USING GUIDED-QUESTIONS IN *PRACTICE AND PROGRESS* TO IMPROVE STUDENTS' WRITING ABILITY

THESIS

Submitted by

<u>FAJARUR RIZQI</u>
NIM. 231324280

Student of *Fakultas Tarbiyah dan Keguruan*
Department of English Language Education

FAKULTAS TARBIYAH DAN KEGURUAN
UNIVERSITAS ISLAM NEGERI AR- RANIRY
BANDA ACEH
2019 M / 1440 H

THESIS

Submitted to *Fakultas Tarbiyah dan Keguruan*

Universitas Islam Negeri Ar-Raniry Banda Aceh

in Partial Fulfillment of the Requirement for The Degree

Bachelor of education in English Language Teaching

by:
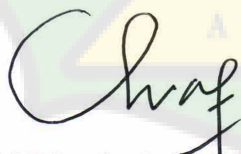
FAJARUR RIZQI
NIM. 231324280

Student of *Fakultas Tarbiyah dan Keguruan*

Department of English Language Education
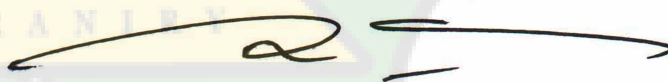
Approved by:

Main Supervisor,   Co-Supervisor,

Siti Khasinah, M.Pd   **Rahmi Fhonna, MA**
NIP. 196904201997032002   NIP. 198211132015032004

Date: 11 / 12 / 2019   Date: 10 / 12 / 2019

SURAT PERNYATAAN KEASLIAN
(Declaration of Originality)

Saya yang bertandatangan dibawah ini:

Nama   : Fajarur Rizqi

NIM   : 231324280

Tempat/tanggal lahir : Banda Aceh, 4 Agustus 1995

Alamat   : Jln. TGK. Chik Lampaloh No. 3, Kec. Lueng Bata, Kota Banda Aceh

Menyatakan dengan sesusungguhnya bahwa skripsi yang berjudul:

Using Guided-Questions in Practice and Progress to Improve Students' Writing Ability (A Study at SMP Negeri 1 Kota Jantho Aceh Besar)

adalah benar-benar karya saya, **kecuali semua kutipan dan referensi yang disebutkan sumbernya.** Apabila ada terdapat kesalahan dan kekeliruan didalamnya, maka akan sepenuhnya menjadi tanggungjawab saya. Demikianlah surat pernyataan ini saya buat dengan sesungguhnya.

Banda Aceh, 2 Desember 2019
Saya yang membuat surat pernyataan,

METERAI
TEMPEL
TGL 20
294EEAHF143031403
6000
ENAM RIBU RUPIAH

Fajarur Rizqi

It has been defended in *Sidang Munaqasyah*
in front of the board of the Examination for Working Paper
and has been accepted in partial fulfillment of the requirements
for Bachelor Degree of Education in English Language Teaching

On:

Thursday,   2 January 2020
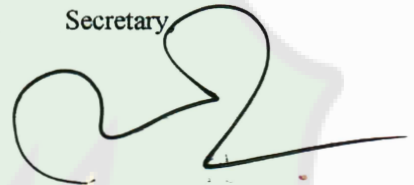Jumadil Awwal 1441 H

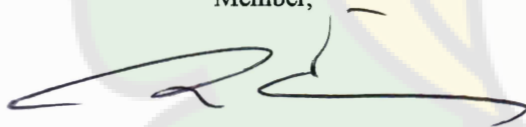In Darussalam, Banda Aceh

Board of Examiners,

Chairperson,   Secretary,
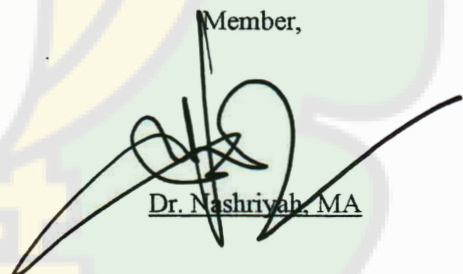

Siti Khasinah, M.Pd   Ikhwanna Dhivah, S. Pd

Member,   Member,

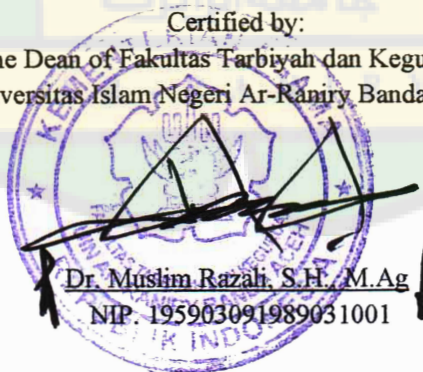Rahmi Fhonna, MA   Dr. Nashriyah, MA

Certified by:
The Dean of Fakultas Tarbiyah dan Keguruan
Universitas Islam Negeri Ar-Raniry Banda Aceh

Dr. Muslim Razali, S.H., M.Ag
NIP. 195903091989031001

ACKNOWLEDGEMENT

بِسْمِ اللهِ الرَّحْمَنِ الرَّحِيْمِ

Alhamdulillah, praise be to Allah SWT, God the Almighty; the Most Exalted; the Compassionate and the Merciful; the King who owns the power over all the creatures.Allah SWT always blesses and gives me health, strength and passion to accomplish this thesis. Greeting and praying are also presented to Prophet Muhammad SAW who has struggled whole-heartedly to deliver the truth to human being and guide his ummah to the right path.

My best gratitude is to my good supervisors, Siti Khasinah, M.Pd and Rahmi Fhonna, MA who have made me so full of beans in writing this thesis. Thanks for the challenges you have made me face. Thanks to your enthusiasm and intense supervision.

After that, I would like to thank my great parents for the affection and compassion they have shared with me, not to mention endeavor they always perform to prove that for me. What I realize is that their prayers always go along with every movement I make and every breath I take. I thank them with every possible type of expressive utterances from the bottom of my heart.

Besides, I would like to thank my lovely sisters Nurhayati S.Pd and Rahmawati who have supported and given me their inspiration and attention until finish this research.

Needless to say, it is obligatory to say an unfeigned thank you to my friends, Don Saldi, Raju Boy, Zikrullah S.Pd, Rahmad Purnama S.Pd, Dasrul Hidayati S.Pd. Thanks for showing me all the moment of a soul-stirring camaraderie.

I also say thank you to all of my participants of this research, the second grade students of SMP Negeri 1 Kota Jantho, Aceh Besar. Ultimately, all human's creations, including this thesis of mine, are never flawless. All of perfection belong solely to Allah. I am humbly down on my knees apologizing for all mistakes I made, either intentionally or aimlessly. Also, literally am I grateful for those who criticize this thesis or offer any wise suggestion.

Banda Aceh, 5th December 2019

Fajarur Rizqi

iii

ABSTRACT

This research is aimed of finding out the use of Guided-Question in *Practice and Progress* book in learning writing and to finding out the students perceptions in learning writing by using guided question. The subject of this research was the students of the second grade of SMP Negeri 1 Aceh Besar in the academic year of 2019/2020 consisting of 26 students. This research used pre-experimental research with pre-test and post-test design as well as questionnaire design. The results show that guided-questions improved students writing ability. It is proved in the scores of the students pre-test and post-test, where the mean of the pre-test scores was 65.5 and 71.1 for that of the post-test. The t-test also showed the significant improvement of students writing scores, that is the t-score is higher than t-table (t-score = 3.94> t-table = 1.70). It indicates that there is a significant difference between the pre and post test scores of the students. It can be concluded that the students get improvement in learning writing through Guided-Questions in *Practice and Progress* book. The result of the questionnaire proved that most of the students (85%) were interested in learning by using guided-questions in writing class.

TABLE OF CONTENTS

LIST OF TABLE

LIST OF APPENDICES

CHAPTER I

INTRODUCTION

A. Background of Study

English has been taught in Indonesia from elementary schools to university level. Besides, it is also taught in informal education. The main purpose of teaching English is to enable students to communicate both oral and written forms, and to understand English text. The students can learn all language skills (listening, speaking, reading and writing) and language components (grammar, pronunciation and vocabulary) integratedly. Among those skills, writing is the most difficult ones for most EFL learners (Nunan, 1999).

The students are difficult to start writing in English, because almost every student does not have experiences about writing. It makes them confused to determine the word that will be chosen to make good paragraph. Leki (1996: 173) stated that the main purpose of the learners' writing activity is to catch grammar, spelling, and punctuation error. Student will get good marks if the texts are free from errors or have only just very few errors. Consequently, the students write very cautiously in their second language. Therefore, they often avoid writing they cannot control. It is one of difficulties that students have.

Despite the difficulties, writing is important to learn, because it belongs to the productive skill that should be mastered by the students in order to communicate their ideas and feelings with others in written form. In line with this statement, Raimes (2001) revealed that writing is a skill in which expressing the ideas, feelings, and thoughts arranged in words, sentences and paragraphs using eyes, brain, and hand. This skill is also crucial in an education field and students

need to be trained to have a good writing. In addition, it involves some writing elements such as content, grammatical function, vocabulary, and the mechanics like punctuation, capitalization and spelling.

The difficulty to write also happens to the students of SMPN 1 Jantho. They still have difficulty not only how to start writing a paragraph but also how to express their ideas in learning English. In short, their writing ability is low enough.

Alexander (1994) said in his book that writing can be best developed through carefully controlled and graded comprehension exercises. 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 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.

Based on the reasons above, writing becomes problem for the students of SMPN 1 Jantho. The researcher solves the problem to use an appropriate technique in teaching and learning process which make the students interested. There are several methods that can be used in teaching and learning English. One of them is guided questions. Guided questions is technique which is researcher use in this research. Guided questions is a technique for teaching English in which the teacher gives some questions to the students' applied to a topic in teaching writing. Raimes (2001) mentioned that guided questions are given for students to

which form a text. It means that guided questions are framework for a text. Using them takes the teacher given the guidance for students in writing which students answer the questions, combine the answer, and develop them become a good text. By using questions, the students can solve their problems in writing because questions guide and develop their ideas in writing a text. Besides, the questions can help the students to use correct tense in writing.

Furthermore, guided questions are effective to be implemented in teaching learning writing. It has been revealed by previous research conducted by Safira (2016) under title Improving Students' Writing Skills in Recount Text through Guided Questions Method. The result showed that the implementation of guided questions method improved student's writing skills in recount text. The other research has been conducted by Millatina (2016) about the implementation of guided-question technique in improving students' writing skill on narrative text at a secondary school in Indrapuri. The aim of her study was to know the students' improvement in teaching narrative text by using guided-question. The result showed that the implementation of guided-questions in teaching narrative could improve students' ability in writing.

Based on the research explained above, the researcher was curious to conduct a research in SMPN 1 Jantho that focus on using guided-questions in practice and progress to improve students' writing ability.

B. Research Questions

Concerning the background of study above, the research question can be summarized as follows:

1. Does the use of Guided-Questions in *Practice and Progress* improve the students' writing ability?

2. What are the students' responses on using guided-questions in improving their writing ability?

C. The Aims of Study

Based on the problems formulation above, the objectives of the research are:

1. To find out whether the use of Guided Questions in *Practice and Progress* improve the students' writing ability.

2. To know the students' responses on using Guided-Questions in improving writing ability.

D. Hypotheses

The writer formulates the hypothesis as follow:

1. Null hypothesis (Ho): There is no any improvement on students' writing ability in *practice and progress* by using guided questions.

2. Alternative hypothesis (Ha): There is any improvement on students' writing ability in *practice and progress* by using guided questions.

E. Significance of Study

The researcher hopes that the research of the using guided questions and learning writing will be beneficial for researcher, teacher, and students. This study is expected to give some benefits as follows:

1. Theoretically

The findings of this study provided information of a new knowledge about the use of guided question in Practice and Progress to improve students' writing ability.

