Pemindahan dan Pemberhentian PNS di Lingkungan Departemen Agama Republik Indonesia;
10. Keputusan Menteri Keuangan Nomor 293/KMK.05/2011 tentang Penetapan Institut Agama Islam Negeri Ar-Raniry Banda Aceh pada Kementerian Agama sebagai Instansi Pemerintah yang Menerapkan Pengelolaan Badan Layanan Umum;
11. Keputusan Rektor UIN Ar-Raniry Nomor 01 Tahun 2015, tentang Pendelegasian Wewenang kepada Dekan dan Direktur Pascasarjana di Lingkungan UIN Ar-Raniry Banda Aceh;
- Memperhatikan : Keputusan Sidang/Seminar Proposal Skripsi Prodi Pendidikan Bahasa Inggris Fakultas Tarbiyah dan Keguruan UIN Ar-Raniry Tanggal 13 Juni 2017

MEMUTUSKAN

- Menetapkan :
PERTAMA : Menunjuk Saudara:
1. Dr. Jarjani, S.Ag.,S.Si.,M.Sc.,MA Sebagai Pembimbing Pertama
2. Lukmanul Hakim, MA Sebagai Pembimbing Kedua
Untuk membimbing Skripsi :
Nama : Dian Fitriyana
NIM : 231324193
Program Studi : Pendidikan Bahasa Inggris
Judul Skripsi : Using Guiding Questions Technique in Teaching English Writing (An Experimental Study at MTsN 4 Banda Aceh)
- KEDUA : Pembiayaan honorarium pembimbing pertama dan kedua tersebut diatas dibebankan pada DIPA UIN Ar-Raniry Banda Aceh Tahun 2017;
- KETIGA : Surat keputusan ini berlaku sampai akhir semester Ganjil Tahun Akademik 2017/2018
- KEEMPAT : Surat Keputusan ini berlaku sejak tanggal ditetapkan dengan ketentuan segala sesuatu akan diubah dan diperbaiki kembali sebagaimana mestinya apabila kemudian hari ternyata terdapat kekeliruan dalam penetapan ini.

Ditetapkan di: Banda Aceh
Pada Tanggal: 18 Juli 2017

An. Rektor
Dekan.


#MujiBurrahman

Tembusan

1. Rektor UIN Ar-Raniry (sebagai laporan);
2. Ketua Prodi PBI Fak. Tarbiyah dan Keguruan;
3. Pembimbing yang bersangkutan untuk dimaklumi dan dilaksanakan;
4. Mahasiswa yang bersangkutan;

Appendices II



**KEMENTERIAN AGAMA
UNIVERSITAS ISLAM NEGERI AR-RANIRY BANDA ACEH
FAKULTAS TARBIIYAH DAN KEGURUAN**

Jl. Syeikh Abdur Rauf Kopelma Darussalam Banda Aceh
Telp: (0651) 7551423 - Fax. (0651) 7553020 Situs : www.tarbiyah.ar-raniry.ac.id

Nomor : B-9216 /Un.08/TU-FTK/ TL.00/10/2017

11 Oktober 2017

Lamp : -

Hal : **Mohon Izin Untuk Mengumpul Data
Menyusun Skripsi**

Yth,

di-
Tempat

Assalamu'alaikum Wr. Wb.

Dekan Fakultas Tarbiyah dan Keguruan (FTK) UIN Ar-Raniry Banda Aceh dengan ini memohon kiranya saudara (i) memberi izin dan bantuan kepada:

N a m a : **Dian Fitriyana**
N I M : 231324193
Prodi : Pendidikan Bahasa Inggris (PBI)
Semester : IX
A l a m a t : Jl. Laksamana Malahayati, Ds. Kajhu, Kec. Baitussalam, No. 13 Aceh Besar

Untuk mengumpulkan data pada:

MTsN 4 Banda Aceh

Dalam rangka menyusun Skripsi sebagai salah satu syarat untuk menyelesaikan studi pada Fakultas Tarbiyah dan Keguruan UIN Ar-Raniry yang berjudul:

Using Guiding Questions Technique in Teaching English Writing (An Experimental Study at MTsN 4 Banda Aceh)

