

**IMPROVING STUDENTS' WRITING SKILLS
BY USING PRACTICE AND PROGRESS BOOK**

THESIS



Submitted by

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2018 M / 1439 H**

THESIS

Submitted to Faculty of Education and Teacher Training
Ar-Raniry State Islamic University Darussalam Banda Aceh
In partial fulfillment of the requirements for *Sarjana Degree* (S-1)
On Teacher Education

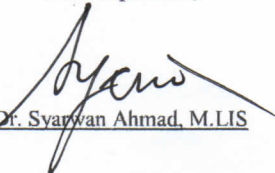
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Partial Fulfillment of the Requirements for
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ACKNOWLEDGEMENT



All praises be to Allah, The Most Gracious and The Most Merciful. Allah has given us much of His blessing and His great love that we cannot count it one by one. He has given us a good life, good family, good friend and good place to live. The researcher also says Shalawat and Salam to the greatest person in the world, our best prophet Muhammad SAW (peace be upon him), who has delivered the message of Allah to all of the human beings.

The researcher would like to express his sincere gratitude, particularly to his loved father Teuku Iskandar Johan, his loved mother Sutrisna and his loved grandmother Rasyidah and Syukriah for their sincere love, patience, affection, support and caring. Thanks to his loved brothers, Teuku Muhammad Ghufraan and Teuku Narjul Kiram.

The researcher would also like to acknowledge his heartfelt thanks to both his supervisors Dr. Syarwan Ahmad, M.LIS. and Rita Hermida, M.Pd. for their supervisions, suggestions, helps and kindness so that the researcher could finish the thesis. He is so fortunate to be supervised by them. He cannot find any other way to explain how much help they have given. They have helped the researcher a lot. Great thanks to the supervisors. Also, thanks to the staff of English department, Teuku Zulfikar, Saiful Akmal, Ibu Chamisah, Ibu Qudwatin Nisak, Rivana Amelia, and Chairul Iqbal who has helped his dealing with some

administrative matters and all of the lecturers both English Department and non-English Department lecturers.

Also, the researcher would like to deeply thank to all his research participants, students of class 4 E and 4 F of MAS Darul Ihsan, for their helps and support during the research and all teachers, ustadz and ustadzah who kindly welcomed him to do a research in the school.

In addition, thankfully for those who helped the researcher put this thesis together, the researcher would like to send great gratitude to his best friends who always stayed by his side in happiness and sadness, those whom the researcher look to for advice his loved friends; Saifa Al-Fauzia, Muhammad Naufal and Muhammad Zulfaqa. My loved teacher, Ustadz Athaillah, Ustadz Murthada, Ummi Tia, Ummi Ama, Ustadz Husni, Ummi Fatimah Zuhra and Ummi Salmiati, My best friend, Siska Fitria Yahya, Indah Pertiwi, Raudhatul Jannah, Windi Saputra, Khairul Fuad, Salamuddin, Muhammad Akmal, Ikramul Fajri, Riski Irnanda, Izarul Rafiq, Aulia and Safirussalim. They have given him support, inspiration, happiness, and spirit in finishing this thesis. May Allah always bless us altogether, Amin.

Banda Aceh, January 25th 2018

T. Safwatullah Iskandar

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DECLARATION LETTER

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Certified that this final project entitled **“Improving Students’ Writing Skills by using Practice and Progress book”** is definitely my own work. I am completely responsible of all of the contents of this final project. Other writers’ opinion or finding included in the final project are quoted or cited in accordance with ethical standard.

Banda Aceh, January 25th 2018

The Researcher,




(T. Safwatullah Iskandar)

ABSTRACT

One of the language skills that should be learned by English students besides the other skills is writing. Writing is the most difficult skill for the students to master. They do not know what they should write when the teacher asks them to write something. Because of that problem, the researcher tries to use guided questions in teaching writing skills by using Practice and Progress book which is written by L.G. Alexander. Guided Questions is a technique which is used to guide the students to write something by giving some questions. Guided Questions will enable the students to write a good paragraph and bring them to a point where they will be capable of writing a paragraph with a minimum of error. The students will not make a serious error so long as they follow the directions. Guided Questions can help the students explore their ideas in learning writing skills. The aim of this study is to know whether guided questions in Practice and Progress book can improve student's writing skills in the first year students of MAS Darul Ihsan. Based on the data results which are analyzed by using SPSS 16.0, the application of learning writing skills by using guided questions in Practice and Progress book has improved. The data shows that the significant value is 0.000 for experimental class and 0.006 for control class. However, the improvement in experimental class is more significant than in control class is. In other words, it indicates that there is an improvement of students' writing skills after learning writing by using guided questions in Practice and Progress book which is conducted by the researcher in MAS Darul Ihsan.

Keywords: Guided Questions, Practice and Progress book, MAS Darul Ihsan

CHAPTER I

INTRODUCTION

A. Background of Study

English has four macro skills. They are listening, speaking, reading and writing. Those skills are important to be learned for complete communication. We usually learn to listen first then to speak, then to read and finally to write. Writing is the last skill to be learned after we learn all of the skills of a language. Mastering writing is not easy for most EFL learners to acquire. In this regard, Nunan (1999) has argued that “Writing is probably the most difficult thing to do in language.” While speech allows the user to exploit various devices such as body movement, gestures, facial expression, tone of voice, pitch, hesitation and stress to facilitate communication, this is not available to the writer. Nor can the writer clarify, to revise or to backtrack ideas when there is miscommunication or misunderstanding between reader and writer (Hedge, 2005: 7).

We need to think first before we start writing our idea. According to Oshima and Hogue (1997) learning to write well is a step-by-step process. The ability to write is not a talent one that we get from the baby. We need to learn more. We can write well if we practice hard. Sometimes the hardest part of writing is deciding what we are going to say (Boardman and Frydenberg, 2002). We need to make writing as our habit to make it easier. Writing is more complicated than any other skills. Even native

speakers feel difficulty in showing a good command of writing (Johnstone, Ashbaugh & Warfield, 2002).

The students learn writing skills from secondary school until high school. They learn many kinds of writing, such as writing a paragraph, writing a narrative text, writing an essay, etc. They should be able to write when they are in the first grade of high school. In the fact, they cannot write a simple, compound and complex sentence. They do not know how to connect their ideas. They do not know how to write a good paragraph. As a teacher, we should find a solution for this problem by implementing a good method for improving their writing skills. As Sumardy (1975) said, “The success or failure of a teaching program is often judged by the method used by the teacher, since it determines the contents and the ways of teaching”.

Alexander L.G. (1994) said in his book *“Practice and Progress (An Integrated Course for Pre-Intermediate Students)”* that writing skill can best be developed through carefully controlled and graded comprehension/précis exercises. Précis writing is not a sterile academic exercise useful only for examination purposes. It can be used effectively to develop student’s writing ability. At the pre-intermediate stage, the student must learn how to write simple, compound and complex sentences and to connect ideas from notes. Controlled précis writing will enable the student to master each of these difficulties and bring him to a point where he will be capable of writing a composition with a minimum of error. The main stages in training the student in the written language at the pre-intermediate level may be summarized as follows:

Practice in writing simple sentences through controlled comprehension/précis exercises.

Practice in writing compound sentences through controlled comprehension/précis exercises.

Practice in writing complex sentences through controlled comprehension/précis exercises.

Practice in connecting ideas from notes that have been provided.

The researcher exactly wanted to use guided questions in the book to improve writing skills to the students. Apparently, Practice and Progress book had guided questions in controlled comprehension part of its book. Guided questions had been designed to form a précis and composition in the book. So, it guided the students step by step to write a good paragraph. One student of English Department from UIN Syarif Hidayatullah, Jakarta, Muhammad Bagus Nawawi (2011) had a close relationship with this study. His research title was *“Improving Students’ Writing Skill of Descriptive Text through Guided Questions (Classroom Action Research at VIII-8 class of SMP PGRI 1 Ciputat-Kota Tangerang Selatan)”*. His research was aimed to find out whether teaching writing of descriptive text using guided questions was effective to improve students’ writing skills, to collect students’ perception and impression of guided questions process. The instruments that he used in his research were English test sheets, observation sheets, questionnaire sheets and interview. In his research result, the application of learning writing skills (descriptive text) by using guided questions had improved. The result of post-test shows that there were 43

students (100%) who passed the target, understood the subject, 100% students thought that using guided questions made them easily to write about descriptive text, 88.37% students thought using guided questions made them creative in writing descriptive text. In addition, the students' responded to his research were generally positive. Based on his finding, using guided questions on writing descriptive text was successful to improve students' writing skills.

The researcher wanted to conduct the same research at the first grade students of MAS Darul Ihsan, Siem, Aceh Besar. The researcher used guided questions by the book of L.G. Alexander by the title "*Practice and Progress (An Integrated Course for Pre-Intermediate Students)*". The researcher had ever done teaching practice at Darul Ihsan. The researcher ever taught both secondary and high school at Darul Ihsan. The researcher saw the students had a lot of problems in writing a paragraph. They did not know how to write a good paragraph.

Therefore, the researcher wanted to teach writing skills by using guided questions which used in L.G. Alexander's book to improve students' writing skills. Based on the reasons stated above, the researchers decided to do a research entitled: **"Improving Students' Writing Skills by Using Practice and Progress Book"**.

B. Research Question

The research is, therefore, guided by one research question:

1. Do guided questions in Practice and Progress book improve the student's writing skills?

C. Research Aim

The aim of this study is to know whether guided questions in Practice and Progress book can improve student's writing skills.

D. Hypothesis

Hypothesis is divided into two; the null hypothesis (H_0) and alternative hypothesis (H_a). The Null Hypothesis, in this study is that there is no significant difference in mean adjustment level between the pre-test and the post-test, whereas, the Alternative Hypothesis is that there is significant difference in mean adjustment level between the pre-test and the post-test.

Based on theoretical exposure, the hypothesis of this study can be formulated as follows:

- **H_a :** Learning writing skills by using guided questions in Practice and Progress book improves students' writing skills.
- **H_0 :** Learning writing skills without using guided questions in Practice and Progress book does not improve students' writing skills.

E. The Scope of the Study

The researcher makes a limitation in this study in order to make the discussion more specific. The application of guided questions in this research is aimed to improve students in writing skills. Furthermore, the guided questions which is used in this research from the Practice and Progress book. Practice and Progress is a book written by L.G. Alexander.

In addition, this study is focused in the effectiveness of guided questions to improve students' writing skills in the first year students of MAS Darul Ihsan.

CHAPTER II

LITERATURE REVIEW

A. Writing as One of English Skill

1. Definition of Writing Skill

In learning English, there are four skills that should be mastered; those are listening, speaking, reading, and writing. Among the four skills, writing is the most difficult skill to be learned. According to Jack C. Richards and Willy A. Renandya (2002: 303) writing is the most difficult skill for second language learners to master. The difficulty is not only in generating and organizing ideas, but also in translating ideas into readable text. There are many different definitions about writing given by experts from many resources. According to Rise B. Axelrod and Charles R. Coopers' (1985: 3) writing is a complex process and as such contains element of mystery and surprise. But we know and believe that writing is a skill that anyone can learn to manage.