2. Practically

a. For the writer (researcher)

The result of the study will answer the curiosity about students' writing ability on learning by using guided questions and also can figure out whether it can improve students` writing ability.

b. For the teachers

This study hopefully could give information about the appropriate technique to improve the teaching learning.

c. For the students

The application of Guided-Questions will make students interested in teaching learning process. Moreover, it helps them to improve their ability in writing.

F. Terminology

The research is a case study with the title of using guided questions in *Practice and progress* to improve students' writing ability. It carried out for students' of SMPN 1 Kota Jantho, there are the key term of this research including:

a. Students` Writing

Writing is a process that occurs over a period of time, particularly if the writer takes account the sometimes extended periods of thinking that precede initial draft. In addition, Nisak & Risdaneva (2017) argued that writing is considered as the toughest skill as it requires a thorough process.

b. Guided Questions

Guided-questions is a technique of writing in which students are guided to express their ideas into a written form by giving some questions related to the topic, which is going to be written by students, in order to minimize the mistake made by students and help them to organize their ideas coherently as long as they follow the question given by teacher. Raimes (2001) mentioned guided questions are given for the students to which form a text. Cook and Sutter (in Jayanti 2011:4) stated that W+H questions are questions which cannot be answered by yes or no because they begin with one interrogative words which start with the letter wh. According to them interrogative word are who, whom, whose, which, what, where, when, why and how.

c. Alexander's Practice and Progress Book

Practice and Progress is an integrated course for pre-intermediate students. It is a book which a text and some questions. This book can be for material as media

guided questions in improving writing ability. These questions also aim to guide students in writing.

CHAPTER II

LITERATURE REVIEW

A. Writing

1. Definition of Writing

Writing is continuous process of discovery where people find many new ideas, views and thoughts while writing. It is possible for them to change, add and even delete the ideas written, but it should have to be ensured that they are relevant to the topic chosen. In other word, during the process of writing, people should focus on its content (Oshima and Hogue, 2007).

According to Tuan (2012) Writing is a process, not a product which has been far being new. He added that the writing process is a sharp tool to discover meaning, to be good a piece of writing both in thoughts and in grammatical accuracy and to bring intelligence to the writing. Writing is a way to translate our mind into written language. It is similar to Lea (2007) who mentioned that writing is a process of expressing idea or thought in letter words so that they have meaning. In writing process, people do not only create a text or writing discourse from their mind, but also express the ideas in good grammar and good vocabulary.

Furthermore, Nunan (2003) explained that writing is a process of thinking to invent ideas, thinking about how to express ideas into good writing and arranging the ideas into statement and paragraph clearly.

Gebhard (as cited in Sumardi 2008, p.196) revealed that writing needs some roles which involves using appropriate word choice or using appropriate grammar, syntax, and mechanics. It means that writing process is not only about expressing ideas, but also about using appropriate rules in writing good paragraph.

In short, their writing will be able easy and good into sentences, paragraphs, and an essay.

2. Purposes of writing

Every activity has a purpose, so does writing. In writing it is not only to write, but it also have several goals that make the reader interesting. According to Hugo and Hartig (as cited in Tarigan 1994, p.25), there are five purposes of writing:

a. Writing without any specific purposes. 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.

b. 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.

c. Persuasive purpose. This purpose is to convince reader about a truth of ideas.

d. Informational purpose by giving information to readers is one of writing's purposes called informational purpose.

e. To introduce author of writing to readers named self-expressive purpose. Then, there is creative purpose which is purposed to achieve artistic values.

3. Characteristic of Writing

In writing people need to know a few characteristic. According to Oshima and Hogue (1991), there are three characteristics of a good writing, they are:

a. Content.

Content includes purpose of text, topic and explanation about the topic.

b. Organization of Writing

Organization of writing consists of introduction, body paragraph and conclusion. In introduction, the topic are mentioned clearly. Meanwhile, body paragraph will elaborate all of the topic in detail. In conclusion part, the author restates what the topic and concludes all of explanation obviously. It aims of making the reader understood what has been written.

c. Writing Style

It is useful for the readers to understand the people. Writing style includes capitalization, punctuation, word choice, sentence smooth, spelling and coherence. Wrong spelling will make the reader confused. Meanwhile, word choice and sentence smooth make it readable. Furthermore, a paragraph should be coherence. Oshima and Hogue (1991, p.40) explained that coherence is conformity between one paragraph and the others. There are four ways to achieve coherence; first, involving repeating key nouns; second, using pronouns that refer back to key nouns; third, using transition signals to show how one sentence and other is related; fourth, arranging the sentence in logical order.

4. The process of Writing

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

a. Planning

Chamisah (2013) said that good planning is highly recognized as the underlying strength to successful teaching. It is the first stage of writing process when the writer plans, tries, and decides what they are going to say before starting to write. It might involve making detailed notes. There are three issues namely purpose, audience, and content structure that must be considered in planning to write.

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.

5. Aspect of Writing

Aspect of writing is another essential consideration in assessing students' writing ability. By knowing what aspect to be assessed, the teacher can easily evaluate the students' writing through the following aspects. According to Brown (2004), there are some aspects of writing skill that should be detected, namely: content, organization, grammar, vocabulary, and mechanic. The description of each aspect will be elaborated below:

a. Content

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

b. Organization

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

c. Grammar

Jesperson (2006) and Fogiel (2001) argue that grammar is a set of rules and the structure to give meaning and function to words. Grammar includes the use of correct preposition, modals, articles, verb forms, tense sequencing; no fragments or run on sentences. Bad writing quality is caused by grammar problems interfere with communication of the writer's idea so that the reader cannot understand what the writer was trying to say.

d. Vocabulary

Brown and Bailey (2004) state that the style and quality of expression in writing are the use of vocabulary. Vocabulary is important to build a good composition. According to Webster (in Novita 2017:10), vocabulary is a set of words and phrases that is used to communicate each other. Elizabeth and Rao (2005) argue that teachers should pay more attention in vocabulary used in students writing because many students have lack of vocabulary in writing.

e. Mechanics

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

B. Practice and Progress Book (An Integrated course for Pre-intermediate students) by Alexander

1. Practice and Progress Book

Practice and Progress book (An Integrated Course for Pre-Intermediate Students) is the second book written by 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, 1994).

The Example of Practice and Progress Text

A Private Conversation

Last week I went to the 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 around. 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 rudely. 'This is private conversation!'

Answer these questions in not more than 55 words.

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!'?

C. Guided Question

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 in teaching writing by using *Practice and Progress* book.

1. The Definition of Guided-Question

Guided questions is a technique used by teacher in giving some questions to guide the students in writing. Guided questions allowed the students to point where they will be able to bring up their ideas and bring them to write a good paragraph. Cook and Sutter (in Jayanti 2011:4) explained that W+H questions are questions which cannot be answered by yes or no because they begin with one interrogative words which start with the letter wh. According to them

interrogative word are who, whom, whose, which, what, where, when, why and how.

2. The Characteristic of Guided-Question

There are some characteristics of guided-question that discriminated from questions. Based on Traver (1998) there are four characteristics of guided questions, they 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.

3. The Purpose of Guided Question

Guided-question is a technique which can be used to help the students learn more easily and the teacher teaches easily in the writing process. The technique must be used in integrated way in teaching and learning. According to Fraser (as cited in Millatina 2016), claim that questioning technique in teaching writing are successful. There are several goals:

a. The students can organize their ideas coherently in a text,

b. The students can develop their writing well,

c. The students have motivation in writing.

4. **The Advantages of Guided Questions**

Hidayah (2015) said that by using guided questions before doing writing activity, the writer can get some advantages from them, they are:

a. It can facilitate the teaching of writing to the students.

b. It can minimize mistakes by the students when they write.

c. 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.

d. It makes their writing to be coherent because they write the paragraph by following the questions.

e. It makes the students easier to explore the topic which they will write about.

5. **The Disadvantages of Guided Questions**

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

Furthermore, Nupur (2001) mentioned that there are several weaknesses in using guided questions:

a. This method generally is quite embracing for timid students

b. It may sometime spoil the atmosphere of the class

c. It is time consuming

6. Using Guided Questions in *Practice and Progress*

In teaching writing of practice and progress text through guided question, the researcher follows the following procedures:

a. Planning

1. The researcher introduces himself and explains the purpose of his coming and also explains the text of *practice and progress* book that the students must write in a paragraph.

2. The researcher gives pre-test for the students and answer by all students.

b. Writing Activity

1. The researcher teaches students about basic knowledge in English.

2. The researcher teaches how to rewrite a good paragraph by using guided questions in *practice and progress* book.

3. The students rewrite a good paragraph from the book.

c. Final Activity

1. Collecting the students' work, monitoring and marking their work right away, writing the comment and suggestion underneath.

2. The researcher gives post-test for the students and the test is answered by all students.

D. Relevant Studies

This section describes about Relevance Research, especially those dealing with the research about the use of guided question in *practice and progress* to improve students' writing ability.

Similar study was conducted by Safira (2016) under title Improving Students' Writing Skills in Recount Text through Guided Questions Method. The objective of this research is to improve students' writing skill in recount text through guided questions method. The result showed that the implementation of guided questions method improved student's writing skills in recount text.

Another study was held by Hidayah (2015) about the effectiveness of guided questions towards students' writing skill of descriptive text. The aim of study is to increase effectiveness the students' score in writing descriptive text by using guided questions. The result showed that learning descriptive text by using guided questions is effective to increase the students' score in writing descriptive text.

Different from previous study explained above, the writer will focus on using pre-experimental study. It is different from the previous study which they were using classroom action research design in conducting their research. Furthermore, the writer expected that guided questions technique can help the teacher to increase students' ability in *practice and progress* book. Then, by using guided question, the writer hopes that the students will be easier to write a paragraph coherently.

CHAPTER III
RESEARCH METHODOLOGY

In this chapter, the research methodology is explained. The chapter opens with a discussion of the research design used in this study, then the following is a section which provides a description of participants and the methods of data collection. The chapter closes with a brief description of the method analysis.

A. Research Design

The procedure used in this research is an experimental research. Sowell (2001) cited that experimental research is a blue print of the procedure that enables the researcher to maintain control overall factors that the result of an experiment. It is intended to obtain the information about the improvement of students' writing ability through guided-question for students of SMPN 1 Kota Jantho. The experimental research used in this study is pre-experimental research in form of pre-test, post-test and questionnaire. It is because there is only one class for teaching experiment.

The design covers a quantitative research in analyzing data. According to Sugiyono (2006), quantitative research method is a research method used to observe specific sample or population by using numerical data in analyzing the data. The Quantitative approach is used for analyzing the statistic data of students' pre-test and post-test score. In addition, the researcher analyses the students' responses toward the application of guided-question technique in their writing.

By that score, the researcher can analyses whether guided-question improve students' writing ability or not.

B. Population and Sample

Population is the most significant factor in conducting a research. Arikunto (2010) defined population as all subjects who are going to be observed in a research. Therefore, the target population of this research was the eighth grade students at SMPN 1 Kota Jantho. They were divided into four classes.

Suharsimi (2006) explained that sample is a limited number of elements from a population to be representative of the population. Thus, the researcher took one class as sample, an experimental class which consists of 26 students. The sample class was selected by using purposive sampling technique. It was purposive sampling because, based on interviewed with the English teacher in the school, the class was superior class and the students seem to be more active. Siregar (2014) mentions that purposive sampling is the sampling technique with particular consideration of the sample.

C. Methods of Data Collection

To collect the data in this study, the researcher uses test and questionnaire as the instruments. The writer used tests to find out the students' ability in writing by using guided-questions in *practice and progress* book while the questionnaire was used to know the students' responses on the application of guided-question in learning writing. The techniques of this research are as follow:

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 is used to measure students' improvement in teaching writing ability by using guided questions in *practice and progress* book. There were two kinds of test that focus on this research; pre-test, and post-test.

a.　Pre test

Pre-test was given before teaching learning process. It is intended to measure students' writing ability before the treatment applied. But, the researcher only give a treatment to an experimental class. This test is used for experimental class. For pre-test, the researcher gives the first chapter without guided-questions from *Practice and Progress* book.

b.　Post-test

Post-test was given at the end of teaching and learning process. It is to measure their writing ability after the treatment applied in the experimental class. For post-test, the researcher gives the first chapter by using guided-questions from *Practice and Progress* book.