Demikianlah harapan kami atas bantuan dan keizinan serta kerjasama yang baik kami ucapkan terima kasih



An. Dekan,
Kepala Bagian Tata Usaha,

M. Said Farzah Ali

Appendices III



**KEMENTERIAN AGAMA REPUBLIK INDONESIA
KANTOR KEMENTERIAN AGAMA KOTA BANDA ACEH**

Jln. Mohd. Jam No.29 Telp. 27959 – 22907 Fax. 22907
BANDA ACEH (Kode Pos 23242)

Nomor : B-1679 /Kk.01.08/4/TL.00/10/2017
Sifat : Biasa
Lampiran : Nihil
Hal : **Rekomendasi Melakukan Penelitian**

16 Oktober 2017

Yth, Kepala MTsN 4
Kota Banda Aceh

Assalāmu'alaikum Wr. Wb.

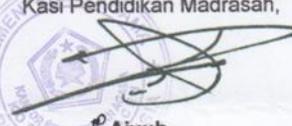
Sehubungan dengan surat Ketua Lembaga Penelitian dan Pengabdian pada Masyarakat UIN Ar-Raniry Banda Aceh Nomor : B-9216/Un.08 /FTK I/TL.00/10/2017 tanggal 11 September 2017 , perihal sebagaimana tersebut dipokok surat, maka dengan ini kami mohon bantuan Saudara untuk dapat memberikan data maupun informasi lainnya yang dibutuhkan dalam rangka memenuhi persyaratan bahan penulisan **Skripsi**, dengan judul judul "**Using Guiding Questions Technique in Teaching English Writing (An Experimental Study at MTsN 4 Banda Aceh)**" kepada saudara :

Nama : **Dian Fitriyana**
NIM : 231324193
Prodi/Jurusan : Pendidikan Bahasa Inggris
Semester : IX
Alamat : Kajhu Kec. Baitussalam Aceh Besar

Dengan ketentuan sebagai berikut :

1. Harus berkonsultasi langsung dengan kepala madrasah yang bersangkutan dan Sepanjang Tidak mengganggu proses belajar mengajar
2. Tidak memberatkan madrasah.
3. Tidak menimbulkan keresahan-keresahan lainnya di Madrasah.
4. Bagi yang bersangkutan supaya menyampaikan foto copy hasil penelitian sebanyak 1 (satu) Eksemplar ke kantor kementerian agama kota banda aceh

Demikian rekomendasi ini kami keluarkan, atas perhatian dan kerja sama yang baik kami ucapkan terima kasih.

Kasi Pendidikan Madrasah,

P. Aiyub

Tembusan :

1. Kepala Kantor Wilayah Kementerian Agama Provinsi Aceh.
2. Dekan Fakultas Tarbiyah dan Keguruan (FTK) UIN Ar-Raniry Banda Aceh
3. Yang bersangkutan.

Appendices IV



**KEMENTERIAN AGAMA REPUBLIK INDONESIA
KANTOR KEMENTERIAN AGAMA KOTA BANDA ACEH
MADRASAH TsANAWIYAH NEGERI 4 BANDA ACEH**

Jln. Rukoh Utama, Desa Kopelma Darussalam, Telp. (0651) 755725 Kode Pos 23111
email; mtsnrukohbna@yahoo.com
NSM : 121111710004

N o m o r : B-518/Mts.01.07.4/TL.00/10/2017 Banda Aceh, 24 Oktober 2017
Lampiran : -
Perihal : *Pemberian Izin Penelitian/Mengumpulkan Data
Untuk Menyusun Skripsi*

Kepada Yth.
Dekan Fakultas Tarbiyah dan Keguruan
UIN Ar-Raniry Darussalam Banda Aceh

di
Banda Aceh

Assalamu'alaikum Wr. Wb.