Marianne C. Murcia (1991: p.233) said, "Writing is the ability to express one's ideas in written form is a second or foreign language". It means that writing is an activity to express our ideas in written form. On the other side, Barnet and Stubb's (1983: 3) said that writing as a physical act, it requires material and energy. And like most physical acts, to be performed fully, to bring pleasure, to both performer and audience, it requires practice. The other definitions of writing are also variously stated by some experts. According to Rivers (1981: 294), writing is conveying

information or expression of original ideas in a consecutive way in the new language. Brown, (2001: 336) also claims that writing is a thinking process. Furthermore, he states that writing can be planned and given with an unlimited number of revisions before its release. In addition, Elbow (1973) in Brown (2001: 336) also says that writing is a two-step process. The first process is figuring out the meaning and the second process is putting the meaning into language. Writing represents what we think. It is because the writing process reflects things, which stay in the mind. Students who are reluctant to write things down often suffer for this activity. The students find difficulties when they start looking for some reasons to write and producing written sentences.

Another definition of writing skill is also defined by Urquhart and McIver and also Harmer. Urquhart and McIver (2005: 5-6) state that writing is a recursive process, which means students revise throughout the process, frequently moving back and forth among the stages. Then, students should learn strategies for invention and discovery, and teachers should help students generate content and discover a purpose. Also, it is stated that readers, purpose, and occasion define all types of writing and effective writing fulfills the writer's intention and meets the readers' needs. It means that writing is a complex process and it seems reasonable to expect, then, that the teaching of writing is complex as well. Moreover, Harmer (2004) states that writing encourages students to focus on accurate language use. It is because students consider the language use when the students engage in their writing process. This activity will provoke language development because the students resolve problems what writing

puts in students' minds.

Based on the definitions above, a definition of writing skill can be obtained. Writing is a productive process done through some stages. Firstly, exploring and transmitting ideas, thought and feeling into written form. Secondly, conducting a number of revising process to carry out a grammatically and orderly texts. The writing productions are in the forms of readable texts which should be meaningful to everyone who read the writing. Furthermore, based on those definitions, it can be stated that writing skill is a complex activity in producing a qualified writing. The complex activity consists of stages as the steps in writing. To improve students' writing skill, the teaching and learning process of writing needs to be done well with developed input and effective activities. As a result, teachers need to consider the teaching of writing skill well based on their student's needs, ability and capacity.

2. The Purpose of Writing

Somebody writes may be for completing an assignment or receive a good grade. But the long-range purpose of writing is to communicate to a particular audience. Purpose is the reason or reasons why a person composes a particular piece of writing. Focusing on purpose as one writes helps a person to know what form of writing to choose, how to focus and organize the writing, what kinds of evidence to cite, how formal or informal the writing style should be, and how much should be written.

According to Hugo and Hartig (in Tarigan, 1994, p.25), there are several purposes of writing. The first is writing without any specific purpose. Someone writes because of being asked, for example a student writes a review of film because of writing task. It is called as assignment purpose. The second is altruistic purpose which is purposed to entertain readers, avoid readers from being sad, help readers to understand, appreciate feelings, and make readers' life more simple and joyful. The next is persuasive purpose. This purpose is to convince reader about a truth of ideas. The forth is informational purpose by giving information to readers is one of writing's purposes called informational purpose. The fifth is to introduce author of writing to readers named self-expressive purpose. Then, there is creative purpose which is purposed to achieve artistic values. The final is problem solving purpose. This purpose is to explain, explore, closely observe and make ideas and thoughts clear and understandable and acceptable by readers. So, the purposes of writing are divided into seven purposes. They are assignment purpose, altruistic purpose, persuasive purpose, informational purpose, self-expressive purpose, creative purpose, and problem solving purpose.

3. The Characteristic of Good Writing

There are many characteristics of good writing. Five of the most important are parallel structure, conciseness, sentence variety, correct spelling and grammar, and effective paragraphing. According to Gonzaga University (2017), characteristics of good writing are:

a. Parallel Structure

Use parallel or consistent structure when writing sentences and paragraphs. For example, avoid mixing forms of verbs in the same sentence. If you use the -ing form of a verb in a list, use the -ing form for all verbs in the list. Similarly, avoid switching from active to passive voice in a series of clauses. When you read your sentences out loud, you should hear a rhythm being repeated--if something breaks the rhythm, check to see if you need to improve the sentence's parallel structure. The following sentences illustrate this concept:

Poor example: Mrs. Jones is trustworthy, dependable, and *she pays close attention to details*.

Improved: Mrs. Jones is trustworthy, dependable, and *detail-oriented*.

Poor example: Please keep track of your hours, turn in your timesheet, and *keeping a copy for your records is also important*.

Improved: Please keep track of your hours, turn in your timesheet, and *keep a copy for your records*.

Use parallel structure when formatting bulleted and numbered lists. For example, if you are listing skills on a résumé, do not switch from verbs to adjectives as the writer did in this poorly formatted list of skills:

- Pay close attention to details
- Dedicated
- I am hard working
- I can type fast

Instead, use parallel formatting to construct your bulleted list:

- Detail-oriented
- Dedicated
- Hard worker
- Proficient typist

Note: When formatting bulleted and numbered lists, only use periods at the end of complete sentences. Since the items above are sentence fragments, no periods are necessary.

Abraham Lincoln's Gettysburg Address is a beautiful example of parallel writing structure. (The parallel elements are highlighted below.)

Four score and seven years ago our fathers brought forth on this continent, a new nation, *conceived* in Liberty, and *dedicated* to the proposition that all men are created equal.

Now **we are engaged** in a great civil war, testing whether that nation, or any nation so *conceived* and so *dedicated*, can long endure. **We are met** on a great battlefield of that war. We have come to dedicate a portion of that field, as a final resting place for those who here gave their lives that that nation might live. It is altogether fitting and proper that we should do this.

But in a larger sense, **we cannot dedicate -- we cannot consecrate -- we cannot hallow** -- this ground. The brave men, living and dead, who struggled here, have consecrated it, far above our poor power to add or detract. The world *will little note, nor long remember what we say here*, but it can never forget **what they did**

here. It is for us the living, rather, **to be dedicated here** to the unfinished work which **they who fought here** have thus far so nobly advanced. It is rather **for us to be here** dedicated to the great task remaining before us -- *that* from these honored dead we take increased devotion to that cause for which they gave the last full measure of devotion -- *that* we here highly resolve *that* these dead shall not have died in vain -- *that* this nation, under God, shall have a new birth of freedom -- and *that* government **of the people, by the people, for the people**, shall not perish from the earth.

b. Conciseness

Sentences should be written concisely, since needless words and fillers distract readers from your message.

1) Eliminate opening fillers such as *there are, I would like to bring to your attention, and this is to inform you that.*

Too wordy sentence: This is to inform you that health insurance rates will increase effective next month.

Improved: Health insurance rates will increase effective next month.

2) Eliminate wordy phrases from your writing.

Wordy Phrases

Concise Substitutes

due to the fact that

because

regardless of the fact that

although

in regard to

about

in the near future

soon

3) Don't turn verbs into wordy phrases.

<u>Wordy Phrases</u>	<u>Concise Verbs</u>
give consideration to	consider
give a recommendation	recommend
conduct a discussion	discuss

4) Eliminate redundancies. The two words in the left column have the same meaning, so only one word is needed.

<u>Redundancies</u>	<u>Concise Substitutes</u>
perfectly clear	clear
exactly identical	identical
dollar amount	amount

c. Sentence Variety

Effective writers add interest to their writing by using all four types of sentences-simple, compound, complex, and compound-complex. A sentence is classified according to the number of independent and/or dependent clauses it contains. (An independent clause is a group of words with a subject and verb that could stand alone as a complete sentence. Dependent clauses can't stand on their own as complete sentences, because their meaning depends upon the independent clause in the sentence).

A **simple sentence** such as *John loaded the software* contains just one independent clause. A **compound sentence** contains two independent clauses: *John*

loaded the software, and Mary installed the hard drive. A **complex sentence** contains both an independent clause and a dependent clause. For example, *After the installation was complete, the computer was rebooted* is an example of a compound sentence. Finally, a **compound-complex sentence** contains at least two independent clauses and one dependent clause. Because they are so long, compound-complex sentences should be used sparingly. *After the installation was complete, the computer was rebooted, and the IT department successfully completed the upgrade* is an example of a compound-complex sentence.

Business writers should strive to use a variety of sentence types to make their writing more interesting. The following paragraph contains only compound sentences and thus sounds sing-song and boring:

John loaded the software, and Mary installed the hard drive. John went to lunch after finishing the job, but Mary skipped lunch to keep working. John started a new project after lunch, and Mary finished installing the hard drive later that afternoon.

Notice how much more interesting the paragraph becomes when we vary the sentence types:

John loaded the software, while Mary installed the hard drive. John finished and went to lunch, but Mary kept working, finally finishing the hard drive installation later that afternoon. John started a new project after lunch.

d. Correct Spelling and Grammar

Strong grammatical skills lend credibility to your writing. They also enhance the readability of your documents, since misspelled words and grammatical errors distract readers from your message.

1) Common Grammatical Errors

Comma Splices are independent clauses joined by a comma. (Remember that an independent clause is a clause that can stand alone as a complete sentence.) *The manager hired Susan for the position, Ben was transferred to the main office* is an example of a comma splice. To correct this common grammatical mistake, you can do one of three things:

- a) Change the comma to a semicolon.
- b) Add a coordinating conjunction after the comma, such as *and* or *but*.
- c) Change the comma to a period, and separate the independent clauses into two separate sentences.

Run-On Sentences are independent clauses joined together without punctuation or a coordinating conjunction. *The manager hired Susan for the position Ben was transferred to the main office* is an example of a run-on sentence. They can be fixed in the same ways that comma splices can be corrected (see above).

Sentence Fragments are incomplete sentences. To be complete, a sentence must have a subject and a verb, and it must make sense. *Because Human Resources hired twenty people* is an example of a sentence fragment. Although it contains a subject and a verb, the sentence doesn't make sense since the word *because* indicates

the sentence is dependent on another clause to complete its meaning. The following sentence would be considered complete: *Because Human Resources hired twenty people, new office furniture had to be ordered.*

The Purdue University Online Writing Lab (OWL) provides helpful information about writing grammatically correct sentences, including subject-verb agreement, number usage, comma placement, and many other topics.

2) Using Spell Check and Grammar Check to Proofread your Documents

Microsoft Word's spelling and grammar check feature is a powerful tool for proofreading documents, but it needs to be set up correctly to work properly. This screencast explains how to change options in Word to maximize the effectiveness of this proofreading tool: Running Spell Check and Grammar Check

3) Other Proofreading Considerations

It is important to proofread the document carefully, since spell check and grammar check will not catch correctly spelled words that are incorrectly spelled in the context of your sentence (ie. knight vs. night). Also, carefully check the spelling of names and the accuracy of numbers. Evaluate the formatting of your document, making sure it is readable and that you were consistent with your indents, line spacing, and margins. Consider printing a hard copy of your document rather than just proofreading from the screen. Errors tend to jump out more from a printed page, and you are also more likely to observe strange page breaks and unattractive spacing.

Ideally, you should proofread your document and then set it aside for several days before proofreading it again. Writers tend to "fill in" gaps in their minds when

proofreading something they have just written. When they pick up the same document days later, they are more likely to notice these gaps in their writing because the words are not as fresh in their minds.

Read your document twice-once for grammar, and once for word meanings, comprehension, and flow. Reading the document out loud can also help you to identify errors and evaluate the tone of your document.

e. Effective Paragraphing

1) **Cover one subject per paragraph**, and begin each paragraph with a topic sentence stating what the subject is about. Focusing on just one clearly stated subject in each paragraph helps readers understand your message.