Furthermore, the result of tests can be classified into five categories; organization, content, grammar, mechanic and vocabulary. According to *Standar Isi dan Pedoman Penilaian* (2006) there are some points in describing students' score:

No	Criteria	Quality				Score
		4	**3**	**2**	**1**	
1	Content	Content and the arrangement are very clear (27-30)	Content is clear, but the arrangement is not very completed (22-26)	Content and the arrangement are not complete (17-21)	Content and the arrangement are not clear (13-16)	
2	Organization	Sentences are coherence and well ordered (18-20)	Sentences are coherence but there are some sentences are not well ordered (14-17)	Sentences are coherence but many of the sentences are not ordered (10-13)	Sentences are not coherence and not well ordered (7-9)	
3	Grammar	Almost perfect without any mistaken at all (22-25)	There are few mistakes (19-21)	There are many mistakes (11-17)	Almost all is wrong (5-10)	
4	Vocabulary	There are many words and almost all the word is right (18-20)	There are some words and almost all the word is right (14-17)	There are only few words and many mistakes (10-13)	There is no variation of words and almost all the word is wrong (7-9)	
5	Mechanics	There is almost no mistakes in spelling, punctuation, and capitalization (22-25)	There is a few mistakes in spelling, punctuation, and capitalization (19-21)	There are many mistakes in spelling, punctuation, and capitalization (11-17)	Almost all spelling, punctuation, and capitalization is wrong (5-10)	

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

2. Experimental Teaching

In this study, the writer used experimental teaching. Dinardo (2008) revealed that there were Three (3) types of experimental teaching, namely True-experimental, Quasi-experimental and Pre-experimental. The writer focused on pre-experimental teaching because it has not a control variable. The data that have been collected by experimental teaching than would be converted to quantitative and would be analyzed through statistical calculation. The specific information about pre-experimental teaching will discuss bellow:

a. First Meeting, 7 October 2019

At the first meeting, the pre-test was conducted. The teacher asked the students to write a paragraph by they own word under the title "A private conversation" without questions. It is hope that the students can express their ideas easier because they can relate to the topic in the past. In this technique, the guided-question is not asked to the students yet, because the teacher wants to see the students' basic ability before using guided-question technique. After all of students did the pre-test, a brief description about the guided question technique is explained in short for the next meeting.

b. Second Meeting, 8 October 2019

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

c. Third Meeting, 14 October 2019

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

d. Fourth Meeting, 15 October 2017

At the last meeting, the post-test was conducted to gather the data. The procedure of the post-test was similar to the pre-test. The topic "A private conversation" is given to the students for the post-test. The questions are based on *practice and progress* book. After all of students did the post-test, the students were asked to answer the questionnaires related to the using guided-questions technique in writing.

3. Questionnaire

The researcher used a questionnaire as a tool to find out the students' responses toward the use of guided-question in writing. According to Abawi (2013) questionnaire is a data collection instrument consist of a series of questions and other prompts for the purpose of gathering information from respondents. The questionnaires as any written instruments that present respondents with a series of questions or statements to which they are to react either by writing out their answers or selecting them among existing answer.

In this research, questionnaire is constructed by asked 10 closed-ended questions, where the questions are tabulated then the students answer with their perceptions about learning by using guided questions. The data taking from the student's answers is considered to confirm and to find out the students' responses on their teachers' strategy used in teaching writing. Through this instrument, the researcher focuses on the students' responses after applying guided-question in writing.

D. Methods of Data Analysis

This research is used test to find out whether there is a significant difference between the students' pre-test and post-test. The data is collected from the students' pre-test and post-test score.

1. Test

The researcher calculates the mean score from pre-test and post-test of classes by using the statistical calculation, with the steps below:

a. The range of data

Range is the different between the highest and the lowest scores. Sudjana (2016) The range of pre-test and post-test scores would be determined by using following formula.

$$R = H–L$$

Where:

R : the range of the score

H : the higher score

L : the lowest score

b. The number of interval class

In determining the number of interval, the following formula is used:

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

Where:

K : the amount of interval class

n : the amount of sample

c. The length of interval

The range of interval class can be calculated by using the following formula:

$$P = \frac{R}{K}$$

Where:

P : interval space

R : the range of scores

K : the amount of interval class

d. Table distribution of test

Data/Score	Fi	Xi	FiXi
Total			

Where:

Fi : refers to frequency

Xi : refers to the middle score interval class

Fixi: the amount of multiplication between the frequencies and the middle scores of interval class.

e. Mean

In this case, to calculate the mean of the students' score was calculated by using some formula. The formula is as follow:

$$ x = \frac{\sum fx}{\sum f} $$

Note:

x = The Mean Score

$\sum fx$ = Total of the Mean score

$\sum f$ = Total of frequency

f. Standard Deviation

After getting the mean score, the next step was the calculation of standard deviation. Standard deviation is used in order to investigate the variability that most often report in the research.

$$ SD^2 = \frac{\sum fi\,(xi-x)2}{N-1} $$

Where:

SD= Standard Deviation

∑fi = Total of frequency

N = The number of Student.

g. T-score

The writer used t-score to find out whether pre-test and post-test have a significant difference. The following formula for t-score was taken from Sudijono (2016).

$$\text{t-score} = \frac{\bar{X}_2 - \bar{X}_1}{\sqrt{\left(\frac{SD_2^2}{n_1}\right) + \left(\frac{SD_1^2}{n_2}\right)}}$$

Where:

t   : T-score

x   : Mean of the post-test

x   : Mean of pre-test

SD   : Standard deviation of pre-test

SD   : Standard deviation of post-test

N   : Total students

2. Questionnaire

To analyze the questionnaire, the researcher used Likert-type ratingscale by following formula below:

$$P = \frac{F}{N} \text{ x } 100\%$$

Where:

P   : percentage

F   : frequency

N   : the number of sample

100%   : constant value

The result of the questionnaires is calculated in the tabulations which is the process of changing data collection instrument (questionnaire) to the tables of numbers (percentage).

CHAPTER IV

THE RESULTS AND DISCUSSION

In this chapter, the researcher presents the data analysis of the research. The analysis of test results and questionnaire are addressed in the first section. The findings of the analysis were then brought into further discussions.

A. The Brief Description of SMPN 1 Kota Jantho

SMPN 1 Kota Jantho is one of Junior high school in Kota Jantho which was under the control of Department of Education. The school was located on street Prof. A Majid Ibrahim, Kota Jantho, Aceh Besar. Currently, SMPN 1 Kota Jantho was led by Iskandar, S.Pd including 35 teachers and staff. There were 35 teachers that come from different educational background and levels of education.

The school has 28 rooms which consist of one room for headmaster, one for the vice, one room for teachers, one room for administration affair, and the others used for studying. The school has one mushola, one room for science laboratory, a library which provides many books that can be read and borrowed by all of school's members. It was also equipped with some facilities such as; one canteen, two toilets for students and two for teachers, and a parking lot.

B. The Analysis of Test Result

Based on the experimental teaching process in the classroom by using guided questions in writing, the results of the study were clarified. The experimental teaching was conducted in four meetings and the researcher also provided tests and questionnaire. It was found that the students writing ability show improvement that after the implementation of guided questions the students' scores are getting better. This could be seen that the scores in the post-test are higher than of in the pre-test. The students agreed that the application of guided questions helped their English writing ability. The further explanation described was below.

1. Data Analysis from Test

The data from pre-test and post-test were statistically calculated in order to identify the mean of the scores and to analyze whether there was significance different between pre-test and post-test.

Firstly, the researcher explained the analysis of the pre-test score and illustrated several step in analyzing the data of pre-test. For the first to find out the range of data (R), class interval (I), and class of data (K) before arranging the scores in the frequency distribution. Next, for the mean score was determined based on the frequency distribution which the aim of mean calculation is to know the average score of the students and to compare their average score of the pre-test and the post-test.

In addition, the researcher also used standard deviation formula to count their individual measurement that calculated from mean and used t-score formula in order to know the differences between mean of pre-test and post-test. The following was the table of students' pre-test score.

Table 4.1. The result of the students' pre-test score

NO	INITIAL	C	G	O	M	V	Pre-test
1	AF	15	10	15	10	15	65
2	AR	15	10	10	15	15	65
3	AN	18	15	10	10	15	68
4	DMA	15	15	15	10	15	70
5	DU	15	10	13	15	15	68
6	DN	10	12	18	15	15	70
7	ES	15	10	18	10	15	68
8	HM	15	10	10	10	15	60
9	KF	15	15	10	15	15	70
10	MRA	15	15	10	10	15	65
11	MWS	15	10	13	15	15	68
12	MF	15	10	15	15	10	65
13	MR	10	15	15	12	18	70
14	MB	10	15	15	10	15	65
15	MQ	10	15	10	10	15	60
16	MRZ	15	15	15	10	15	70
17	NA	15	15	10	15	13	68
18	NL	15	15	10	10	15	65
19	PN	13	12	10	15	15	65
20	RF	15	10	12	13	15	65
21	RSA	15	13	10	15	15	68
22	SR	10	15	10	15	10	60
23	YN	13	15	15	15	10	68
24	ZLN	15	10	15	15	15	70
25	ZA	14	16	15	10	15	70
26	FS	15	15	15	10	15	70
TOTAL							1736

Based on the table above, the researcher found the highest score of pre-test was 70 and the lowest score was 60. The score can be ranged from the lowest to the highest score as following:

60 60 60 65 65 65 65 65 65 65

65 68 68 68 68 68 68 68 70 70

70 70 70 70 70 70

According to Brown, the range of data can be obtained by applying the following formula:

R= H-L

Where:

R : Range of score

H : the Highest score

L :the Lowes score

R = H-L

= 70–60

= 10

So the range of pre-test was 10. After that, to find out the interval class, K can be calculated using the following formula, Suharsimi (2006).

K= 1+ (3,3) log n

K =1+ (3,3) log26

K = 1 + (3,3) (1,41)

K = 1 + 4,65

K = 5,65 taken 6

So, the number of interval was 6. By identifying the number of interval, to determine the group of frequency distribution of the test result, the researcher needed to decide the class of interval by following the formula:

P =R/K

P = 10/6

P=1,6 taken 2

Thus, the class of interval was 2, and the table of frequency distribution of pre-test can be arranged as follows:

Table 4.2 TheFrequency Distribution Table of Students' Pre-test Score

No	Score	Fi	Xi	Fixi	xi-xbar	$(xi-xbar)^2$	$Fi(xi-xbar)^2$
1	60-65	13	62.5	812.5	-3	9	117
2	66-71	13	68.5	890.5	3	9	117
Total		26	131	1703			234

Based on the data of frequency above, the mean can be calculated by using the formula as following:

$$x = \frac{\sum fx}{\sum f}$$

$$= \frac{1703}{26}$$

$$= 65.5$$

After calculating the mean of students' pre-test, the writer used standard deviation to count how much an individual measurement should be expected to deviate from the mean on average. The following is the deviation standard formula of pre-test:

$$SD^2 = \frac{\sum fi\,(xi-x)2}{N-1}$$

$$SD^2 = \frac{234}{26-1}$$

$$SD^2 = \frac{234}{25}$$

$$SD^2 = 9.36$$

$$SD^2 = \sqrt{9.36}$$

$$SD = 3.05$$

Second, the researcher explained the analysis of the pre-test score and illustrated several steps in analyzing the data of pre-test. For the first to find out the range of data (R), class interval (I), and class of data (K) before arranging the scores in the frequency distribution. Next, for the mean score was determined based on the frequency distribution which the aim of mean calculation is to know the average score of the students and to compare their average score of the pre-test and the post-test.