Dengan hormat, sesuai dengan maksud surat saudara Nomor : B-9216/Un.08/TU-FTK/TL.00/10/2017 perihal tersebut di pokok surat dan surat rekomendasi dari Kantor Kementerian Agama Kota Banda Aceh nomor : B-1679/Kk.01.08/4/TL.00/10/2017, maka dengan ini dinyatakan bahwa:

N a m a : **Dian Fitriyana**
N I M : 231324193
Prodi / Jurusan : Pendidikan Bahasa Inggris

Diberikan izin penelitian mengumpulkan data persyaratan bahan penulisan Skripsi yang berjudul "Using Guiding Questions Technique in Teaching English Writing (An Experimental Study at MTsN 4 Banda Aceh)".

Demikian kami sampaikan untuk dapat dimaklumi dan seperlunya.



Tembusan:

1. Kantor Wilayah Kementerian Agama Provinsi Aceh;
2. Kantor Kementerian Agama Kota Banda Aceh.



**KEMENTERIAN AGAMA REPUBLIK INDONESIA
KANTOR KEMENTERIAN AGAMA KOTA BANDA ACEH
MADRASAH TsANAWIYAH NEGERI 4 BANDA ACEH**

Jln. Rukoh Utama, Desa Kopelma Darussalam, Telp. (0651) 7555725 Kode Pos 23111
email; mtsrukohbna@yahoo.com
NSM : 121111710004

N o m o r : B-15/mts.01.07.4/TL.00/1/2018
Lampiran : -
Perihal : Telah Melakukan *Penelitian / Mengumpulkan Data*
Bahan penulisan Skripsi

15 Januari 2018

Kepada Yth.
Dekan Fakultas Ilmu Tarbiyah Dan Keguruan (FTK)
UIN Ar- Raniry Darussalam
di -
Banda Aceh

Assalamu'alaikum Wr. Wb.

Dengan hormat, sesuai dengan maksud surat saudara Nomor : B-9216/Un.08/TU-FTK/TL.00/10/2017 dan rekomendasi dari Kantor Kementerian Agama Kota Banda Aceh Nomor : B-1679/Kk.01.08/4/TL.00/10/2017 Tanggal 16 Oktober 2017 perihal tersebut di pokok surat, maka dengan ini dinyatakan bahwa:

N a m a : **Dian Fitriyana**
N I M : 231 324 193
Jurusan : Pendidikan Bahasa Inggris

Telah melaksanakan penelitian mengumpulkan data bahan penulisan skripsi dengan judul “ **Using Guiding Questions Technique in Teaching English Writing (An Experimental Study at MTsN 4 Banda Aceh** ”.

Demikian kami sampaikan untuk dapat dimaklumi dan seperlunya.



Tembusan:

1. Kepala Kantor Wilayah Kementerian Agama Provinsi Aceh;
2. Kepala Kantor Kementerian Agama Kota Banda Aceh.

Appendices V

RENCANA PELAKSANAAN PEMBELAJARAN (RPP)

Sekolah	: MTsN 4 Banda Aceh
Mata pelajaran	: Bahasa Inggris
Kelas/Semester	: VIII / 1
Materi	: Menulis Teks Recount
Alokasi Waktu	: 8 x 45 menit (4x pertemuan)

A. Standar Kompetensi

12.1 Menulis

Mengungkapkan makna dalam teks tulis fungsional dan essay pendek sederhana berbentuk recount untuk berinteraksi dengan lingkungan sekitarnya.

B. Kompetensi Dasar

12.2 Mengungkapkan makna dan langkah retorika essay pendek sederhana dengan menggunakan ragam bahasa tulis secara akurat, lancar dan berterima untuk berinteraksi dengan lingkungan sekitar berbentuk recount.

C. Indikator

1. Menuliskan teks recount
2. Menentukan karakteristik yang terdapat dalam teks recount

D. Materi Pembelajaran

- Recount text

E. Metode Pembelajaran

- Guiding-Question technique

F. Kegiatan Pembelajaran

1. Pertemuan Pertama: (2 JP)

A. Kegiatan Pendahuluan

- Greeting
- Praying
- Mempersiapkan siswa untuk belajar dan mengabsen siswa
- Introduction
- Tanya jawab kondisi siswa

B. Kegiatan Inti

- Guru menjelaskan tentang penelitian yang akan dilakukan
- Guru memberikan Pre-test
- Guru menjelaskan metode yang akan diterapkan dalam pembelajaran