2) **Link ideas together by repeating words in sentences**. For example, look at both of these paragraphs, and see how repeating the words *campaign* and *cost* in the second paragraph makes the paragraph more coherent by linking ideas together.

Without repeating words: *John suggested an aggressive marketing campaign for the new product. Direct mailings will be sent to all households in the target market, and this will be very costly. Additional funds were set aside for marketing this year by the corporate office.*

With repeating words: *John suggested an aggressive marketing campaign for the new product. **The campaign** will involve direct mailings to all households in the target market, and will be very costly. **The high cost** will be partially offset by the additional funds set aside for marketing this year by the corporate office.*

- 3) Use **transitional expressions** to help readers understand where your message is going. Common transitional expressions include *therefore*, *consequently*, *however*, *then*, *first*, *next*, and *although*. Compare the following two paragraphs to see how transitional expressions improve the clarity and cohesiveness of a writer's message.

Without transitional expressions: *The Human Resources department is developing a plan to increase employee retention. Three employees resigned from the accounting department last month. We had to hire temporary staff to fill the positions until new accounting staff could be hired. Many important accounting tasks went unfinished. Employee retention has become a top priority for Human Resources.*

Notice how the paragraph above seems disjointed, and that it is difficult to follow the writer's point.

With transitional expressions: *The Human Resources department is developing a plan to increase employee retention. **After** three employees resigned from the accounting department last month, we had to hire temporary staff to fill the positions until new accounting staff could be hired. **As a result**, many important accounting tasks went unfinished. **Therefore**, employee retention has become a top priority for Human Resources.*

4. The Forms of Writing

Writing has several genre or forms. According to Robert Scholes and Nancy R. Comley (1985), the forms of writing fall into three categories. They are writer-oriented forms, reader-oriented forms, and topic oriented forms.

- a. *Writer-Oriented Forms*, it means the forms of writing in which the writer is the center of attention. There are two forms of these categories. They are expression and reflection.
 - 1) *Expression*. In this form the writer writes to express their feeling or thoughts.
 - 2) *Reflection*. In reflective writing, the writer's self is doubled. In reflection we look back – that is, our present, writing self looks back upon some previous self and measures, in some way, the distance between then and now. Reflection allows us to discover significance in the events of our own lives.
- b. *Reader-Oriented Forms*. There are two forms of reader-oriented writing. They are direction and persuasion.
 - 1) *Direction*. It provides information and arranges the information in the most useful and comprehensible order such as cook book and instruction book.
 - 2) *Persuasion*. It is designed to persuade or to motivate the reader to do something.
- c. *Topic-Oriented forms*. The six forms of topic-oriented writing are narration, description, classification, argumentation, analysis, and synthesis.
 - 1) *Narration* is the writing form which shared to the reader about an event that happens in time.

- 2) Description is to take a scene or an object and capture it in language.
- 3) Classification is the form that puts a premium on organization. It uses category or subtopic.
- 4) Argumentation differs from persuasion by being more rational. It includes a thesis to be argued and the evidence to support the thesis.
- 5) Analysis is both a way of observing and a way of writing about what writer have observed.
- 6) Synthesis is the fullest and most complete form of academic writing.

In another opinion, Troyka (1987:3), writing is divided into four types, namely narration, description, exposition, and argumentation. All the types of writing are explained below.

a. Description

Description is writing about the way persons, animals, or things appear (Hefferman and Lincoln, 1986:106). It concentrates primarily on things (nouns) such as a person, a place, and an object, rather than concerning itself with the actions (verbs) in which the things (nouns) participate. Descriptive writing permits people to share their sensual impressions of a person, a place, or an object. The writer vividly describes something so that the reader can form a mental image of it (Risenberg, 1989:79). It appeals to the reader's senses of sight, sound, smell, taste, and touch.

For example:

Niagara Falls

Niagara Falls is a famous area of waterfalls. It is one of the most beautiful natural wonders of North America. It is on the Niagara River, about halfway between Lake Erie and Lake Ontario. The Niagara River forms part of the border between Canada and the United States. At Niagara Falls, Ontario, Canada is on one side of the river, and the U.S. state of New York is on the other side. Niagara Falls really has two waterfalls. The Horseshoe Falls are in Canada, and the American Falls are in the United States. The Niagara River drops into a steep gorge or canyon, at the falls. Most of the water flows over the Horseshoe Falls.

They are not as high as the American Falls, but they are 2,600 feet (792 metres) wide—about 0.5 mile (0.8 kilometre). The American Falls are about 1,000 feet (305 metres) wide. Beyond the falls are the Whirlpool Rapids. There, the powerful swirling water has carved a bowl out of the rock. At night, colored lights shine on the thundering falls. About 10 million people visit Niagara Falls each year. (Doddy, 2008:112)

b. Narration

In contrast with description, narration is more than description. The description focuses its attention only on nouns whereas narration focuses on both nouns and verbs (the actions). Narrative writing has been defined as the kind of writing that simply records a series of events. Its subject matter is people and actions which it organizes in space and time (Sternglass,1983:111). Therefore, narrative writing tells about what is happening or what happened.

Narrative essay can be really enjoyable to write and to read. According to Rachmadie and Karim (1997:155) the purpose of a narrative may be to reflect, entertain, inform, explain or persuade the readers. A narrative may be told in first or third person. The chronological order such as from what happened first to what happened next is common in narrative.

For example:

Three Foolish Sons

There was a rich man who had three sons. They lived in a large house in the town of Keelung in northern Taiwan. One day, he said to his sons, "You are no longer children. You must do something to earn your own living. When I die, I am not going to leave you very much money. I started with nothing and made a fortune by working hard. You must do the same. Now, here is two hundred dollars for each of you. You can use it to start your own business." The three sons went off separately. The eldest son met a hunter. He thought that hunting would be fine so he bought a gun from him for two hundred dollars. The second son met a basket maker. He bought a set of tools from him so that he could make baskets. The third son met a doctor who told him that he had a medicine which could cure all diseases. He bought it from him for two hundred dollars.

When the rich man heard what his sons had done with the money he had given them, he was very angry. "What stupid sons I have!" He said. One day, the eldest son tried to shoot a fly on his father's forehead. Instead, he killed his father. The second son picked up his tools and tried to repair the damage to his father's head. The third son tried to cure his father with medicine which he had bought. Everyone said that the three sons were very foolish. They had spent all their money uselessly. (Doddy, 2008:39)

c. Exposition

Expository writing often called informative writing because it seeks to give information and to explain if it is necessary. In line with Langan (1986:111) in expository writing, the writer provides information about a particular subject. It focuses on the subject being discussed whom the writer wants to influence. Exposition writing includes reports of observations, ideas, facts, and statistics. It can be found in textbooks, encyclopedias, technical and business reports, books of non-fiction, magazines, and newspapers.

For example:

Studying a Foreign Language

I believe that all students in all countries should study a foreign language. First, knowing another language can help you in your life. If you speak more than one

language, you have a better chance for a good job. Many businesses today deal with companies in other countries, and they need workers who can speak another language. Also, your life can be more interesting and exciting when you can talk to people from other countries, read their books, watch their movies, and sing their songs.

Second, when you study another language, you learn about the world and its cultures. A language is not separate from the people who speak it. When you learn a language, you learn more than words. You also learn how the people think and live. In our small world today, it is very important for world peace that we understand each other. Finally, when you study a different language, you learn about yourself. Learning another language gives you the chance to look at your own language and culture through someone else's eyes. For example, English uses only one word for you. When an American studies Spanish and learns that Spanish has two words for you, the American may ask, "why does English have only one word for you?" the American is learning about his or her own culture. For all these reasons, I think that the world would be a better place if all students everywhere studied a foreign language. (Jill Singleton, 2005: 27)

d. Argumentation

Argumentation is often called persuasive writing because it aims at persuading and convincing the reader of the writer's point of view on a particular issue. According to Stevens (1983:184), argumentation is a form of persuasion that seeks to make us change our beliefs or actions by appealing not to our emotions but our reason, by using logic and evidence to establish the truth of an assertion. Therefore, it focuses on his reader whom the writer wants to influence. It is in contrast with expository writing that focuses on the subject being discussed. Persuasive writing can be found in editorials, reviews, sermons, research proposals, opinion essay in magazines, and books that argue a point of view.

For example:

Hands-Free, Not Risk-File

It's HAZARDOUS to use a handheld mobile phone while driving, so many people turn to hands-free models. But they are also dangerous, say researchers at Israel's Assaf Harofe Medical Centre. They had 41 people sit in front of a bowl, stare at the centre and hit a button when they saw a light twinkle. First they took the test without distractions. Then they did it while using a speakerphone and, on average, missed twice as many lights. "Missing one point may be important while driving," says study author Yaniv Barkana, now a fellow at The New York Eye and Ear Infirmary. "That could be a car barking." To be safe, pull over, park, then chat. (Reader's Digest, 2005 April: 136).

5. Process of Writing

According to Harmer (2005:4-6), the writing process divide into four stages: planning, drafting, editing, and final draft. All the stages of writing process are explained below:

a. Planning

It is the first stage of writing process when the writers plan, try, and decide what they are going to say before starting to write. It might involve making detailed notes. There are three issues i.e. purpose, audience, and content structure that must be considered in planning to write. The purpose of writing will influence the type of the text to produce, the language use, and the information. Secondly, the audience will influence the shape of the writing (how it is laid out, how the paragraph are structured), and the choice of language such as formal and informal tone. Thirdly, the content structure of the piece that is, how best to sequence the facts, ideas, or arguments which are decided to include.

b. Drafting

Draft is the first version of a piece of writing. A number of drafts might be produced on the way to the final version, as the writing process proceeds into editing.

c. Editing (reflecting and revising)

It is the writing process to make the change of draft which is ambiguous or confusing by using general meaning and overall structure such as individual words and grammatical accuracy. Reflecting and revising are often helped by other readers who comment and make suggestions. The reaction of readers to a piece of writing will help the author to make appropriate revisions.

d. Final Versions

It is the last stage of the writing process when the written text is ready to send to its intended audience.

B. Guided Questions

Most of the students think that writing is the most difficult thing to do. They do not know what they should write when the teacher asks them to write something. To solve the problem, the researcher tries to use guided questions method in teaching writing by using Practice and Progress book. Here is the explanation about guided questions.

1. The Definition of Guided Questions

Guided Questions is a technique which used to guide the students to write something by giving some questions. Guided Questions will enable the students to

write a good paragraph and bring them to a point where they will be a capable of writing a paragraph with a minimum of error. Bramer and Sedley (1981:24) stated that asking and answering questions is a good method to discover details of experience. So, giving questions to the students is expected to stimulate students' thoughts. According to Traver, R. (March, 1998: 70-73) guided questions are the fundamental query that directs the search for understanding. Everything in the curriculum is studied for the purpose of answering it. Guiding questions help provide focus and coherence for units of study.

2. Characteristic of Guided Questions

According to (Traver, R. (March, 1998: 70-73), the characteristic of guided questions are :

- a. Good guiding questions are open-ended yet focus inquiry on a specific topic.
- b. Guiding questions are non-judgmental, but answering them requires high-level cognitive work.
- c. Good guiding questions contain emotive force and intellectual bite.
- d. Guiding questions are succinct. They contain few words but demand a lot.