Table 4.3. The result of the students' post-test score

NO	INITIAL	C	G	O	M	V	Post-test
1	AF	20	15	15	16	20	86
2	AR	15	15	15	15	10	70
3	AN	20	12	13	12	15	72
4	DMA	20	16	20	15	15	86
5	DU	15	13	15	14	15	72
6	DN	20	15	20	13	20	88
7	ES	15	15	15	15	15	75
8	HM	20	15	13	12	15	75
9	KF	20	15	20	13	20	88
10	MRA	15	13	20	12	15	75
11	MWS	20	15	15	15	15	80
12	MF	15	12	15	13	20	75
13	MR	20	15	15	20	16	86
14	MB	15	15	12	13	20	75
15	MQ	20	15	10	10	15	70
16	MRZ	15	15	15	15	20	80
17	NA	18	17	15	15	20	85
18	NL	15	14	15	13	15	72
19	PN	14	14	15	15	10	68
20	RF	20	15	12	15	13	75
21	RSA	20	15	15	15	15	80
22	SR	15	10	10	10	15	60
23	YN	15	15	13	14	15	72
24	ZLN	20	15	15	20	15	85
25	ZA	20	15	12	15	13	75
26	FS	15	15	10	10	20	70
Total							1995

Based on the table above, it could be seen that the highest score in post-test was 88 and the lowest one was 60. In order to calculate the mean of the post-test score. The data on the table can be arranged from the lowest score to the highest score as in following:

60 68 70 70 70 72 72 72 72 75

75 75 75 75 75 75 80 80 80 85

85 86 86 86   88 88

According to Brown, the range of data can be obtained by applying the following formula:

R= H-L

R= H-L

R = 88-60

= 28

So the range of post-test was 28. After that, to find out the amount of interval class, K can be calculated using the following formula, Suharsimi (2006).

K= 1+ (3,3) log 26

K = 1 + (3,3) (1,41)

K = 1 + 4,65

K =5,65 taken 6

So, the number of interval was 6. By knowing the number of interval, to determine the group of frequency distribution of the test result, the researcher needed to decide the class of interval by following the formula:

P = R/K

P =28/6

P= 4,6 taken 5

Thus, the class of interval was 5, and the table of frequency distribution of post-test can be arranged as follow:

Table 4.4The Frequency Distribution Table of Students' Post-test

No	Score	Fi	Xi	Fixi	xi-xbar	$(xi-xbar)^2$	$Fi(xi-xbar)^2$
1	60-65	5	62,5	312.5	-9.2	84.64	423.2
2	66-71	11	68,5	753.5	-3.2	10.24	112.64
3	72-77	3	74,5	223.5	2.8	7.84	23.52
4	78-83	5	80,5	402.5	8.8	77.44	387.2
5	84-89	2	86,5	173	14.8	219.04	438.08
Total		26	372.5	1865			1384.6

Based on the data of frequency above, the mean can calculated by using the formula as following:

$$x = \frac{\sum fx}{\sum f}$$

$$= \frac{1865}{26}$$

$$= 71.7$$

According to the calculation above, the writer used standard deviation to count how much an individual measurement should be expected to deviate from the mean on average of students' post-test. The formula of the deviation standard of post-test was shown below:

$$SD^2 = \frac{\sum fi\,(xi-x)2}{N-1}$$

$$SD^2 = \frac{1384.6}{26-1}$$

$$SD^2 = \frac{1384.6}{25}$$

$$SD^2 = 55.3$$

$$SD^2 = \sqrt{55.3}$$

$$SD = 7.43$$

To know there was a significant difference between pre-test and post-test after Guided question in teaching writing, the researcher used t-score formula as the follow:

$$\text{t-score} = \frac{\bar{X}_2 - \bar{X}_1}{\sqrt{\left(\frac{SD_2^2}{n_1}\right) + \left(\frac{SD_1^2}{n_2}\right)}}$$

$$\text{t-score} = \frac{71.7 - 65.5}{\sqrt{\left(\frac{55.3}{26}\right) + \left(\frac{9.36}{26}\right)}}$$

$$\text{t-score} = \frac{6.2}{\sqrt{(2.12)+(0.36)}}$$

$$\text{t-score} = \frac{6.2}{\sqrt{2.48}}$$

$$\text{t-score} = \frac{6.2}{1.57}$$

$$\text{t-score} = 3.94$$

The last step was interpreting the t_o by determining degree of freedom (df) as the following formula:

$$df = N–1$$

$$=26–1 = 25$$

The researcher described that there was significant progress of the achievements of students' writing using guided questions for the second grade of junior high school of SMPN 1 Kota Jantho.

The statistic showed if t-score was higher than t-table it means there was significant improved and Ha was accepted. Meanwhile, if t-score was lower than t-table it means there was no significant or the same and Ha was rejected and Ho was accepted.

Based on the calculation, it indicates that the value of t-score was 3.94 and value of df (25) on the of significant was 5% ($\alpha = 0.05$), comparing the t-table with value of degree significant, the result was 1.70. This was because t-score>t-table (3.94>1.70). If the t-score is higher than t-table, it indicated that there was a significant score difference between pre-test and post-test. The post-test gained higher score than that of the pre-test.

Since t-score which was obtained from the result of calculation is higher than t-table so the alternative hypothesis (Ha) was accepted and the null hypothesis was rejected. It means that using guided questions has improved students writing as seen from the result of statistic calculation from the experimental class, it can be concluded that there is any improvement on students' writing ability in *practice and progress* by using guided questions in teaching writing for the second grade of junior high school of SMPN 1 Kota Jantho.

C. The Analysis of Questionnaire

The result of the questionnaires was calculated in the tabulations which was the process of changing data collection instrument (questionnaire) to the tables of numbers (percentage).

The questionnaires was given by the writer to the student of VIII$_1$ of SMPN 1 Kota Jantho in order to obtain the necessary data in this research. The following are student's responses toward the questionnaires given:

$$P = \frac{F}{N} \text{ x } 100\%$$

Where:

P : percentage

F : frequency

N : the number of sample

100% : constant value

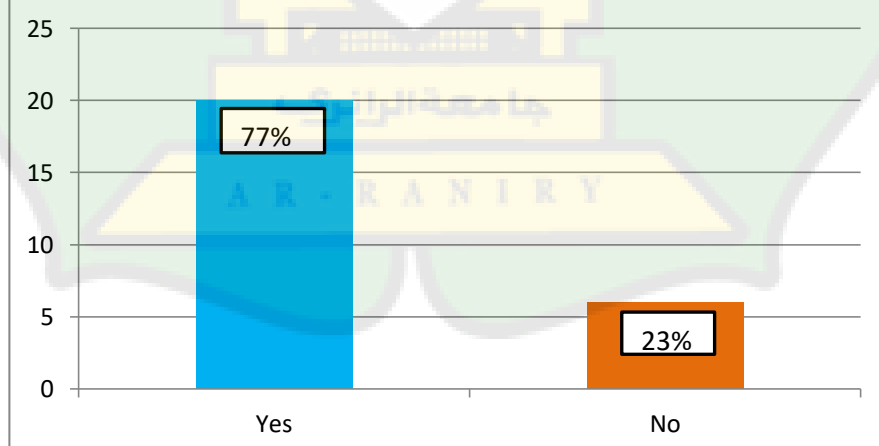**Table 4.5. Have learned writing using Guided Questions**
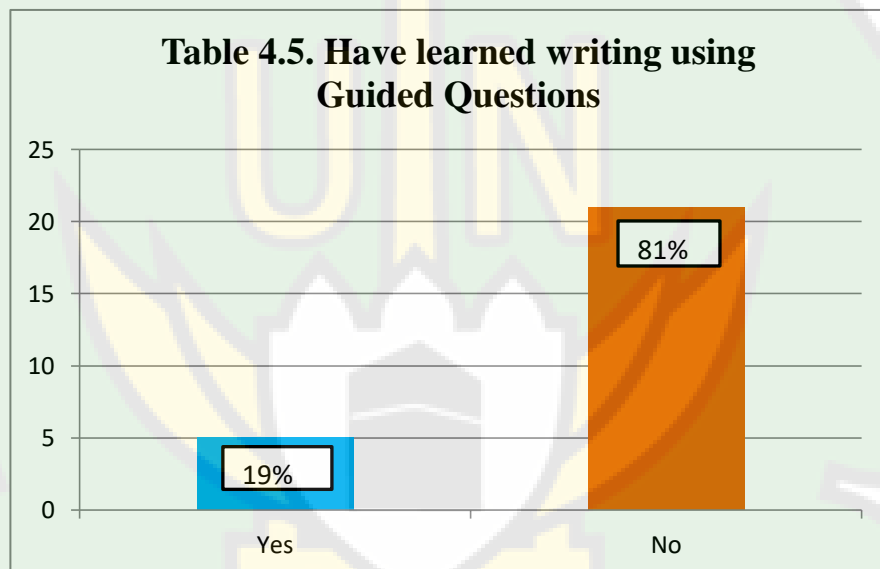
Based on the table above, it shows that 22 of 26 students have not learned about guided questions before. It can be seen from the percentage that (81%), only 7 of 26 students (19%) were familiar with writing using guided questions.

Table 4.6. Guided questions make them interested in learning writing
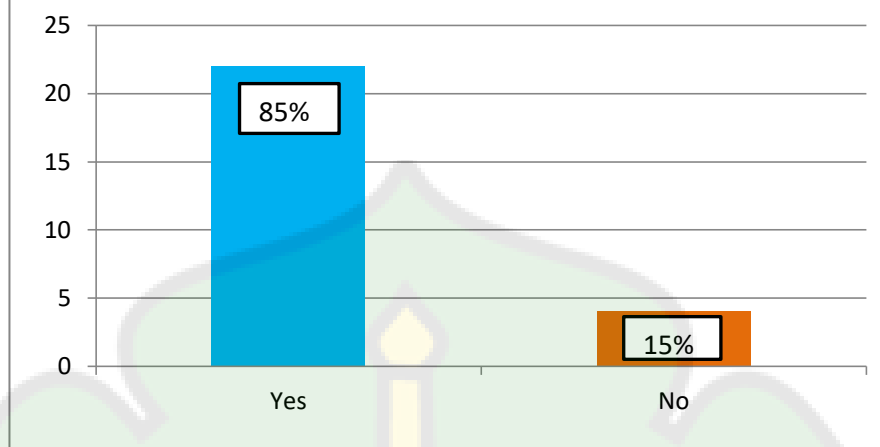
From the table, it illustrates that 22 of 26 students were interested in learning writing by using guided questions (85%). Yet, 4of 26 students argued that guided-question were not interesting. It can be seen that 15% of students chose No option.

Table 4.7. Guided Questions can minimize students mistakes in writing

The table shows that 20 of 26 students agreed that guided questions were minimized their mistakes in writing. It can be indicated from percentage that

(77%). Otherwise, 6 of 26 students (23%) disagreed that guided questions were not minimized their mistakes.