C. Kegiatan Penutup

- Menanyakan kesulitan siswa dalam belajar
- Memberikan peluang bagi siswa untuk bertanya tentang apa yang belum dimengerti
- Praying
- Menutup kegiatan belajar

2. Pertemuan kedua : (2 JP)

A. Kegiatan Pendahuluan

- Greeting
- Praying
- Mempersiapkan siswa untuk belajar dan mengabsen siswa
- Tanya jawab kondisi siswa

B. Kegiatan Inti

- Guru menjelaskan tentang apa itu teknik Guiding-Question beserta cara penggunaan, dan tujuannya
- Menuliskan beberapa pertanyaan yang dapat di jawab melalui tulisan teks recount dalam bentuk paragraph
- Menjelaskan instruksi tentang cara menuliskan teks recount dengan menggunakan teknik guiding-question

C. Kegiatan Penutup

- Memberikan peluang bagi siswa untuk bertanya tentang apa yang belum dimengerti
- Menyimpulkan materi yang di ajar
- Praying
- Menutup kegiatan belajar

3. Pertemuan ketiga : (2 JP)

A. Kegiatan Pendahuluan

- Greeting
- Praying
- Mempersiapkan siswa untuk belajar dan mengabsen siswa
- Tanya jawab kondisi siswa

- Menanyakan materi pada pertemuan sebelumnya

B. Kegiatan Inti

- Siswa mendengarkan penjelasan tentang fungsi, struktur teks, dan unsur kebahasaan teks recount
- Guru menunjukkan struktur teks recount
- Siswa menulis serta menentukan struktur yang terdapat dalam teks recount menggunakan teknik guiding-question
- Guru dan siswa membahas hasil kerja siswa

C. Kegiatan Penutup

- Memberikan motivasi kepada siswa
- Praying
- Menutup kegiatan belajar

4. Pertemuan ke-empat : (2 JP)

A. Kegiatan Pendahuluan

- Greeting
- Praying
- Mempersiapkan siswa untuk belajar dan mengabsen siswa
- Tanya jawab kondisi siswa

B. Kegiatan Inti

- Guru memberikan post-test

- Guru memberikan questionnaire (angket) kepada siswa
- Siswa menjawab questionnaire (angket) yang diberikan guru

C. Kegiatan Penutup

- Siswa mengumpulkan angket kepada guru
- Guru memberikan kesempatan kepada siswa untuk bertanya
- Guru berterima kasih kepada siswa atas bantuan mereka
- Praying
- Menutup kegiatan belajar

G. Media/alat, Bahan, dan Sumber Belajar

1. Media/alat : Spidol/boardmarker
2. Bahan : Kertas HVS, handout, teks recount
3. Sumber Belajar : Internet dan Buku Ajar Bahasa Inggris

H. Teknik Penilaian

No	Criteria	Quality				Score
		4	3	2	1	
1	Content	Content and the arrangement are very clear (27-30)	Content is clear, but the arrangement is not very completed (22-26)	Content and the arrangement are not complete (17-21)	Content and the arrangement are not clear (13-16)	
2	Organization	Sentences are coherence and well ordered (18-20)	Sentences are coherence but there are some sentences are not well ordered (14-17)	Sentences are coherence but many of the sentences are not ordered (10-13)	Sentences are not coherence and not well ordered (7-9)	
3	Grammar	Almost	There are	There are	Almost all is	

		perfect without any mistaken at all (22-25)	few mistakes (19-21)	many mistakes (11-17)	wrong (5-10)	
4	Vocabulary	There are many words and almost all the word is right (18-20)	There are some words and almost all the word is right (14-17)	There are only few words and many mistakes (10-13)	There is no variation of words and almost all the word is wrong (7-9)	
5	Mechanics	There is almost no mistakes in spelling, punctuation, and capitalization (5)	There is a few mistakes in spelling, punctuation, and capitalization (4)	There are many mistakes in spelling , punctuation, and capitalization (3)	Almost all spelling, punctuation, and capitalization is wrong (2)	

Source; *Standar Isi dan Pedoman Penilaian SMP & MTs. Balitbang Depdiknas. 2006*

Banda Aceh, 7 November 2017
Mahasiswi Penelitian

Dian Fitriyana
NIM. 231324193

Appendices VI

Pre-Test

Name :

Class :

Write a paragraph about the title “My Holiday”

Post-Test

Name :

Class :

Write a paragraph about the title “My Holiday” by implementing guiding-question technique!