Lois Robinson (1967: 2) calls this method by guided writing or controlled writing. He said that guided or controlled writing is writing in which one cannot make a serious error so long as he follows directions. This is the same method which gives some questions about a topic by giving some questions which are called *Question Paragraph*, then turning the questions into a paragraph of affirmative statements. Guided questions can help the students to explore their idea in learning

writing skill like James C. Raymond (1980: 15-16) said that questions can be a way to help exploring topic in writing skill. Asking questions can be a way of playing with material before deciding what you want to make of it, like toying with modeling clay until it takes a vague shape that suggests the final shape it ought to take. If you happen to know in advance what sort of writing you want to do, you can turn directly to the questions that are most suitable for that sort of writing. If you do not know what sort of writing you want to do, working through several sets of questions may lead you to a purpose as well as to information.

Meanwhile, John Langan (1942) said that you can generate ideas and details by asking questions about your subject. Such questions include Why? When? Where? Who? and How?. Fred D. White (1986) also said that explains that the needs to know the topic might consider using the questions. He calls this method by 5Ws and the H grid. It works because the questions it generates (What, Where, When, Why, Who, and How) provide a wrapped around understanding of the topic. We can see the form of questions in the table below. The table is adapted by Fred D. White (1986).

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

3. Advantages and Disadvantages of Guided Questions

There are the strength and the weakness in using Guided Questions, they are:

1) Advantages of Guided Question

- a. It can facilitate the teaching of writing to the students, so that the students will not be confused what they are going to write because they are guided to write by answering the questions related to the topic (Faiz, 2011).
- b. It can make their writing more coherent because they write the paragraph by following the questions (Faiz, 2011).
- c. It can minimize mistakes by the students when they write (Iwan, 2011).

2) Disadvantages of Guided Question

This technique is difficult to be applied in guiding writing process in big group students. It is caused because the class will be difficult to be controlled by the teacher. The teacher will be difficult when the teacher controls the students in writing a descriptive paragraph (Wulandari, 2015).

C. Practice and Progress Book (An Integrated Course for Pre-Intermediate Students) by L.G. Alexander

1. Biography of L.G. Alexander

Louis George Alexander, whose mother was Australian and father Greek, was born in London in 1932. He spent the years of World War II with his mother in her native Australia, but returned to Britain after the war and was educated at Godalming

Grammar School, Surrey, and Queen Mary College, University of London. During National Service in the British Army Germany (1954-56), he had his first experience as an educator, teaching A-level English as an Educational Corps instructor. He then started his career in English language teaching and materials writing. Between 1956 and 1965 he taught in Greece, at the Protypon Lykeion in Athens (now the Skholi Moraiti (Moraitis School)), for most of that time as head of the English department.

He began publishing in the early 1960s, with Longmans. His first book (published in 1962) was *Sixty Steps to Précis*, and his second book, *A First Book in Comprehension*, was published in 1964. *New Concept English*, his first major book series, was published in 1967. With Longman, a string of further groundbreaking series followed: *Look Listen and Learn* (1968-71), *Target* (1972-74), *Mainline* (1973-81) all enjoyed great worldwide success. From 1968 to 1978 Alexander was adviser to the Deutscher Volkshochschulverband (German People's High School Association), and he contributed to the design of two major English examinations in German Adult Education. Between 1973 and 1978, he sat on the Council of Europe's committee on modern language teaching, and co-authored their influential 'communicative' syllabuses *The Threshold Level* (1975) and *Waystage* (1977). His interest in syllabus was evidenced also in *English Grammatical Structure* (1975), a basic syllabus of graded structures for language learning.

In the year 1977 Louis Alexander sold a total of 4.7m books, and this was recorded by the Guinness Book of Records as the greatest number of copies sold by an individual author in one year. From 1979 to 1980 he provided the blueprint, and

wrote the classroom materials for *Follow Me* (BBC and Longman) which put into practice the *Threshold Level* syllabus. According to one estimate, this series has been viewed by 500 million learners. Between 1977 and 1981, Alexander was preoccupied also by the teaching of languages other than English. In the early 1980s he produced one of the first computer-based language learning courses, in French, Spanish, Italian and German, with software published by EMI for Atari, while in 1980-83 he developed the blueprint for *Survive*, a self-study series in several languages. Between 1986 and 1988 he served as adviser to the University of Cambridge Local Examinations Syndicate (UCLES) for the Cambridge Certificate in English for International Communication, and 1987-88 saw the publication of *Plain English*.

In the 1980s, Alexander also turned his attention to writing reference books: *Longman English Grammar* (1988; practice book 1990) and *Longman Advanced Grammar* (1993) were the outcomes. In the late 1980s he worked for UNESCO on *Junior English for China* (1988, publ. The People's Educational Press, Beijing), providing the blueprint, that is, the skills syllabus and the language syllabus. While Neville Grant actually wrote the course, Alexander monitored and advised on this. The series is estimated to have been used by 40 million learners per year in China, for many years. 1994 saw the publication of further CALL materials: *Direct English* (consisting of interactive CD Rom and video, with internet components), while 1997 saw the publication of a new edition of *New Concept English* published specifically for China: *New Concept English (Chinese) New Edition*.

Louis Alexander died in 2002, and on 4 November 2003 a bronze statue was

unveiled in his honour in the grounds of the Foreign Language Teaching and Research Press (FLRTP), the publishing house of the Beijing Foreign Studies University and one of China's largest schoolbook publishers. (Warwick, 2017)

2. Practice and Progress Book (An Integrated Course for Pre-Intermediate Students)

Practice and Progress book (An Integrated Course for Pre-Intermediate Students) is the second book written by L.G. Alexander. The edition for Indonesia was published by arrangement with Longman Group Ltd.London. The last edition was published in 1994. This book is divided into four units each of which is preceded by a searching test. Each Unit consists of twenty-four passages which become longer and more complex as the course progresses. Detailed instructions to the student, together with worked examples, precede each Unit.

The passages are multi-purpose texts. Each passage will be used to train the student in the following: aural comprehension; oral practice (progressive and static patterns); reading aloud; oral composition; dictation; controlled comprehension, précis, and composition practice (simple, compound and complex sentences); written grammar exercises in recall. The basic aims of the course are to train the student in the four skills of understanding, speaking, reading and writing to provide the student with a course that will enable him to use the language and to enable the student to work entirely from a single volume without the need for additional practice book. (Alexander L.G: 1994).

CHAPTER III

RESEARCH METHODOLOGY

A. Research Design

The most important part of the research is how to get the answer of the research. It is called a research method. In a research method we need to know the research approach that which is used in a research. In this study, the researcher used a quantitative research. Quantitative research is the method used in the particular population and sample, by using research instrument in collecting data and analyzing by statistical analysis. Cresswell (2008) noted that quantitative research is a type of educational research in which the writer decides what to study; reviews these numbers analyzes by using statistics; and conducts the inquiry in an unbiased, objective manner.

In addition, to determine whether Guided Questions in Practice and Progress book can improve students' writing skill, the researcher used an experimental research. Cresswell (2008) mentioned that experimental designs are procedure in quantitative research where the writer determines whether an activity or materials make a difference in results for participants. Usually, experimental research is the best method to test a hypothesis. According to Richard (2010), an experimental method is an approach to educational research in which an idea or hypothesis is tested or verified by setting up situation in which relationship between participants or

variables can be determined. Nana Sudjana (2007) stated that the experimental research reveals a relation between two variables or more and an effect of one variable to another variable.

In this research, the researcher used a true experimental design in form of pre-test and post-test control group design. According to Johnson (2012) the pretest-posttest control group design is an excellent research design because it includes a control or comparison group. The researcher took two classes as a sample, an experimental class and a control class. The researcher gave a different treatment to experimental and control class. The researcher would like to see an improvement among two classes. The researcher saw whether any improvement in experimental class after giving a treatment compared to control class which had no treatment.

The treatment refers to the teaching by using Guided Questions in Practice and Progress book. Based on Johnson (2012), the design can be seen as follow:

E	O1	X	O2
C	O3	Y	O4

- Note: E : Experimental group
 C : Control Group
 O1 : Pre-test of experiment group
 O3 : Pre-test of control group
 O2 : Post-test of experiment group
 O4 : Post-test of control group
 X : Treatment (Teaching writing skills by using Guided Questions in Practice and Progress book)

Y : Treatment (Teaching writing skills without using Guided Questions in Practice and Progress book)

From the design above, subjects of research were grouped into an experimental group (top line) and a control group (bottom line). The quality of subjects was first checked by giving them a pre-test (01 and 03). Then, the treatment by using guided questions in Practice and Progress book on the experimental group, while the control group was taught without using guided questions in Practice and Progress book. After treatment, both groups were given post-test. Post-test was given to see their improvement. The results of post-test (02 and 04) were then computed statistically.

B. Participants

1. Population

Suharsimi (2006, p.130) said that “The population is the entire subject of the research”. Based on this statement, so the researcher determined the population of this study was the first grade students of MAS Darul Ihsan. The total of the students were 208 students which consisted of seven classes.

2. Sample

Suharsimi (2010) stated that sample is a limited number of elements from a population to be representative of the population. Suharsimi (2010) stated that if the

subject is less than one hundred it had better to take the entire subject. Furthermore, if the subject is more than one hundred it can be taken between 10-15% or 20-25% or more than that. The number of accessible population of the study was 208 students. The researcher took 25% sample from the population. There were seven classes of the first year students of MAS Darul Ihsan. Then, the researcher used cluster random sampling (technique lottery). This technique provided the same opportunity or probability to all of the population member to be the chosen sample (Sukardi, 2009). Furthermore, regarding to the experimental research, the sample has to be selected randomly. Noor (2011) stated that the true experimental design is a simple experimental research design in which the respondents are selected randomly. Based on the above-mentioned theory, the researcher selected two classes of six randomly. The researcher took 4 F as a control class and 4 E as an experimental class. The total of the sample was 70 students consisted of two classes.

C. Methods of Data Collection

The accuracy of the data is very significant to keep the integrity of the research, answer the research question and validate the study. The data was gained through giving test (pre-test and post-test) and experimental teaching. The explanation would be explained as follows:

1. Test

The researcher gave a test to the students to measure the students' ability before the treatment. Test is a method of measuring a person's ability, knowledge, or

performance in a given domain (Brown, 2004). The test was used to measure students' improvement in teaching writing skills by using guided questions in Practice and Progress book. There were two kinds of test which were conducted in this study; pre-test and post-test.

a. Pre-test

Pre-test was given to know the students' ability in writing skills before giving treatment. This test was for experimental class and control class to measure the students' understanding about the material before the researcher gave a treatment. But, the researcher only gave a treatment to an experimental class. For the pre-test, the researcher gave the first chapter from Practice and Progress book in both of classes.

b. Post-test

Post-test was given to the student after conducting the experiment. It was given to the experimental class after being taught by using guided questions in Practice and Progress book, and to the control class after being taught without using guided questions in Practice and Progress book. For the post-test, the researcher gave the fifth chapter from Practice and Progress book in both of classes.

2. Experimental teaching

The researcher used experimental teaching to see whether there would be significant impact of guided questions in Practice and Progress Book in improving students' writing skill. It was only given in experimental class while control class did

not get a treatment. It was held for five meetings to a control class (36 students) and an experimental class (34 students).

a. Control class

1) First meeting (Pre-test)

The meeting was about 60 minutes. The researcher introduced himself first, explained about the purpose of his coming. Then, the researcher checked the attendance list. After that, the researcher gave them pre-test from Practice and Progress Book.