Table 4.8. Guided Questions help them in selecting appropriate tenses in writing
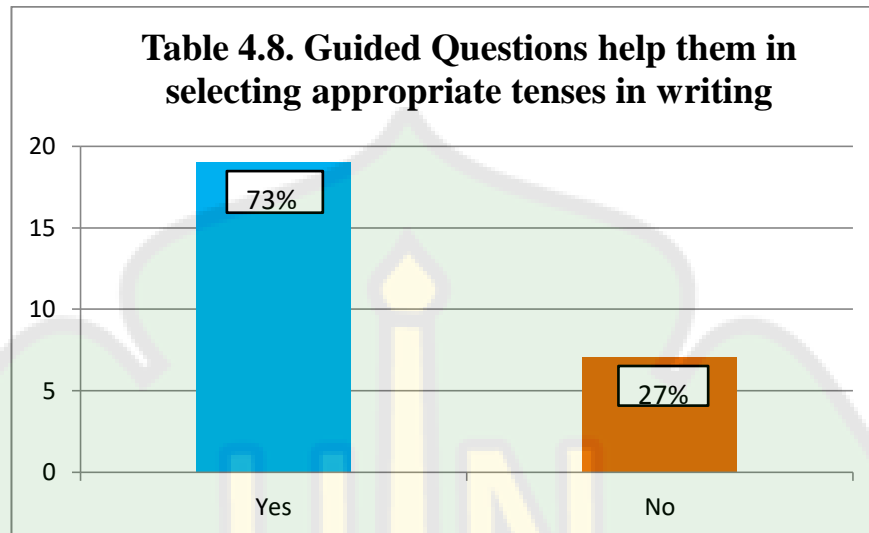
From the table above, it shows that 19 of 26 students can select appropriate tenses in writing. Yet, 7 of 26 students cannot select appropriate tense in writing using guided questions. It can be seen from the percentage that 27% of respondents disagreed.

Table 4.9. Guided Questions make them explore of ideas in writing
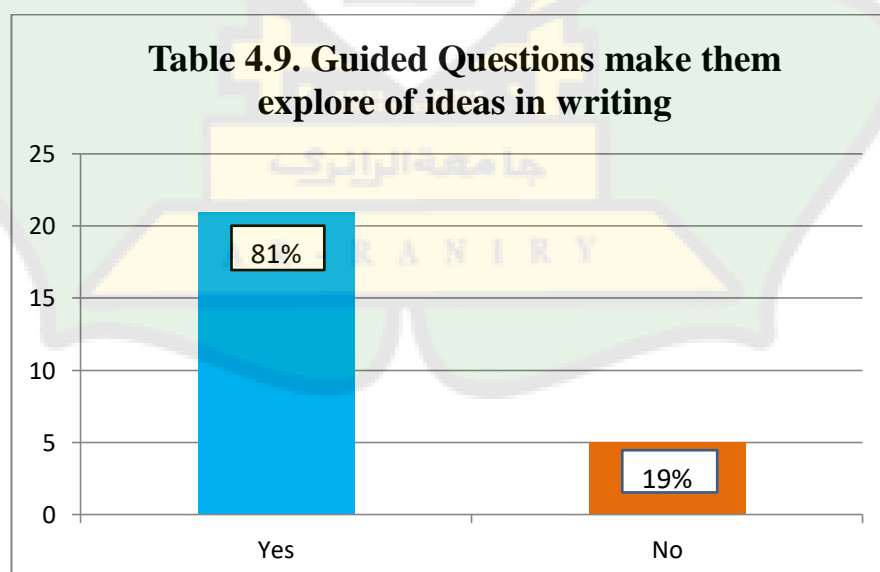
Based on the table above, it can be concluded that 21 of 26 students agreed that guided questions can help them to explore of ideas in writing (81%). Besides, 5 of 26 students (19%) disagreed think that guided question can help them to explore of ideas in writing.

Table 4.10. Guided Question improved students ability in writing
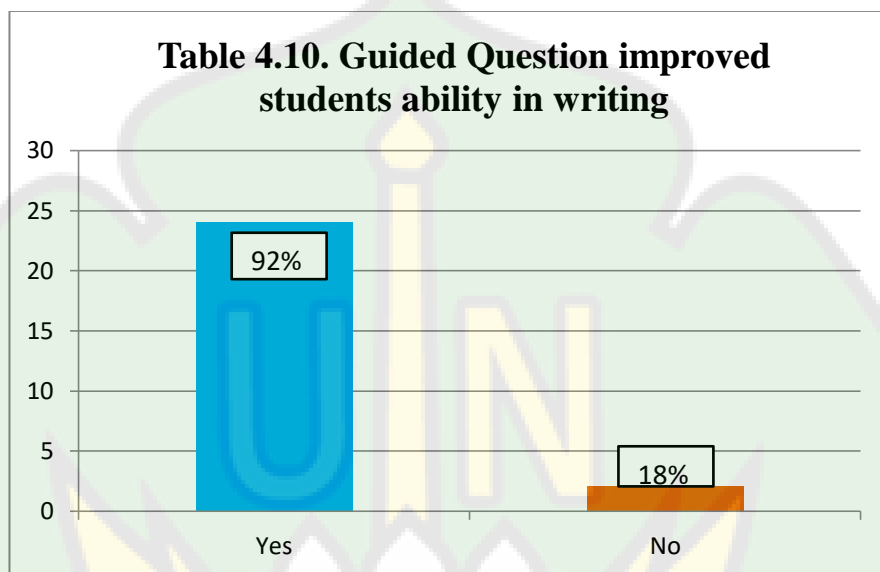
According to the result of the table above, it can be seen that 24 of 26 students (92%) stated that using guided questions improved their ability in writing. Meanwhile, only 2 of 26 students (18%) disagreed that guided question improved their ability in writing.

Table 4.11. Using Guided Questions make them uncomfortbale in learning process
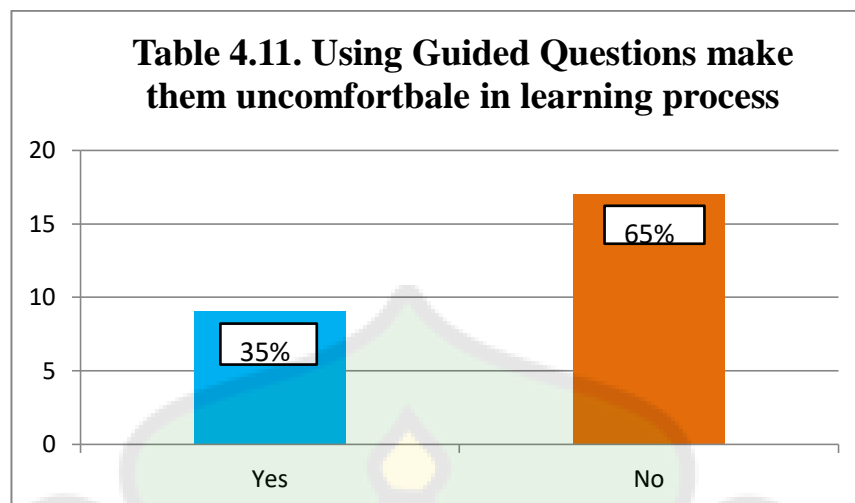
Based on the table above, it can be concluded that 9 of 26 students agreed that guided questions make them uncomfortable in learning (35%). Besides, 17 of 26 respondents disagreed that guided questions uncomfortable for them. It means 65% students were comfortable using guided questions in learning process.

Table 4.12. Feeling boring when learning writing using guided questions
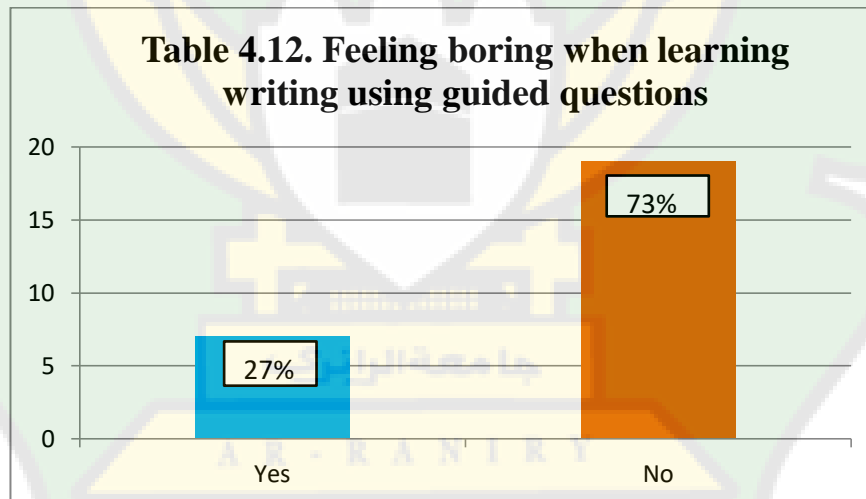
Based on the table above, it shows that 7 of 26 students agreed that guided questions make them bored in learning writing (27%). Besides, 19 of 26 students disagree that guided questions were not bored for them. It means that most of students felt relax in learning writing by using guided questions.

Table 4.13. Feeling not confident in learning writing using Guided Questions

Yes: 31%
No: 69%
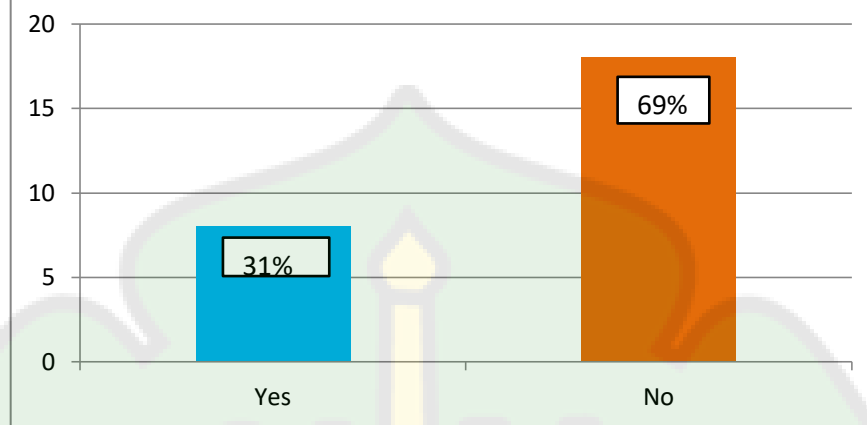
From the table, it illustrates that 18 of 26 students disagreed. Therefore, based on the percentage level of disagreed (69%) was higher than agreed (31%). Yet, 8 of 26 students were agreed, it could be concluded that most of students were confident in learning writing by using guided questions.

Table 4.14. Guided Questions make them easier in learning writing

Yes: 88%
No: 12%
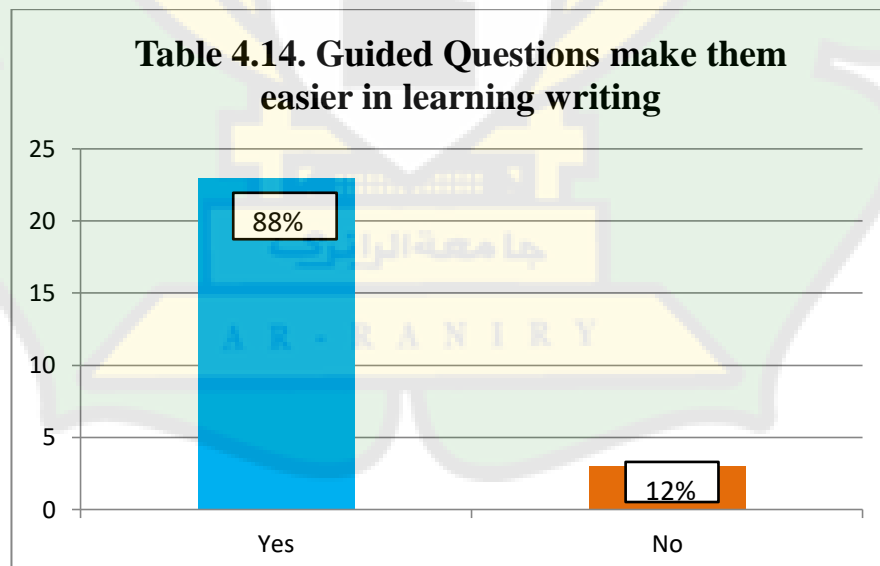
According to the result of the table above, it can be seen that 23 of 26 students think that they were easier in learning writing using guided questions (88%). Meanwhile, 3 of 26 students think that were not easier for them in learning writing by using guided questions.