Questions:

1. What was your favorite place to visit ?
2. Where was it ?
3. Why did you choose the place ?
4. Who was your partner to spent your holiday with ?
5. When did you get there ?
6. How did you feel after having that holiday ?

Angket Penelitian

Penulisan Teks Recount dengan Menggunakan *Guiding-Question Technique* oleh Siswa MTsN 4 Banda Aceh

Name :

Class :

Berikan tanda () pada kolom pernyataan yang sesuai dengan pendapat anda.

No.	Question	Strongly Agree	Agree	Disagree	Strongly Disagree
1	I like writing recount text by using guiding-question technique.				
2	Using guiding-question technique improves my understanding in learning recount text.				
3	Using guiding-question technique is helpful in selecting appropriate tenses in writing.				
4	Using guiding-question technique is helpful in selecting correct grammar in writing.				
5	Using guiding-question technique is helpful in selecting various relevant vocabularies in writing.				
6	Using guiding-question technique helps me in arrange a good organization of ideas.				
7	Using guiding-question technique improves my focus in writing.				
8	Using guiding-question technique is helpful in selecting				
9	Using guiding-question technique improves my motivation in writing.				

10	Using guiding-question technique improves my creativity in writing.				
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Appendices VII

NILAI KRITIS DISTRIBUSI t

df	α for One-Tailed Test					
	.50	.20	.10	.05	.02	.01
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	0.727	1.476	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	3.169
11	0.697	1.363	1.796	2.201	2.718	3.106
12	0.695	1.356	1.782	2.179	2.681	3.055
13	0.694	1.350	1.771	2.160	2.650	3.012
14	0.692	1.345	1.761	2.145	2.624	2.977
15	0.691	1.341	1.753	2.132	2.602	2.947
16	0.690	1.337	1.746	2.120	2.583	2.921
17	0.689	1.333	1.740	2.110	2.567	2.898
18	0.688	1.330	1.734	2.101	2.552	2.878
19	0.688	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

* Lampiran III diambil dari Fisher dan Yates: *Statistical Tables for Biological, Agricultural and Medical Research* diterbitkan oleh Longman Group Ltd, London (sebelumnya diterbitkan oleh Oliver and Boyd Ltd, Edinburgh) dengan seizin penulis dan penerbit, serta diadaptasi dari buku E. W. Minium dan R. B. Clarke: *Elements of Statistical Reasoning*, John Wiley and Sons, 1982 (dengan seizin dari penerbit lain)

Appendices VIII

AUTOBIOGRAPHY

1. Full Name : Dian Fitriyana
2. Place/Date of Birth : Langsa / 13 Maret 1995
3. Sex : Female
4. Religion : Islam
5. Nationality/Ethnic : Indonesia/Acehnese
6. Marital Status : Single
7. Occupation : Student
8. Address : Desa Kling Cot Aron, Kec.Baitussalam,
Kab.Aceh Besar
9. Parents' Name
 - a. Father : M. Daud Husin
 - b. Mother : Ainal Mardiah
 - c. Father occupation : Pensioner
 - d. Mother occupation : Housewife
10. Parents' Address : Desa Kling Cot Aron, Kec.Baitussalam, Kab.Aceh
Besar
11. Educational Background
 - a. Elementary School : SDN 14 Meulaboh, Graduated : 2007
 - b. Junior High School : MTsN Tungkob, Graduated : 2010
 - c. Senior High School : MAN Model, Graduated : 2013
 - d. University : English Language Education Department of
Faculty of Education and Teacher Training, UIN Ar-Raniry Banda Aceh,
Entered in 2013 until 2018.

Banda Aceh, 08 January 2018

Dian Fitriyana