2) Second, Third, Fourth meetings (No Treatment)

In these following meetings the researcher only gave the students a text from the book. The researcher asked them to rewrite the story from the book. There was no treatment there.

3) Last meeting (Post-Test)

In the last meeting, the researcher gave them a post-test. The test was given to know the effectiveness of writing without guided questions. The researcher also explained and instructed the students how to accomplish it. In the end of meeting, the researcher say “thank you” to them because they had been actively involved and well cooperated in the research.

b. Experimental class

1) First meeting (Pre-test)

The meeting was about 60 minutes. The researcher introduced himself first, explained about the purpose of his coming. Then, the researcher checked the attendance list. After that, the researcher gave them pre-test from Practice and Progress Book.

2) Second, Third, Fourth meetings (Treatment)

In these following meetings the researcher gave the students a treatment. In the first treatment, the researcher taught the students about guided questions in Practice and Progress book. After teaching the material, the researcher gave students explanation about what guided questions was. After that, the researcher explained about guided questions in Practice and Progress book. The researcher taught the students how to write a good paragraph by using guided questions in Practice and Progress Book. In the following meetings, the students did this kind of activity. These activities were expected to make students easier to write. It was expected to improve students' writing skill.

3) Last meeting (Post-Test)

In the last meeting, the researcher gave them post-test. The test was given to know the effectiveness of guided question applied by the researcher. The researcher also explained and instructed the students how to accomplish it. In the end of

meeting, the researcher say “thank you” to them because they had been actively involved and well cooperated in the research.

D. Methods of Data Analysis

The researcher used T-test to analyze the data. The researcher used *T-test* in order to know the difference between means of pre-test and post-test. As Kratwohl (1998, p.478) states “*T-test* which allows us to test the difference between two means for statistical significance”.

There are three main types of t-test:

- a. An *Independent Samples t-test* compares the means for two groups.
- b. A *Paired sample t-test* compares means from the same group at different times (say, one year apart).
- c. A *One sample t-test* tests the mean of a single group against a known mean.

According to Sudjana (2008), the formula of T-test is:

$$t_o = \frac{M_x - M_y}{\sqrt{\frac{\sum SD_x + \sum SD_y}{N_x + N_y - 2} \cdot \left[\frac{1}{N_x} + \frac{1}{N_y} \right]}}$$

Note:

M_x = Mean of Post-test of the experimental class

M_y = Mean of Post-test of control class

$\sum SD_x$ = Sum of deviation score in experimental class

$\sum SD_y$ = Sum of deviation score in control class

N_x = Number of students of the experimental class

N_y = Number of students of the control class

The researcher used *Paired Samples T-test*. *Paired Samples T-test* was used to compare two means where you have two samples in which observations in one sample can be paired with observations in the other sample (Rosie, 2004). In this research, the researcher did an experiment to the sample of the research. As a condition of *Paired Samples t-Test*, we need to do *normality test* before doing a *T-test*.

1. Normality test

Normality test is used to know whether the data obtained is normal or not. If we analyze the data by using parametric method, the requirements of normality must be fulfilled, the data from normal distribution ($n \geq 30$ or big sample). In this research, the researcher used SPSS 16.0 to analyze the data. The steps to take a data were stated below:

Using SPSS 16.0:

We need to do a residual test first before we do a normality test, the steps were:

(Analyze > Regression > Linear > Save > Unstandardized)

The steps of Normality test were: **(Analyze > Nonparametrics Test > 1-Sample K-S)**.

If the significant value in Kolmogorov-Smirnov ≥ 0.05 then the data is normally distributed. If the significant value in Kolmogorov-Smirnov < 0.05 then the data is not normally distributed.

2. Hypothesis test

The researcher used *T-test* in analyzing the hypothesis. After we knew that the distributed data was normal. We will go to the next step by testing the hypothesis. The researcher used *T-test (Paired Samples T-test)* in testing the hypothesis.

The formula of *Paired Samples T-test* :

$$t = \frac{Md}{\sqrt{\frac{\sum x^2 d}{N(N-1)}}$$

In testing this hypothesis, the researcher analyzed the data by using SPSS 16.0, paired samples T-test on pre-test and post-test results both of two classes, experimental and control class. This test was used to know the difference mean before and after getting treatment by the research (*Improving students' writing skills by using Practice and Progress book*).

The hypotheses are:

Ha: Learning writing skills by using guided questions in Practice and Progress book improves students' writing skills.

Ho: Learning writing skills without using guided questions in Practice and Progress book does not improve students' writing skills.

So, the steps to take the data by using SPSS 16.0 were stated below:

The steps: (**Analyze > Compare Means > Paired Samples T-test**).

If the significance value of the output < 0.05 , so H_o is rejected. If the significance value of the output ≥ 0.05 , then H_o is accepted.

3. Rubric

In scoring writing skills, the researcher used an Analytical scoring rubric adapted from Weigle (2002).

Table 3.1
Writing Rubric

Components of Writing	Scores	Indicators
Content	4	relevant to the topic and easy to understand
	3	rather relevant to the topic and easy to understand
	2	relevant to the topic but is not quite easy to understand
	1	quite relevant to the topic but is not quite easy to understand
Organization	4	most of the sentences are related to the main idea

	3	some sentences are related to the main idea
	2	few sentences related to the main idea
	1	the sentences are unrelated to each other
	4	a few errors in choice of words, spelling and punctuation
Vocabulary & Mechanic	3	some errors in choice of words, spelling and punctuation
	2	occasional errors in choice of words, spelling and punctuation
	1	frequent errors in choice of words, spelling and punctuation
	4	a few grammatical inaccuracies
Grammar	3	some grammatical inaccuracies
	2	numerous grammatical inaccuracies
	1	some sentences are related to the main idea

E. Brief Description of Research Location

The research of this study took place in MAS Darul Ihsan and it is located in Aceh Besar. The school is an Islamic boarding school that the students must speak Arabic and English languages in their social interaction and communication.

1. The School

Dayah Darul Ihsan Haji Hasan Tgk.Krueng Kalee is one of the two oldest existing dayah in Aceh since the Dutch colonial era. It is a development of the Salafi Dayah. Dayah Teungku Haji Hasan Krueng Kalee that had been developed in 1910-1946. It was founded by Tengku Haji Hasan Krueng Kalee. Teungku Haji Hasan Krueng Kalee is elderly scholar in Aceh at the beginning of this century. He learned in Dayah Yan-Kedah, Malaysia, and continuing his study to the Haram, Makkah Al-

Mukarramah for 7 years.

At that time (1910-1946), Dayah Krueng Kalee had the students who came from all around of the countries. During that time, the progress of education in Darul Ihsan had been advanced time by time. So many scholars of national and local had been graduated from the school, such Prof. Ali Hasjimy (former Aceh Governor first), Teungku Haji Nurdin (Former Regent of East Aceh), Tengku Sulaiman Haji Habib (former great Imam of Masjid Baiturrahman), Teungku Haji Idris Lamreung (the father of late Prof. DR. Safwan Idris, the former Rector of IAIN Ar-Raniry Banda Aceh), and others. The educational system uses Formal Methods Madrasah Education and Dayah system. Madrasah education which refers to the curriculum of the Ministry of Religious in synergy run (simultaneously) with educational methods and integrated Salafi Islamic boarding school in the morning, afternoon, evening and after dawn. All of students live in dormitory and must speak Arabic and English.

Besides, the students also learned with a variety of extra-curricular activities, such as Computer Course, Sewing, Nasyid Islami, Acehnese Traditional Dance, Dalail Khairat, Art, Tilawatil Qur'an, Drama in three languages: Arabic, English, Indonesian, Speech in three languages: Arabic, English Indonesia, martial art, and Islamic calligraphy.

2. The Facilities

In order to support teachers and students in teaching and learning process, MAS Darul Ihsan has enough facilities as follows:

Table 3.2
The Facilities at MAS Darul Ihsan

No.	Facilities	Unit
1.	Classrooms	9
2.	Library	1
3.	Language Laboratory	1
4.	Computer Laboratory	1
5.	Sport Field	1
6.	Teacher's Office	4
7.	Canteen	2

The teaching learning process at MAS Darul Ihsan starts from 07.30 am until 01.25 pm for the day and the class starts from 07.45 pm until 08.45 pm for the night. The general subject and Islamic knowledge are important for the future of youth generation, the headmaster of Darul Ihsan implements the school subject and Islamic knowledge altogether. The school also provides multimedia room, computer and science laboratory. Multimedia room is used as a language laboratory which is aimed at helping students to learn language especially English and Arabic. Meanwhile, computer laboratory is proposed to facilitate students in operating computer to improve students' knowledge of technology. The school also offers science laboratory to the students to learn the science material in practice. However, the problem is the science laboratory's facility is incomplete. Thus, the students cannot

use the science laboratory effectively. In learning process, the school separates the classes for male and female. In this boarding school, male and female students do every activity separately. In MAS Darul Ihsan, English lesson is divided into five lessons. Those are structure, writing, listening, speaking, and reading.

CHAPTER IV

RESULT AND DISCUSSION

A. Research Finding

In this chapter, the researcher discussed about the result of the experiment. The researcher had described about the procedure of collecting the data in the previous chapter. In order to find out the data, the researcher carried out an experimental teaching in five meetings, including the meetings for pre-test and post-test. The researcher taught how to rewrite the story using guided questions in Practice and Progress book as a teaching technique in the experimental class (X-E). Whereas, the students of control class (X-F) were taught how to rewrite the story without using guided questions in Practice and Progress book.

The researcher adopted pair-wise deletion to overcome partial missing data of the respondents. As it was explained in the previous chapter, the samples of this research was the first grade students high school of Darul Ihsan from 4 E (Experimental Class) which consisted of 34 students and 4 F (Control Class) which consisted of 36 students. During the research period which took 5 meetings both of two classes, some students were absent during the pre-test, some students were absent during the treatment weeks and some did not come for the post-test meeting. The latter, after applying pair-wise deletion, techniques such as list-wise (deletion of all data for an entire case that has missing entries) and pair-wise deletion (partial deletion of a case for only the missing entries) can be employed

to deal with missing data (Oppenheim, 1992, as cited in Bird, 2009). So, the valid samples of the research after applying pair-wise deletion were 27 students both of two classes.