D.   Discussion

This research examined if the application of using guided-questions in *practice and progress* to improve students' writing ability. In this section the writer discussed the findings of the research in relation to the two research questions. The research questions also related to the aim of this study: to find out whether the use of guided-questions in *practice and progress* improve the students' writing ability and to know the students' responses on using guided-questions in improving writing ability.

The writer collected the data using pre and post-tests, experimental teaching, questionnaire as instruments in order to answer the research questions. Based on the data obtained during the research, the writer will answer the research questions.

The first research question was finding out whether the use of guided-questions in *practice and progress* improve the students' writing ability. According to the data, there is a significant score between before and after the treatment. In pre-test, the low score was 60 and the higher one was 70 with the mean was 65.5, while in post-test the low score was 60 and the higher score was 88 with the mean was 71,7. From the analysis result showed that t-score was higher that t-table (3.94>1.70). As it was mentioned above, the result of pre-test

and post-test showed different significant score. This in turn leads to writing that bring together the students' lives, the content, major concepts, vocabulary, strategies, and ideas. The major influences that make the student increase in using guided questions are the content and organization. It means that the use of guided-questions in *practice and progress* can improve students' writing ability.

Furthermore, the second research question aimed to investigate students' perceptions toward learning by using guided questions in *practice and progress*. The writer distributed questionnaires to the students in order to know the students' perceptions toward the application of using guided questions in *practice and progress*. This questionnaire also had a purpose to support the data related to the students' improvement in developing writing ability.

Based on data from the questionnaire, it can be seen on the questionnaire that most of students think that guided questions can help them to explore of ideas in writing (81%) and majority of students minimized their mistakes during writing (77%). Then, almost all of the students argued that guided questions make them interested in learning writing (85%) and make them easier in learning writing (88%). Besides, half of students felt confident when their starts write in learning using guided questions (69%).

Furthermore, students feel that they were not bored in learning writing using guided questions (73%). Moreover, most of students never study about guided questions (81%). Moreover, the students admit that they felt relax in learning by guided questions and said that learning using guided questions improved their writing ability. In addition, the students explained that learning

writing using guided-questions in practice and progress are more exciting and helpful.

In summary, the writer took a conclusion that guided questions in practice and progress helped the students in writing ability because the students believed that guided questions was appropriate, helpful, and minimized them mistakes in writing class.

CHAPTER V

CONCLUSIONS AND SUGGESTIONS

After analyzing the result of the research in the previous chapter, the researcher draws some conclusions and makes suggestions as follow.

A. Conclusion

Based on the data analysis regarding to using guided-questions in practice and progress to improve students' writing ability, the researcher draws some conclusions.

1. Using the book "Guided-questions in *Practice and Progress*" improved students' writing ability. It was proven by the post-test score of the experimental class which has a sufficient improvement from t-score was 3.94, so the t-score was higher than t-table (t-score = 3.94> t-table = 1.70).

2. Learning to write by using guided-questions in *practice and progress* book received positive responses from students. The result of the questionnaire showed that most of the students (85%) in the class acknowledged that using guided-questions in *practice and progress* helps the respondents in improving their writing. The students did not feel bored and they were very relaxed and enthusiastic to study that using guided-questions. Only a few students (18%) have not been able to recognize the benefits of learning through guided-questions.

B. **Suggestion**

After doing this research, there are some suggestions that can be given in relation to the researcher's conclusion. The suggestions as follows:

1. Guided-questions can be used for the English teacher as an alternative in students' writing achievement, because students also need interesting ways to learn writing.

2. The students are suggested to give a great consideration to use guided-questions to assess their ability in writing.

3. It is necessary to do further research using guided-questions; however, the students with no increased achievement need further special attention.
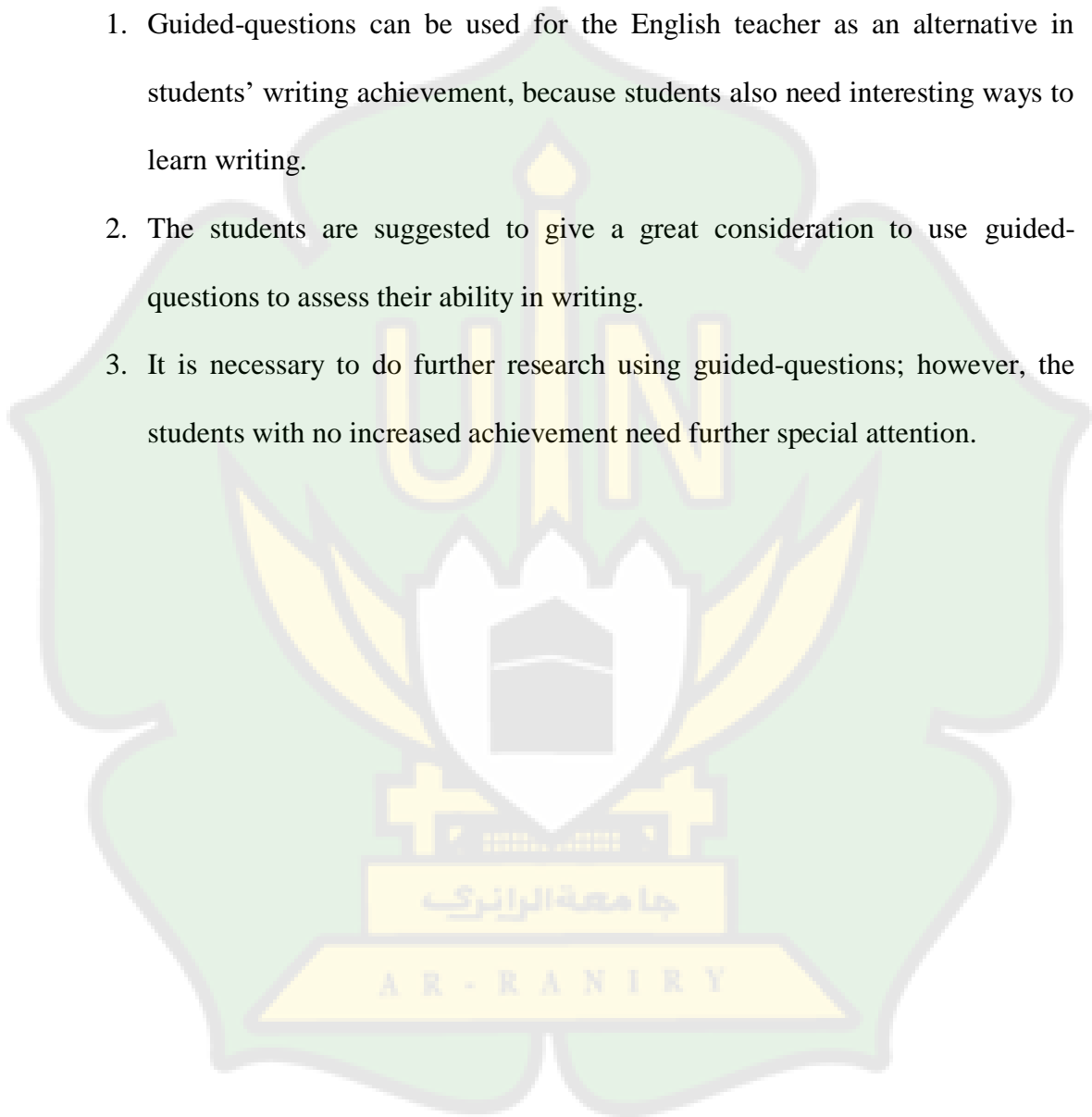
REFERENCES

Abawi, K. (2013). *Data Collection Instruments (Questionnaire & Interview)*. Training in Sexual and Reproductive Health Research Geneva. Geneva workshop 2013

Alexander, L.G.(1994). *Practice and progress*. London: Longman Group.

Arikunto, S. (2010). *Prosedur penelitian sebagai suatu pendekatan praktek*. Jakarta: Rineka Cipta.

Ann, B. (1993). *Helping Children to Write,* Liverpool: Paul Chapman Publishing Ltd.

Blanchard, K.,& Christine, R. (2003).*Ready to Write, New York*: Person Education Inc.

Braine, G., & Claire, M.(1996).*Writing from Sources: A Guide for ESL Students*. California: Mayfield.

Brown, C., & Susan, H.(1993). *Writing Matters Writing Skills and Strategies For Students Of English*. USA: Cambridge University Press.

Brown, D. (2004). *Language Assessment; Principles and Classroom Practices.* New York; Addison Wesley Longman, Inc.

Brown, D. (2007). *Teaching by principles an interactive approach to language pedagogy*. New York: Longman.

Brown, M., & Bailey, B. (2004).*Teaching English as international language.* London: Macmilan Publisher.

Chamisah. (2013). *An analysis on the advantages of cooperative learning approach in teaching writing*. Englisia Journal of Language, Education, and Humanities. EJ. *1*(1), 136-154.

Dinardo, J. (2008). Natural experiments and quasi-natural experiments. The New Palgrave Dictionary of Economics. (2[nd]eds). New York, NY: Steven N. Durlauf and Lawrence E. Blume. Palgrave Macmillan.

Elizabeth, A., & Rao, R. (2005).*The application of some techniques in writing*. London: Macmilan Publisher.

Faiz, M. (2011).*The use of guiding question technique to improve students' descriptive text.* Walisongo State Islamic University.

Fogiel, M. (2001).*Technique and principle in language use and language learning*. London: Oxford University Press.

Harmer, J. (2005). *How to teach English* (2nd eds). New York: Pearson Education Limited.

Hidayah, I. (2015). *The Effectiveness of Guided Question Towards Students' WritingSkill of Descriptive text*. Jakarta: Syarif Hidayatullah State Islamic University.

Jayanti, R. (2011). *Improving Student Ability in writing recount text by using guided question*. Kalimantan: STIT Kapuas Hulu.

Jesperson, O. (2006). *Essential of English grammar*. New York: Taylor and Francis Group.

Johnson, B., & Christensen, L. B. (2012). *Educational Research: Quantitative, qualitative, and mixed approaches*. California: SAGE Publications.

Langan, J. (2013). *College writing skills with readings.* Boston: Tata McGraw-Hill Education.

Lea, S. (2007). *English for academic purporse: Essay writing*. Yogyakarta: CV. Andi Offset.

Meyers,A.(2005).*Gateways to Academic Writing: Effective Sentences, Paragraphs, and Essay*. New York: Longman.

Manser, M.(2006). *The Facts on File Guide To Good Writing*. USA: Acid Free Paper.

Millatina, N. (2016). *The implementation of guided questions technique in improving students' writing skill on narrative text*. Banda Aceh: UIN Ar-Raniry.

Nawawi, M. B., (2011). *Improving Students' Writing Skill of Descriptive text through Guided Question.* Jakarta: Syarif Hidayatullah State Islamic University.

Nisak, Q, M. Isa., Risdaneva., Alfayed, A. (2017). An analysis of Acehnese EFL students' grammatical errors in writing recount texts. *Englisia Journal of Language, Education, and Humanities*. EJ. *5*(1), 41-50.

Novita, C. S. (2017). *An Analysis of Students' Ability and Difficulties in Writing Descriptive Text*. Unpublished thesis of Faculty of Education and Teacher Training Ar-Raniry State Islamic University Darussalam, Banda Aceh.

Nunan, D. (1999). *Second language teaching and learning.* Boston: Heinle & Heinle Publishers.

Nunan, D. (2003). *Practical English Language Teaching*. Singapore: Mc Graw-Hill Company.

Nupur. (2019). *The advantages and disadvantages of Question Answer Methodofteaching.*Retrievedfromhttp://www.preservearticles.com/articles/what-are-the-advantages-and-disadvantages-of-question-answer-method-of-teaching/26564

Oshima, A., & Hogue, A. (1991). *Writing Academic English*. New York: Longman.

Oshima, A., & Hogue, A. (2007). *Introduction to Academic Writing*. White Plains. New York: Pearson Longman.

Raimes, A. (2001). *Techniques in Teaching Writing.* New York: Oxford University Press.