1. Research implementation

In research implementation, the researcher explained all about the activity which had been done to a control class and an experimental class.

a. Control Class

1) Date and Day: Sunday, October 29th 2017

-
- a) Activity : *Pre-test*
 - b) Target : To measure the ability of the students
 - c) Time : 60 minutes
 - d) Place : 4 F
-

2) Date and Day: Monday, October 30th 2017

-
- a) Activity : *Second Meeting*
 - b) Target : No treatment
 - c) Time : 60 minutes
 - d) Place : 4 F
-

3) Date and Day: Wednesday, November 1st 2017

-
- a) Activity : *Third Meeting*
 - b) Target : No treatment
 - c) Time : 60 minutes
-

d) Place : 4 F

4) Date and Day: Sunday, November 5th 2017

a) Activity : *Fourth Meeting*

b) Target : No treatment

c) Time : 60 minutes

d) Place : 4 F

5) Date and Day: Monday, November 6th 2017

a) Activity : *Post-test*

b) Target : To see the improvement without getting treatment

c) Time : 60 minutes

d) Place : 4 F

b. Experimental Class

1) Date and Day: Friday, October 27th 2017

a) Activity : *Pre-test*

b) Target : To measure the ability of the students

c) Time : 60 minutes

d) Place : 4 E

2) Date and Day: Friday, November 3rd 2017

a) Activity : *First Treatment*

b) Target : To improve students' writing skills

c) Time : 60 minutes

d) Place : 4 E

3) Date and Day: Monday, November 6th 2017

a) Activity : *Second Treatment*

b) Target : To improve students' writing skills

c) Time : 60 minutes

d) Place : 4 E

4) Date and Day: Wednesday, November 8th 2017

a) Activity : *Third Treatment*

b) Target : To improve the students' writing skills

c) Time : 60 minutes

d) Place : 4 E

5) Date and Day: Friday, November 10th 2017

a) Activity : *Post-test*

b) Target : To see the improvement after getting treatment

c) Time : 60 minutes

d) Place : 4 E

B. Data Analysis

1. Data Analysis of Control Class (4 F)

a. Data Variable of Control Class

Table 4.1 Sample of Control Class

NO.	INITIAL NAME	PRE-TEST	POST-TEST
1.	AR	100	87.5
2.	A	50	81.25
3.	ARR	25	50
4.	CDA	62.5	62.5
5.	CFR	87.5	50
6.	DQA	50	75
7.	DA	100	87.5
8.	EV	25	81.25
9.	E	75	62.5
10.	HA	75	62.5
11.	H	75	87.5
12.	IR	25	87.5
13.	J	62.5	56.25
14.	LZ	50	75
15.	MA	56.25	56.25
16.	MJ	75	87.5
17.	NA	25	68.75
18.	NS	25	87.5
19.	NS2	75	50
20.	PSR	25	81.25
21.	QS	25	62.5
22.	R	87.5	75
23.	RH	62.5	87.5
24.	RJ	56.25	87.5
25.	RA	62.5	87.5
26.	SR	75	81.25
27.	SI	50	68.75

The data above used cluster random sampling. We can see from the table the score of pre-test and post-test in control class.

b. Normality test for Control Class

The researcher used SPSS 16.0 to analyze the data. The researcher used One-Sample Kolmogorov-Smirnov Test as a normality test in this research. Kolmogorov-Smirnov normality test is a part of classic assumption test. The aim of the test is to find out whether the residual value is normal or not. A good regression model has good residual value which residual distribution is normal (Sahid, R, 2017). So, the best way to take normality test is not taken from each variable, but from each sample or residual value.

One-Sample Kolmogorov-Smirnov Test is a popular normality test. The advantage of using One-Sample Kolmogorov-Smirnov Test is this normality test is simple and easy to use. It does not also create different perspective among the researcher. Sometimes, the researcher who uses graphics as their normality test has different opinion. In taking the decision, if the significant value is > 0.05 , it means the residual value normal. But if the significant value is < 0.05 , it means the residual value not normal.

The result of test normality (One-Sample Kolmogorov-Smirnov Test) on pre-test and post-test data of Control Class was:

Table 4.2
The result of Normality test of Control Class

One-Sample Kolmogorov-Smirnov Test		
		Unstandardized Residual
N		27
Normal Parameters ^a	Mean	.0000000
	Std. Deviation	13.57252749
Most Extreme Differences	Absolute	.190
	Positive	.146
	Negative	-.190
Kolmogorov-Smirnov Z		.985
Asymp. Sig. (2-tailed)		.286
a. Test distribution is Normal.		

Based on the data above, we can see that the value of Kolmogorov-Smirnov Z is 0.985 and the significant value is 0.286. Because 0.286 is bigger than 0.05, so the residual value is normal. So, the data of control class is normal. Now, we can go to the next step to test the hypothesis by using paired samples T-test.

c. Hypothesis test (*Paired Samples T-test*) for Control Class

The data from control class was processed by using SPSS 16.0 with *paired samples T-test*. According to Kent-State University (2017), two means typically represent two different times (e.g., pre-test and post-test with an intervention between the two time points) or two different but related conditions or units (e.g., left and right

ears, twins). The purpose of the test is to determine whether there is statistical evidence that the mean difference between paired observations on a particular outcome is significantly different from zero. The Paired Samples T-test is a parametric test. Next, the sample was the control class sample which had 2 data; in this case pre-test and post-test. The result of *paired samples T-test* of control class was below:

Table 4.3
The result of Paired Samples Test (Control Class)

Paired Samples Test									
		Paired Differences							
		Mean	Std. Deviation	Std. Error Mean	95% Confidence Interval of the Difference		T	df	Sig. (2- tailed)
					Lower	Upper			
Pair 1	PRE-TEST - POSTTEST	1.57407	27.31859	5.25746	-26.54761	-4.93387	2.994	26	.006
	E1								

The data above shows us the result of the significant value is 0.006 which is smaller than 0.05 as the limit for the significant value. It means that the students' writing skills is at least improved without using guided questions in Practice and Progress book.

2. Data Analysis of Experimental Class (4 E)

a. Data Variable of Experimental Class

Table 4.4 Sample of Experimental Class

NO.	INITIAL NAME	PRE-TEST	POST-TEST
1.	AS	56.25	81.25
2.	AR	75	100
3.	BU	100	100
4.	DD	50	93.75
5.	DAH	62.5	93.75
6.	DCN	75	93.75
7.	FZ	56.25	100
8.	HMH	50	100
9.	IS	68.75	87.5
10.	IS2	75	100
11.	K	56.25	93.75
12.	MI	100	100
13.	NKF	50	100
14.	NTFT	50	93.75
15.	N	50	93.75
16.	NA	75	93.75
17.	N2	75	100
18.	NI	81.25	93.75
19.	NM	50	100
20.	PZ	25	100
21.	QA	68.75	93.75
22.	RN	75	100
23.	RZR	50	100
24.	SM	68.75	100
25.	SFA	68.75	93.75
26.	TDN	68.75	100
27.	YA	75	100

The data above was sample of experimental class. We can see from the table the score of pre-test and post-test in experimental class. The next step is a normality test to make sure the data is distributed normal. It was the same way as a control class that which had done in the test before.

b. Normality test for Experimental Class

The researcher used One-Sample Kolmogorov-Smirnov Test as a normality test for experimental class. In taking the decision, if the significant value is > 0.05 , it means the residual value is normal. But if the significant value is < 0.05 , it means the residual value is not normal. The result of test normality (One-Sample Kolmogorov-Smirnov Test) on pre-test and post-test data of Experimental Class was:

Table 4.5

The result of Normality test of Experimental Class

One-Sample Kolmogorov-Smirnov Test		
		Unstandardized Residual
N		27
Normal Parameters ^a	Mean	.0000000
	Std. Deviation	4.67042948
Most Extreme Differences	Absolute	.256
	Positive	.164
	Negative	-.256
Kolmogorov-Smirnov Z		1.332
Asymp. Sig. (2-tailed)		.057
a. Test distribution is Normal.		

Based on the data above, we can see that the value of Kolmogorov-Smirnov Z is 1.332 and the significant value is 0.057. Because 0.057 is bigger than 0.05, so the residual value is normal. So, the data of control class is normal. Now, we will go to the next step to test the hypothesis by using paired samples T-test.

c. Hypothesis test (*Paired Samples T-test*) for Experimental Class

The same way as in control class, the researcher used *paired samples T-test* to test the hypothesis of the sample of experimental class which had 2 data; pre-test and post-test. The data analyzed by using SPSS 16.0. The result of *paired samples T-test* of control class was below:

Table 4.6

The result of Paired Samples Test (Experimental Class)

Paired Samples Test									
Paired Differences									
			95% Confidence Interval of the Difference				t	df	Sig. (2-tailed)
Mean	Std. Deviation	Std. Error Mean	Lower	Upper					
Pair 1 PRE TES T - POS TTE ST	3.14815E-16	16.48877	3.17326	38.00422	24.95874	9.921	26	.000	

The data above shows us the result of the significant value is 0.000 which is smaller than 0.05 as the limit for the significant value. It means that the students' writing skills is significantly improved by using guided questions in Practice and Progress book.

C. Discussion

This research was an experimental research which aimed to know whether guided questions in Practice and Progress book improves students' writing skills. Based on the result data, it showed us that the experimental class successfully improved than the control class. It can be proved by the result of the test. The explanation for the research questions was to examine whether guided questions in Practice and Progress book improves students' writing skills. It can be explained based on the data presented above that the implementation of guided questions in Practice and Progress book significantly improved students in writing skills. It was proven by the result data of experimental class *paired samples T-test* was 0.000 which was smaller than 0.05 as the limit for the significant value. It means that the students' writing skills was totally improved by using guided questions in Practice and Progress book. We can see in control class the result of *paired samples T-test* was 0.006 which was smaller than 0.05 as the limit for the significant value. It showed that the students' writing skills was at least improved without using guided questions in Practice and Progress book. Both of classes get enhancement in writing skills from the test. However, from the score that was provided from paired sample T-test,

experimental class that got guided questions treatment during this research showed more significant improvement rather than control class was. So, the experimental class improved more than the control class was. Thus, guided questions were indeed improved students' speaking ability.

The researcher draw a conclusion that learning writing skills by using guided questions can improve students' writing skills. Questions can be a way to help exploring topic in writing skills. It was stated in the second chapter. However, there were some other keys that need to be taken into account. Although guided questions had been proven to be an effective technique in teaching writing, it will become a challenge for the teacher in implementing this technique to the current curriculum employed. So, the researcher believed that this research still needs more developments and evaluations for the future study.

CHAPTER V

CONCLUSION AND SUGGESTION

A. Conclusion

Based on the result of the research which has been discussed in the previous chapter, the researcher draw a conclusion of teaching writing skills by using guided questions in Practice and Progress book improve students' writing skills. It can be proven by the data result in the fourth chapter between pre-test and post-test in a control class and an experimental class. In the fourth chapter we can see that the significant value is 0.000 for experimental class and 0.006 for control class. If the significant value is smaller than 0.05 so the data improve. If the significant value is bigger than 0.05 so the data does not improve. Experimental class which is getting a treatment improves more significant than control class is. In other words, it indicates that there is an improvement of students' writing skills after learning writing by using guided questions in Practice and Progress book which is conducted by the researcher in MAS Darul Ihsan.

Guided Questions is a good technique which is used to guide the students to write something by giving some questions. Guided Questions will enable the students to write a good paragraph and bring them to a point where they will be a capable of writing a paragraph with a minimum of error. So, giving questions to the students is expected to stimulate students' thoughts. It will bring them to a good habit. They will write easily by making a question one by one.

B. Suggestions

In order to improve the quality of teaching writing, the researcher had some suggestions:

1. The English teachers in MAS Darul Ihsan can use “Practice and Progress book” as their reference in teaching writing skills to the students.
2. The students in Darul Ihsan should learn writing skills seriously. It will make them easier to continue their study abroad by mastering writing skills.
3. This study hopefully can be a new reference for the next researchers in conducting their researches about writing skills.

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TENTANG

PENYEMPURNAAN SURAT KEPUTUSAN DEKAN NOMOR Un.08/DT/TL.00/5970/2015 TENTANG
PENGANGKATAN PEMBIMBING SKRIPSI MAHASISWA FAKULTAS TARBIYAH DAN KEGURUAN UIN AR-
RANIRY

DEKAN FAKULTAS TARBIYAH 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 Seminar Proposal Skripsi Program Studi Pendidikan Bahasa Inggris Fakultas Tarbiyah dan Keguruan UIN Ar-Raniry Tanggal 24 Oktober 2013

MEMUTUSKAN

Menetapkan :
PERTAMA : Mencabut Surat Keputusan Dekan Fakultas Tarbiyah dan Keguruan UIN Ar-Raniry Nomor: Un.08/DT/TL.00/5970/2015 tanggal 28 Maret 2015

Menunjuk Saudara:

1. Dr. Syarwan Ahmad, M.LIS

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Untuk membimbing Skripsi :

Nama : Teuku Safwatullah Iskandar

NIM : 231121252

Program Studi : Pendidikan Bahasa Inggris

Judul Skripsi : Improving Students' Writing Skills by Using Practice and Progress Book

- 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: 25 Juli 2017

An. Rektor

Dekan,



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;



KEMENTERIAN AGAMA
UNIVERSITAS ISLAM NEGERI AR-RANIRY BANDA ACEH
FAKULTAS TARBIYAH 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- 10501 /Un.08/TU-FTK/ TL.00/11/2017

06 November 2017

Lamp : -

Hal : Mohon Izin Untuk Mengumpul Data
Menyusun Skripsi

Kepada Yth.

Di -
Tempat

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

N a m a	: T. Safwatullah Iskandar
N I M	: 231 121 252
Prodi / Jurusan	: Pendidikan Bahasa Inggris
Semester	: XIII
Fakultas	: Tarbiyah dan Keguruan UIN Ar-Raniry Darussalam.
A l a m a t	: Jl. Banda Aceh- Medan KM. 22, Desa Bakcirih Montasik Aceh Besar

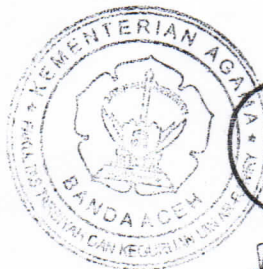
Untuk mengumpulkan data pada:

MAS Darul Ihsan Abu Hasan Krueng Kalee

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

Improving Students' Writing Skills by Using Practice and Progress Book

Demikianlah harapan kami atas bantuan dan keizinan serta kerja sama yang baik kami ucapkan terima kasih.



An. Dekan
Kepala Bagian Tata Usaha,

M. Saif Farzah Ali

BAG. UMUM BAG. UMUM



KEMENTERIAN AGAMA
MADRASAH ALIYAH SWASTA DARUL IHSAN

معهد دار الإحسان للتربية الإسلامية

DAYAH DARUL IHSAN TGK. H. HASAN KRUENG KALEE



NPSN:10100265; NSM:131211060004; Jl. Tgk. Glee Iniem, Desa Siem, Kec. Darussalam, Kab. Aceh Besar Kode Pos:23373

SURAT KETERANGAN PENELITIAN

Nomor: Ma.01.038/PP.00.6/ 152 /2017

Yang bertandatangan di bawah ini, Kepala MAS Darul Ihsan Gampong Siem, Kecamatan Darussalam, Kabupaten Aceh Besar, dengan ini menerangkan bahwa:

Nama : T.Safwatullah Iskandar
NIM : 231 121 252
Prodi / Jur : Pendidikan Bahasa Inggris
Semester : XIII (Tigabelas)
Fakultas : Tarbiyah Dan Keguruan UIN Ar-Raniry Darussalam Banda Aceh
Alamat : Desa Bakcarih, Montasik, Aceh Besar

Benar yang namanya tersebut diatas adalah mahasiswa FTK UIN Ar-Raniry Darussalam Banda Aceh yang telah selesai melaksanakan Penelitian dan Pengumpulan Data Skripsi di Madrasah Aliyah Swasta Darul Ihsan dengan judul:

IMPROVING STUDENTS' WRITING SKILLS BY USING PRACTICE AND PROGRESS BOOK.

Demikianlah surat keterangan ini dikeluarkan agar dapat dipergunakan sebagaimana mestinya.

Siem, 19 November 2017
Kepala

Atallah S. Ag
NIP. 19760103 200710 1 002



LESSON PLAN

School : MAS Darul Ihsan

Class : 4 F (Control Class)

Subject : Writing

Title : A Private Conversation, Breakfast or Lunch, Please Send
Me a Card, An Exciting Trip, No Wrong Numbers

Number of Students : 36 students

Duration of Time : 6 x 60 minutes

A. Basic Competency

Students are able to rewrite a good paragraph without using guided questions.

B. Indicator

Students are able to rewrite a good paragraph without using guided questions in Practice and Progress book.

C. Primary Learning Objective(s)

Students will pay attention to the teaching, they rewrite the story from the book, they rewrite a good paragraph without guided questions.

D. Additional Learning Objective(s)

Students have mastered the basic knowledge of English.

E. Approximate Duration of the Lesson

A meeting has 60 minutes.

F. Teaching Materials and Equipment

Practice and Progress book by L.G. Alexander, white board, board marker, eraser, pre-test and post-test question sheet and rubric.

G. Procedures/Activities

1. The First Meeting

Activities	Descriptions	Time
Opening and Pre-test	- First, the researcher checks the attendance list.	2'
	- The researcher introduces himself first in front of the class and explains the purposes of his coming.	10'
	- The researcher gives pre-test for the students and answered by all students.	48'

2. The Second Meeting, Third, Fourth

Activities	Descriptions	Time
Opening	- The researcher checks the attendance list.	2'
Main Activities	- The researcher asks the students to rewrite a story from Practice and Progress book.	58'

3. Last Meeting

Activities	Descriptions	Time
Opening	- The researcher checks the attendance list.	2'
Main Activities	<ul style="list-style-type: none">- The researcher gives post-test for the students and the test is answered by all students.- The researcher closes the class.	53' 5'

LESSON PLAN

School : MAS Darul Ihsan

Class : 4 E (Experimental Class)

Subject : Writing

Title : A Private Conversation, Breakfast or Lunch, Please Send
Me a Card, An Exciting Trip, No Wrong Numbers

Number of Students : 34 students

Duration of Time : 6 x 60 minutes

A. Basic Competency

Students are able to rewrite a good paragraph by using guided question.

B. Indicator

Students are able to rewrite a good paragraph by using guided question in Practice and Progress book.

C. Primary Learning Objective(s)

Students will pay attention to the teaching, be able to rewrite the story from the book, be able to rewrite a good paragraph by guided question.

D. Additional Learning Objective(s)

Students have mastered the basic knowledge of English.

E. Approximate Duration of the Lesson

A meeting has 60 minutes.

F. Teaching Materials and Equipment

Practice and Progress book by L.G. Alexander, white board, board marker, eraser, pre-test and post-test question sheet and rubric.

G. Background/Preparation

Students will be taught about basic knowledge in English before implementing the treatment in order to help them form a good sentence.

H. Procedures/Activities

1. The First Meeting

Activities	Descriptions	Time
Opening	- First, the researcher checks the attendance list.	2'
	- The researcher introduces himself first in front of the class and explains the purposes of his coming.	10'
Main Activities	- The researcher gives pre-test for the students and answered by all students.	48

	-	
--	---	--

2. The Second Meeting, Third, Fourth

Activities	Descriptions	Time
Opening	- The researcher checks the attendance list.	2'
Main Activities	<ul style="list-style-type: none"> - The researcher teaches students about basic knowledge in English. - The researcher teaches how to rewrite a good paragraph by using guided question in Practice and Progress book. - The students rewrite a good paragraph from the book. 	30' 18' 10'

3. Last Meeting

Activities	Descriptions	Time
Opening	<ul style="list-style-type: none">- The researcher checks the attendance list.	2'
Main Activities	<ul style="list-style-type: none">- The researcher gives post-test for the students and the test is answered by all students.- The researcher closes the class.	53' 5'

RUBRIC FOR SCORING WRITING SKILLS

(Improving Students' Writing Skills by Using Practice and Progress Book)

Components of Writing	Scores	Indicators
Content	4 3 2 1	relevant to the topic and easy to understand rather relevant to the topic and easy to understand relevant to the topic but is not quite easy to understand quite relevant to the topic but is not quite easy to understand
Organization	4 3 2 1	most of the sentences are related to the main idea some sentences are related to the main idea few sentences related to the main idea the sentences are unrelated to each other
Vocabulary & Mechanic	4 3 2 1	a few errors in choice of words, spelling and punctuation some errors in choice of words, spelling and punctuation occasional errors in choice of words, spelling and punctuation frequent errors in choice of words, spelling and punctuation
Grammar	4 3 2 1	a few grammatical inaccuracies some grammatical inaccuracies numerous grammatical inaccuracies frequent grammatical inaccuracies

Analytical scoring rubric adapted from Weigle (2002).

Pre-Test for Control Class (4 F)

A Private Conversation

Last week I went to theatre. I had a very good seat. The play was very interesting. I did not enjoy it. A young man and a young woman were sitting behind me. They were talking loudly. I got very angry. I could not hear the actors. I turned round. I looked at the man and the woman angrily. They did not pay any attention. In the end, I could not bear it. I turned round again. 'I can't hear a word!' I said angrily. 'It's none of your business,' the young man said rudely. 'This is a private conversation!'

Please rewrite the story above based on your own!

Pre-Test for a Control Class (4 F)

Name :

Class :

Date :

Post-Test for Control Class (4 F)

No Wrong Numbers

Mr. James Scott has a garage in Silbury and now he has just bought another garage in Pinhurst. Pinhurst is only five miles from Silbury, but Mr. Scott cannot get a telephone for his new garage, so he has just bought twelve pigeons. Yesterday, a pigeon carried the first message from Pinhurst to Silbury. The bird covered the distance in three minutes. Up to now, Mr. Scott has sent a great many requests for spare parts and other urgent messages from one garage to the other. In this way, he has begun his own private 'telephone' service.

Rewrite the story aboved in no more than 55 words!

Post-Test for a Control Class (4 F)

Name :

Class :

Date :

Pre-Test for an Experimental Class (4 E)

A Private Conversation

Last week I went to theatre. I had a very good seat. The play was very interesting. I did not enjoy it. A young man and a young woman were sitting behind me. They were talking loudly. I got very angry. I could not hear the actors. I turned round. I looked at the man and the woman angrily. They did not pay any attention. In the end, I could not bear it. I turned round again. 'I can't hear a word!' I said angrily. 'It's none of your business,' the young man said rudely. 'This is a private conversation!'

Rewrite the story above based on Guided Questions below!

1. Where did the writer go last week?
2. Did he enjoy the play or not?
3. Who was sitting behind him?
4. Were they talking loudly, or were they talking quietly?
5. Could the writer hear the actors or not?
6. Did he turn round or not?
7. What did he say?
8. Did the young man say, 'The play is not interesting.' or did he say, 'This is a private conversation!'?

Pre-Test for an Experimental Class (4 E)

Name :

Class :

Date :

Post-Test for an Experimental Class (4 E)

No Wrong Numbers

Mr. James Scott has a garage in Silbury and now he has just bought another garage in Pinhurst. Pinhurst is only five miles from Silbury, but Mr. Scott cannot get a telephone for his new garage, so he has just bought twelve pigeons. Yesterday, a pigeon carried the first message from Pinhurst to Silbury. The bird covered the distance in three minutes. Up to now, Mr. Scott has sent a great many requests for spare parts and other urgent messages from one garage to the other. In this way, he has begun his own private 'telephone' service.