Reid, J. M. (1993). *Teaching ESL Writing*. USA: Prentice Hall Regents

Sugiyono. (2006). *Metode penelitian kuantitatif, kualitatif dan R&D*. Bandung: Alfabeta.

Safira, R. F. (2016). *Improving Students' Writing Skills in Recount Text Through Guided Questions Method.* Salatiga: IAIN Salatiga.

Sowell, E. J. (2001). *Educational research: An Integrative introduction*. The McGraw-Hill companies.

Sudjana.(2016). *Metoda statistika* (edition 7). Bandung: Tarsito.

Sudijono, A. (2016). *Pengantar statistic pendidikan*. Jakarta: Raja Grafindo Persada.

Suharsimi, A. (2006). *Prosedur penelitian: Suatu pendekatan praktik*. Jakarta: PT. Rineka Cipta.

Tarigan, G. (1994). *Menulis sebagai suatu keterampilan berbahasa*. Bandung: Angkasa.

Tim Penyusun. (2016). *Panduan Akademik dan Penulisan Skripsi 2016 Fakultas Tarbiyah dan Keguruan UIN Ar-raniry Banda Aceh.* Banda Aceh: FTK Ar-raniry Press

Tuan, L. T. (2012). Teaching writing through reading integration. *Journal of Language Teaching and Reasearch. 3*(3), 489-499.

Traver, R. (1998). What is a good guiding question?. *Educational Leadership*, 55(6),70-73.

Webster, N. (2003). *Webster New Universal Unabridged Dictionary*. Boston: Dorse and Barber.

Wulandari. (2015) *Improving Students' Ability in Writing Descriptive Paragraph Through Guiding Question Technique At The Second Grade of Smpn 1 Gadingrejo Pringsewu.* Bandar Lampung: University of Lampung.

SURAT KEPUTUSAN DEKAN FAKULTAS TARBIYAH DAN KEGURUAN UIN AR-RANIRY
Nomor : B-4780/UN.08/FTK/KP.07.6/04/2019

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 da Keguruan UIN Ar-Raniry Banda Aceh, maka dipandang perlu menunjuk pembimbing skripsi tersebu yang dituangkan dalam Surat Keputusan Dekan;
		b.	bahwa saudara yang tersebut namanya dalam surat keputusan ini dipandang cakap dan memenuhi syara untuk diangkat sebagai pembimbing skripsi.

Mengingat	:	1.	Undang-undangNomor 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 2 Tahun 2005 tentang Pengelolaan Keuangan Badan Layanan Umum;
		5.	Peraturan Pemerintah Nomor 4 Tahun 2014, tentang Penyelenggaraan Pendidikan Tinggi dan Pengelolaar 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 Nege Ar-Raniry Banda Aceh pada Kementerian Agama sebagai Instansi Pemerintah yang Menerapka Pengelolaan Badan Layanan Umum;
		11.	Keputusan Rektor UIN Ar-Raniry Nomor 01 Tahun 2015, tentang Pendelegasian Wewenang kepad Dekan dan Direktur Pascasarjana di Lingkungan UIN Ar-Raniry Banda Aceh;

Memperhatikan	:	Keputusan Sidang/Seminar Proposal Skripsi Prodi Pendidikan Bahasa Inggris Fakultas Tarbiyah dan Kegurua UIN Ar-Raniry Tanggal 01 April 2019

MEMUTUSKAN

Menetapkan	:	
PERTAMA		Menunjuk Saudara:

1. Siti Khasinah, M. Pd — Sebagai Pembimbing Pertama
2. Rahmi Fhonna, MA — Sebagai Pembimbing Kedua

Untuk membimbing Skripsi :

Nama	:	**Fajarur Rizqi**
NIM	:	**231324280**
Program Studi	:	**Pendidikan Bahasa Inggris**
Judul Skripsi	:	**Using Guided-Questions in Practice and Progress to Improve Students' Writing Ability**

KEDUA	:	Pembiayaan honorarium pembimbing pertama dan kedua tersebut diatas dibebankan pada DIPA UIN Ar-Raniry Banda Aceh Tahun 2019; No.025.04.2.423925/2019 tanggal 5 Desember 2018.
KETIGA	:	Surat keputusan ini berlaku sampai akhir semester Genap Tahun Akademik 2019/2020
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: 23 April 2019
An. Rektor
Dekan

Muslim Razali

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;

Nomor : B-14045/Un.08/FTK.1/TL.00/09/2019   Banda Aceh, 19 September 2019
Lamp : -
Hal   : Mohon Izin Untuk Mengumpul Data
        Penyusun 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   : **Fajarur Rizqi**
N I M   : **231324280**
Prodi / Jurusan : **Pendidikan Bahasa Inggris**
Semester   : **XIII**
Fakultas   : **Tarbiyah dan Keguruan UIN Ar-Raniry Banda Aceh**
A l a m a t   : **Jl. Tgk. Chik Lam Paloh No. 3 Lueng Bata**

Untuk mengumpulkan data pada:

SMPN 1 Kota Jantho

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

Using Guided - Questions in Practice and Progress to Improve Students' Writing Ability

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

An. Dekan,
Wakil Dekan Bidang Akademik
dan Kelembagaan,

Mustafa

Kode 6398

PEMERINTAH KABUPATEN ACEH BESAR
DINAS PENDIDIKAN DAN KEBUDAYAAN

Jalan T. Bachtiar Panglima Polem, SH. Kota Jantho (23918) Telepon. (0651)92156 Fax. (0651) 92389
Email : dinaspendidikanacehbesar@gmail.com Website : www.disdikacehbesar.org

Nomor : 070/ 5867 /2019
Lamp : -
Hal : **Izin Penelitian Data**

Kota Jantho, 03 Oktober 2019
Kepada Yth,
Kepala **SMPN 1 Kota Jantho**
Kabupaten Aceh Besar
di –

Tempat

Dengan hormat,

Sehubungan dengan surat Wakil Dekan Bidang Akademik dan Kelembagaan Fakultas Tarbiyah dan Keguruan Universitas Islam Negeri Ar-Raniry Banda Aceh Nomor : B-1405/Un.08/FTK.1/TL.00/09/2019, tanggal 19 September 2019, Kepala Dinas Pendidikan dan Kebudayaan Kabupaten Aceh Besar memberi izin kepada :

Nama : **Fajarur Rizqi**
NIM : **231324280**
Jurusan/Prodi : **Pendidikan Bahasa Inggris**
Semester : **XIII**
Jenjang : **S1**

Untuk melakukan penelitian dan mengumpulkan data pada SMPN 1 Kota Jantho Kabupaten Aceh Besar untuk keperluan penyusunan skripsi yang berjudul :

"USING GUIDED – QUESTIONS IN PRACTICE AND PROGRESS TO IMPROVE STUDENTS' WRITING ABILITY"

Setelah mengadakan penelitian 1 (satu) eks laporan dikirim ke Sekolah yang telah dilakukan penelitian tersebut dalam Kabupaten Aceh Besar.

a.n. Kepala Dinas Pendidikan dan Kebudayaan
Kabupaten Aceh Besar
Kasi Kelembagaan Sarana dan Prasarana

Sanusi
NIP. 19731116 20012 1 004

Tembusan :
1. Dekan Fakultas Tarbiyah dan Keguruan
2. Ketua Jurusan/Prodi
3. Arsip.

LESSON PLAN

School	: SMP Negeri 1 Kota Jantho
Class	: 4
Subject	: Writing
Title	: A Private Conversation
Number of Students	: 25 students
Duration of Time	: 8 x 45 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 using guided question.

D. Additional Learning Objective(s)

Students have mastered the basic knowledge of English.

E. Approximate Duration of the Lesson

A meeting has 45 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, questionnaire 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, Greeting -Praying -the researcher checks the attendance list. - The researcher introduces himself first in front of the class and explains the purposes of his coming.	10 minutes
Main Activities	- The researcher gives pre-test for the students and answered by all students.	70 minutes
Closing Activities	- Researchers ask students difficulties in learning -The researcher give opportunities for students to ask questions about what they have not yet understood - Praying - Close learning activities	10 minutes

2. The Second Meeting, Third Meeting

Activities	Descriptions	Time
Opening	- Greeting -Praying -The researcher checks the attendance list.	10 minutes
Main Activities	- 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.	70 minutes
Closing Activities	-The researcher give opportunities for students to ask questions about what they have not yet understood -The researcher gives students motivation - Praying - Close learning activities	10 minutes

3. Last Meeting

Activities	Descriptions	Time
Opening	- Greeting -Praying -The researcher checks the attendance list.	10 minutes
Main Activities	-The researcher gives post-test for the students and the test is answered by all students. -The researcher gives questionnaire for the students -The Students answered questionnaire	70 minutes
Closing Activities	- The students collected questionnaire -The researcher gives opportunities for students to ask questions -The researcher says thank to students for participated - Praying - The researcher close the class	10 minutes
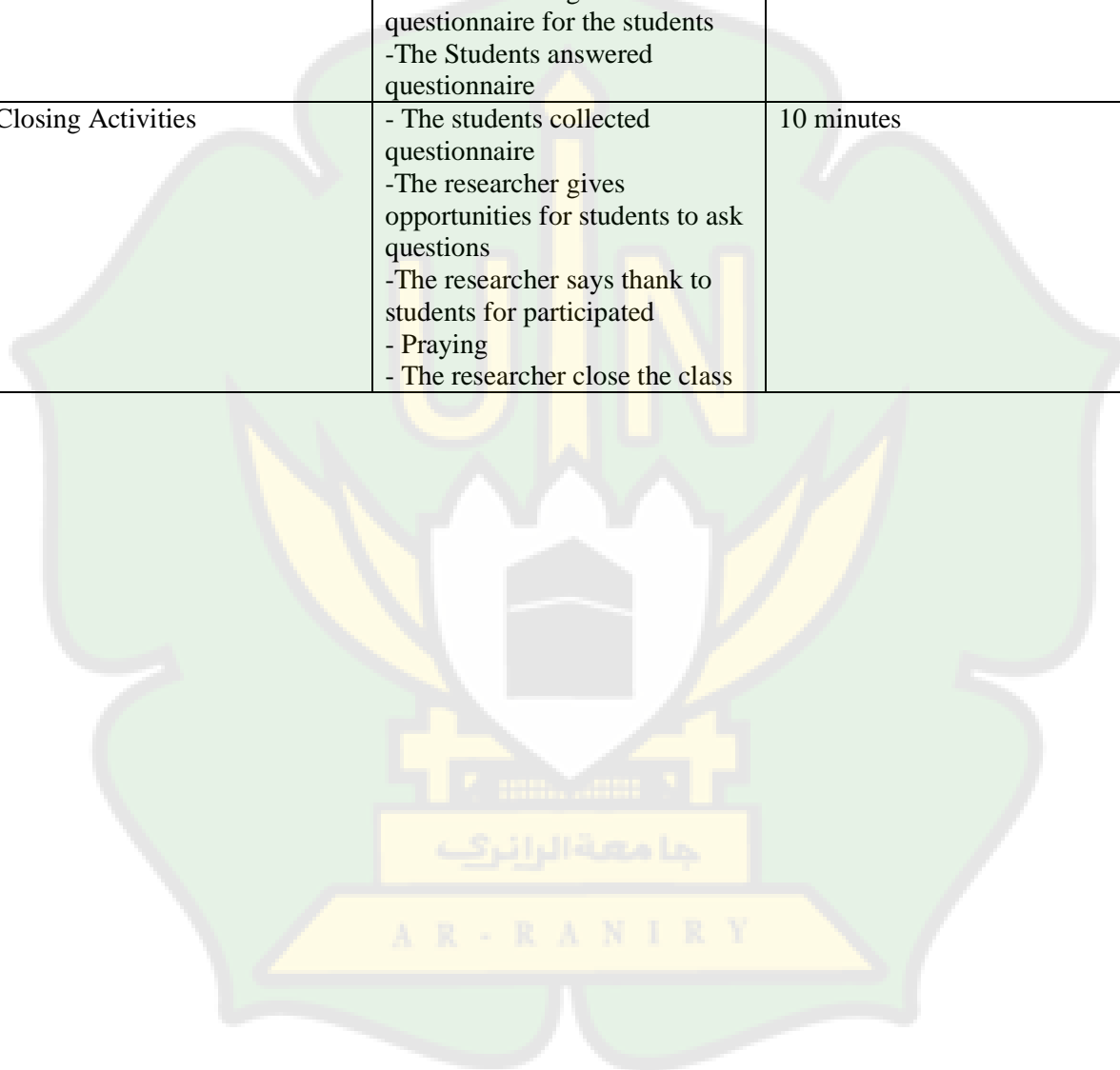
SURAT KETERANGAN