Rewrite the story above based on Guided Questions below in no more than 55 words!

1. Where has Mr. Scott opened his second garage?
2. Where is his first garage?
3. How far away is Silbury?
4. Can Mr. Scott get a telephone for his new garage or not?
5. What has he bought?
6. In how many minutes do they carry messages from one garage to the other?

Post-Test for an Experimental Class (4 E)

Name :

Class :

Date :

THE RESULT OF SPSS (Control Class)

1. RESIDUAL TEST

Regression

Notes

Output Created	03-Jan-2018 19:29:49	
Comments		
Input	Active Dataset	DataSet0
	Filter	<none>
	Weight	<none>
	Split File	<none>
	N of Rows in Working Data File	27
Missing Value Handling	Definition of Missing	User-defined missing values are treated as missing.
	Cases Used	Statistics are based on cases with no missing values for any variable used.
Syntax	REGRESSION /MISSING LISTWISE /STATISTICS COEFF OUTS R ANOVA /CRITERIA=PIN(.05) POUT(.10) /NOORIGIN /DEPENDENT posttest /METHOD=ENTER pretest /SAVE RESID.	
Resources	Processor Time	00:00:00.078
	Elapsed Time	00:00:00.060
	Memory Required	1372 bytes

Additional Memory Required for Residual Plots		0 bytes
Variables Created or Modified	RES_1	Unstandardized Residual

[DataSet0]

Variables Entered/Removed^b

Model	Variables Entered	Variables Removed	Method
1	pretest ^a	.	Enter

a. All requested variables entered.

b. Dependent Variable: posttest

Model Summary^b

Model	R	R Square	Adjusted R Square	Std. Error of the Estimate
1	.021 ^a	.000	-.040	13.84132

a. Predictors: (Constant), pretest

b. Dependent Variable: posttest

ANOVA^b

Model		Sum of Squares	df	Mean Square	F	Sig.
1	Regression	2.116	1	2.116	.011	.917 ^a
	Residual	4789.551	25	191.582		
	Total	4791.667	26			

a. Predictors: (Constant), pretest

b. Dependent Variable: posttest

Coefficients^a

Model	Unstandardized Coefficients		Standardized Coefficients	t	Sig.
	B	Std. Error	Beta		
1 (Constant)	72.923	7.068		10.317	.000
pretest	.012	.113	.021	.105	.917

a. Dependent Variable: posttest

Residuals Statistics^a

	Minimum	Maximum	Mean	Std. Deviation	N
Predicted Value	73.2203	74.1120	73.6111	.28525	27
Residual	-2.39634E1	14.27967	.00000	13.57253	27
Std. Predicted Value	-1.370	1.756	.000	1.000	27
Std. Residual	-1.731	1.032	.000	.981	27

a. Dependent Variable: posttest

2. NORMALITY TEST

NPar Tests

Notes		
Output Created		03-Jan-2018 19:33:30
Comments		
Input	Active Dataset	DataSet0
	Filter	<none>
	Weight	<none>
	Split File	<none>
	N of Rows in Working Data File	27
Missing Value Handling	Definition of Missing	User-defined missing values are treated as missing.
	Cases Used	Statistics for each test are based on all cases with valid data for the variable(s) used in that test.
Syntax		NPAR TESTS /K-S(NORMAL)=RES_1 /MISSING ANALYSIS.
Resources	Processor Time	00:00:00.016
	Elapsed Time	00:00:00.017
	Number of Cases Allowed ^a	196608

a. Based on availability of workspace memory.

[DataSet0]

One-Sample Kolmogorov-Smirnov Test

		Unstandardized Residual
N		27
Normal Parameters ^a	Mean	.0000000
	Std. Deviation	13.57252749
Most Extreme Differences	Absolute	.190
	Positive	.146
	Negative	-.190
Kolmogorov-Smirnov Z		.985
Asymp. Sig. (2-tailed)		.286
a. Test distribution is Normal.		

3. PAIRED SAMPLES T-test

T-Test

Notes

Output Created		03-Jan-2018 20:33:19
Comments		
Input	Active Dataset	DataSet0
	Filter	<none>
	Weight	<none>
	Split File	<none>
	N of Rows in Working Data File	27

Missing Value Handling	Definition of Missing	User defined missing values are treated as missing.
	Cases Used	Statistics for each analysis are based on the cases with no missing or out-of-range data for any variable in the analysis.
Syntax		T-TEST PAIRS=PRE WITH POST (PAIRED) /CRITERIA=CI(.9500) /MISSING=ANALYSIS.
Resources	Processor Time	00:00:00.016
	Elapsed Time	00:00:00.031

[DataSet0]

Paired Samples Statistics

	Mean	N	Std. Deviation	Std. Error Mean
Pair 1 PRE-TEST	57.8704	27	23.99373	4.61759
POSTTEST	73.6111	27	13.57552	2.61261

It showed us the summary of descriptive statistic both of two samples, pre-test and post-test.

Paired Samples Correlations

	N	Correlation	Sig.
Pair 1 PRE-TEST & POSTTEST	27	.021	.917

It showed us the correlation of two variables between pre-test and post-test.

Paired Samples Test

		Paired Differences				t	df	Sig. (2-tailed)	
		Mean	Std. Deviation	Std. Error Mean	95% Confidence Interval of the Difference				
					Lower				Upper
Pair 1	PRE-TEST - POSTTEST	-1.574071	27.31859	5.25746	-26.54761	-4.93387	-2.994	26	.006

THE RESULT OF SPSS (Experimental Class)

1. RESIDUAL TEST

Regression

Notes

Output Created	04-Jan-2018 13:26:39	
Comments		
Input	Active Dataset	DataSet0
	Filter	<none>
	Weight	<none>
	Split File	<none>
	N of Rows in Working Data File	27
Missing Value Handling	Definition of Missing	User-defined missing values are treated as missing.
	Cases Used	Statistics are based on cases with no missing values for any variable used.
Syntax	REGRESSION /MISSING LISTWISE /STATISTICS COEFF OUTS R ANOVA /CRITERIA=PIN(.05) POUT(.10) /NOORIGIN /DEPENDENT posttest /METHOD=ENTER pretest /SAVE RESID.	
Resources	Processor Time	00:00:00.093
	Elapsed Time	00:00:00.047
	Memory Required	1372 bytes

Additional Memory Required for Residual Plots		0 bytes
Variables Created or Modified	RES_1	Unstandardized Residual

[DataSet0]

Variables Entered/Removed^b

Model	Variables Entered	Variables Removed	Method
1	pretest ^a		. Enter

a. All requested variables entered.

b. Dependent Variable: posttest

Model Summary^b

Model	R	R Square	Adjusted R Square	Std. Error of the Estimate
1	.100 ^a	.010	-.030	4.76292

a. Predictors: (Constant), pretest

b. Dependent Variable: posttest

ANOVA^b

Model		Sum of Squares	df	Mean Square	F	Sig.
1	Regression	5.781	1	5.781	.255	.618 ^a
	Residual	567.136	25	22.685		

Total	572.917	26			
-------	---------	----	--	--	--

a. Predictors: (Constant), pretest

b. Dependent Variable: posttest

Coefficients^a

Model	Unstandardized Coefficients		Standardized Coefficients	t	Sig.
	B	Std. Error	Beta		
1 (Constant)	94.644	3.842		24.635	.000
pretest	.029	.057	.100	.505	.618

a. Dependent Variable: posttest

Residuals Statistics^a

	Minimum	Maximum	Mean	Std. Deviation	N
Predicted Value	95.3682	97.5399	96.5278	.47153	27
Residual	-1.50231E1	4.63177	.00000	4.67043	27
Std. Predicted Value	-2.459	2.146	.000	1.000	27
Std. Residual	-3.154	.972	.000	.981	27

a. Dependent Variable: posttest

2. NORMALITY TEST

NPar Tests

Notes

Output Created	04-Jan-2018 13:30:50	
Comments		
Input	Active Dataset	DataSet0
	Filter	<none>
	Weight	<none>
	Split File	<none>
	N of Rows in Working Data File	27
Missing Value Handling	Definition of Missing	User-defined missing values are treated as missing.
	Cases Used	Statistics for each test are based on all cases with valid data for the variable(s) used in that test.
Syntax	NPAR TESTS /K-S(NORMAL)=RES_1 /MISSING ANALYSIS.	
Resources	Processor Time	00:00:00.000
	Elapsed Time	00:00:00.015
	Number of Cases Allowed ^a	196608

a. Based on availability of workspace memory.

[DataSet0]

One-Sample Kolmogorov-Smirnov Test

		Unstandardized Residual
N		27
Normal Parameters ^a	Mean	.0000000
	Std. Deviation	4.67042948
Most Extreme Differences	Absolute	.256
	Positive	.164
	Negative	-.256
Kolmogorov-Smirnov Z		1.332
Asymp. Sig. (2-tailed)		.057
a. Test distribution is Normal.		

3. PAIRED SAMPLES T-test

T-Test

Notes

Output Created		04-Jan-2018 13:56:16
Comments		
Input	Active Dataset	DataSet0
	Filter	<none>
	Weight	<none>
	Split File	<none>
	N of Rows in Working Data File	27

Missing Value Handling	Definition of Missing	User defined missing values are treated as missing.
	Cases Used	Statistics for each analysis are based on the cases with no missing or out-of-range data for any variable in the analysis.
Syntax		T-TEST PAIRS=PRE WITH POST (PAIRED) /CRITERIA=CI(.9500) /MISSING=ANALYSIS.
Resources	Processor Time	00:00:00.015
	Elapsed Time	00:00:00.015

[DataSet0]

Paired Samples Statistics

		Mean	N	Std. Deviation	Std. Error Mean
Pair 1	PRETEST	65.0463	27	16.28503	3.13405
	POSTTEST	96.5278	27	4.69417	.90339

Paired Samples Correlations

		N	Correlation	Sig.
Pair 1	PRETEST & POSTTEST	27	.100	.618

Paired Samples Test

		Paired Differences				t	df	Sig. (2-tailed)	
		Mean	Std. Deviation	Std. Error Mean	95% Confidence Interval of the Difference				
					Lower				Upper
Pair 1	PRE TES T - POS TTE ST	-3.14815E-1	16.48877	3.17326	-38.00422	-24.95874	-9.921	26	.000

AUTOBIOGRAPHY

1. Name : T. Safwatullah Iskandar
2. Place / Date of Birth : Langsa / 14 April 1993
3. Religion : Islam
4. Sex : Male
5. Nationality / Ethnic : Indonesia / Acehnese
6. Marital Status : Single
7. Occupation : Student
8. Address : Lr. Meunasah Kulam, Desa Bakcarih, Montasik,
Aceh Besar
9. E-mail : teukubenze@gmail.com
10. Parents' Name
 - a. Father : T. Iskandar Johan
Occupation : Civil Servant
 - b. Mother : Sutrisna
Occupation : Elementary Teacher
 - c. Address : Jl. TPI no.161, Matang Seulimeng, Langsa Barat,
Langsa
11. Education Background
 - a. Elementary School : SDN 11 Langsa (1999-2005)
 - b. Junior High School : MTsS MUQ Langsa (2005-2008)
 - c. Senior High School : SMAN 1 Langsa (2008-2011)
 - d. University : UIN Ar-Raniry (2011-2018)

Banda Aceh, January 25th 2018

T. Safwatullah Iskandar