Nomor : 422 / 95 / 2019

Yang bertanda tangan dibawah ini, Kepala Sekolah Menengah Pertama (SMP) Negeri 1 Kota Jantho (NSS :201060117017, NPSN : 10100207) Kabupaten Aceh Besar Provinsi Aceh, menerangkan bahwa :

Nama	:	Fajarur Rizqi
Nim	:	231324280
Jurusan	:	Pendidikan Bahasa Inggris
Semester	:	XIII
Fakultas	:	Tarbiyah dan Keguruan (FTK) UIN Ar Raniry Darussalam Banda Aceh
Alamat	:	Jln. Elang No. 76, Kota Jantho

Telah selesai melakukan penelitian dan mengumpulkan data dalam rangka menyusun skripsi untuk menyelesaikan studinya pada Fakultas Tarbiyah dan Keguruan (FTK) UIN Ar Raniry Darussalam Banda Aceh dari tanggal 7 Oktober s/d 15 Oktober 2019 dengan judul " *USING GUIDED – QUESTIONS IN PRACTICE AND PROGRESS TO IMPROVE STUDENTS' WRITING ABILITY* ".

Demikian kami sampaikan, atas kerja sama yang baik kami ucapkan terima kasih.

Kota Jantho, 11 Desember 2019

Kepala Sekolah,

Iskandar, S.Pd
NIP. 19661001 199801 1 002

No	Criteria	Quality				Score
		4	**3**	**2**	**1**	
1	Content	Content and the arrangement are very clear (27-30)	Content is clear, but the arrangement is not very completed (22-26)	Content and the arrangement are not complete (17-21)	Content and the arrangement are not clear (13-16)	
2	Organization	Sentences are coherence and well ordered (18-20)	Sentences are coherence but there are some sentences are not well ordered (14-17)	Sentences are coherence but many of the sentences are not ordered (10-13)	Sentences are not coherence and not well ordered (7-9)	
3	Grammar	Almost perfect without any mistaken at all (22-25)	There are few mistakes (19-21)	There are many mistakes (11-17)	Almost all is wrong (5-10)	
4	Vocabulary	There are many words and almost all the word is right (18-20)	There are some words and almost all the word is right (14-17)	There are only few words and many mistakes (10-13)	There is no variation of words and almost all the word is wrong (7-9)	
5	Mechanics	There is almost no mistakes in spelling, punctuation, and capitalization (22-25)	There is a few mistakes in spelling, punctuation, and capitalization (19-21)	There are many mistakes in spelling , punctuation, and capitalization (11-17)	Almost all spelling, punctuation, and capitalization is wrong (5-10)	

Source; Standar Isi danPedomanPenilaian SMP &MTs.BalitbangDepdiknas. 2006

Pre-Test

A Private Conversation

Last week I went to the 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 around. 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 rudely. 'This is private conversation!'

Please rewrite the story above based on your own!

Answer: last week he goto the theatre, he had a very good seat, the Play was very interesting, he did hot enjoy, A young man and young woman were sitting behind he. they are talking loudly. he got very angry he could not hear the actors ; he turned around, he looked at the young man an the young woman very angry, they did not pay any attention. he turned rough round again, he can't hear a word!! he say very angry, and the young man say 'this is Private conversation!'

Post-Test

A Private Conversation

Last week I went to the 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 around. 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 rudely. 'This is 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!'?

Answer: last week the writer went to the theatre. he did not enjoy the play. A young man and a young man and a young woman were sitting behind him. they were talking loudy. the writer could not hear the actors. He turned round. the young man said 'this is a private conversation!'.

T-Table

Numbers in each row of the table are values on a *t*-distribution with
(*df*) degrees of freedom for selected right-tail (greater-than) probabilities (*p*).

t (p, df)
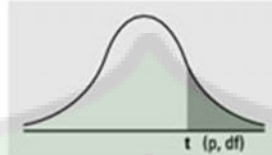
df/p	0.40	0.25	0.10	0.05	0.025	0.01	0.005	0.0005
1	0.324920	1.000000	3.077684	6.313752	12.70620	31.82052	63.65674	636.6192
2	0.288675	0.816497	1.885618	2.919986	4.30265	6.96456	9.92484	31.5991
3	0.276671	0.764892	1.637744	2.353363	3.18245	4.54070	5.84091	12.9240
4	0.270722	0.740697	1.533206	2.131847	2.77645	3.74695	4.60409	8.6103
5	0.267181	0.726687	1.475884	2.015048	2.57058	3.36493	4.03214	6.8688
6	0.264835	0.717558	1.439756	1.943180	2.44691	3.14267	3.70743	5.9588
7	0.263167	0.711142	1.414924	1.894579	2.36462	2.99795	3.49948	5.4079
8	0.261921	0.706387	1.396815	1.859548	2.30600	2.89646	3.35539	5.0413
9	0.260955	0.702722	1.383029	1.833113	2.26216	2.82144	3.24984	4.7809
10	0.260185	0.699812	1.372184	1.812461	2.22814	2.76377	3.16927	4.5869
11	0.259556	0.697445	1.363430	1.795885	2.20099	2.71808	3.10581	4.4370
12	0.259033	0.695483	1.356217	1.782288	2.17881	2.68100	3.05454	43178
13	0.258591	0.693829	1.350171	1.770933	2.16037	2.65031	3.01228	4.2208
14	0.258213	0.692417	1.345030	1.761310	2.14479	2.62449	2.97684	4.1405
15	0.257885	0.691197	1.340606	1.753050	2.13145	2.60248	2.94671	4.0728
16	0.257599	0.690132	1.336757	1.745884	2.11991	2.58349	2.92078	4.0150
17	0.257347	0.689195	1.333379	1.739607	2.10982	2.56693	2.89823	3.9651
18	0.257123	0.688364	1.330391	1.734064	2.10092	2.55238	2.87844	3.9216
19	0.256923	0.687621	1.327728	1.729133	2.09302	2.53948	2.86093	3.8834
20	0.256743	0.686954	1.325341	1.724718	2.08596	2.52798	2.84534	3.8495
21	0.256580	0.686352	1.323188	1.720743	2.07961	2.51765	2.83136	3.8193
22	0.256432	0.685805	1.321237	1.717144	2.07387	2.50832	2.81876	3.7921
23	0.256297	0.685306	1.319460	1.713872	2.06866	2.49987	2.80734	3.7676
24	0.256173	0.684850	1.317836	1.710882	2.06390	2.49216	2.79694	3.7454
25	0.256060	0.684430	1.316345	1.708141	2.05954	2.48511	2.78744	3.7251
26	0.255955	0.684043	1.314972	1.705618	2.05553	2.47863	2.77871	3.7066
27	0.255858	0.683685	1.313703	1.703288	2.05183	2.47266	2.77068	3.6896
28	0.255768	0.683353	1.312527	1.701131	2.04841	2.46714	2.76326	3.6739
29	0.255684	0.683044	1.311434	1.699127	2.04523	2.46202	2.75639	3.6594
30	0.255605	0.682756	1.310415	1.697261	2.04227	2.45726	2.75000	3.6460
z	0.253347	0.674490	1.281552	1.644854	1.95996	2.32635	2.57583	3.2905
CI	———	———	80%	90%	95%	98%	99%	99.9%

Responden Yth,

Saya Fajarur Rizqi (231324280), Mahasiswa jurusan Pendidikan Bahasa Inggris Fakultas Tarbiyah dan Keguruan UIN Ar-Raniry Banda Aceh. Kuesioner ini disusun dalam rangka penelitian sebagai syarat kelulusan S1 pada prodi Pendidikan Bahasa Inggris UIN Ar-Raniry tentang " Using Guided-Questions in Practice and Progress to Improve Students' Writing Ability"

Skripsi ini di bimbing oleh:

1. Siti Khasinah, M.Pd
2. Rahmi Fhonna, MA

Mengingat pentingnya data ini, saya harapkan kepada siswa(i) untuk dapat mengisi dengan lengkap sesuai dengan kondisi yang sebenarnya. Jawaban yang siswa(i) berikan sangat bermanfaat bagi penelitian ini. Atas perhatian dan waktu saya ucapkan terima kasih.

Name   : Khalishul Fitra

Class   : VIII¹

Below is a list of questionnaire dealing with your perceptions about Using Guided-Questions in Practice and Progress to Improve Students' Writing Ability.

Please checklist (√) Yes or No with each questions below.

NO	QUESTIONS	YES	NO
1	Apakah anda pernah belajar menulis menggunakan guided questions? (Have you ever learned writing using guided-questions?)		√
2	Apakah anda suka belajar menulis menggunakan guided questions? (Do you like learning writing by using guided-questions?)	√	
3	Apakah penggunaan guided-questions memperkecil kesalahan anda dalam menulis? (Does using guided-questions minimize your mistakes in writing?)	√	

4	Apakah penggunaan guided questions membantu anda dalam memilih bentuk kata yang tepat dalam menulis? (Does using guided-questions help you in selecting appropriate tenses in writing?)	✓	
5	Menurut anda menggunakan guided-questions membantu anda mengembangkan ide dalam menulis? (Do you think using guided-questions help you to explore of ideas in writing?)	✓	
6	Apakah menggunakan guided-questions meningkatkan kemampuan anda dalam menulis? (Does Guided Questions improve your ability in writing?)	✓	
7	Apakah belajar dengan menggunakan guided questions membuat anda tidak nyaman dalam proses belajar menulis? (Does learning writing by using guided questions make you uncomfortable in learning process?)		✓
8	Menurut anda membosankan belajar menulis menggunakan Guided Questions? (Do you think it's boring to learn writing by using Guided Questions?)		✓
9	Apakah anda merasa tidak percaya diri dalam belajar menulis menggunakan guided questions? (Do you feel insecure in learning writing by using guided question?)	✓	
10	Apakah penggunaan guided-questions memudahkan anda dalam belajar menulis? (Does using guided question make you easier in learning writing?)	✓	

Terima kasih atas bantuan dan waktu nya

Hormat saya,

Fajarur Rizqi

AUTOBIOGRAPHY

Personal Identity

Name	: FajarurRizqi
Place and Date of Birth	: Banda Aceh, Agustus 4th 1995
Sex	: Male
Religion	: Islam
Nationality	: Indonesian, Acehnese
Marital Status	: Single
Occupation	: Student
Address	: Jl. Elang No.76 Jantho Makmur, Kec. Kota Jantho Kab. Aceh Besar.
Email	: Fajarurrizqi@gmail.com

Parent

Father's Name	: Mustafa
Mother's Name	: Yusra
Occupation	: Civil Servant
Address	: Jl. Elang No.76 Jantho Makmur, Kec. Kota Jantho Kab. Aceh Besar.

Educational Background

Primary School	: MIN 1 Kota Jantho (2001-2007)
Junior High School	: SMPN 1 Kota Jantho (2007-2010)
Senior High School	: SMAN 1 Kota Jantho (2010-2013)
University	: UIN Ar-Raniry (2013-2019)

Banda Aceh, December 6th, 2019

Fajarur Rizqi