

THE EFFECT OF WH-QUESTION STRATEGY TO THE STUDENTS'

WRITING SKILL

Fina Dwi Intan Permata Sari
1310231018

Muhammadiyah University of Jember
Faculty of Teacher Training and Education
Language and Art Education Department
English Education Program
2017

Advisor: (1) Dr. Tanzil Huda, M. Pd
(2) Taufik Hidayah, S. Pd, M. TESOL

Abstract: Writing is the one of the basic skills of the English language. It is generally considered one of the most difficult that other skills for foreign language students an active process which consists of recognition and comprehension skill. Writing is very important for students because it is one of the ways they can show a good command of writing. Therefore, the researcher wants to know the effect of wh question in students' writing skill.

In this research, the problems "Is there any effect of using Wh Question of students writing skill to the seventh grade students at SMP Muhammadiyah 6 Wuluhan in the 2016/2017 Academic Year?"

Based on the research problem and the relevant theory, the hypothesis of this research is described as follows: "Is there any effect of using WH Question of students writing skill to the seventh grade students at SMP Muhammadiyah 6 Wuluhan in the 2016/2017 Academic Year?"

The design of this research is experimental research. The research subject is seventh grade consisting of 60 students, those are experiment 30 students and control 30 students. There are several way to collect data in this research, first give the pre-test about descriptive text to both of group the expriment and control group before giving the treatment that is Wh Question. After that give the treatment on the experimental group about the Wh Question strategy, and customary treatment on the control group. Give the post-test of writing descriptive text to both experimental and control group. For the last take the data and compare the result of pre-test and post-test between control group and experimental group. The data that is gotten from the students on writing ability.

The significance is 0.02 is low than the significance level of 0.05 which means that the null hypothesis (H_0) is rejected while the alternative hypothesis (H_a) is accepted. It can be concluded that the students' writing ability of the students both in the control and experimental groups in the post-test have a significant difference. Furthermore, the experimental group which given a treatment, that is Wh Question strategy have better achievement of mean score than the control group. Based on research result, it can be concluded that there is an effect of using WH Question of students writing skill

Key Words: Writing Skill and Wh Question

INTRODUCTION

English language has very important function for the human's life since the globalization era. Accepted as an international language, English is used by many people to communicate. In other words, as means of communication. English gives people opportunities to catch and learn knowledge from all over the world. So, the Indonesian government includes English as an obligatory subject and local content at junior high school level including Muhammadiyah 6 Wuluhan. There are four major language skills that must be taught in the teaching learning of English as a foreign language, those are listening, speaking, reading and writing.

Like the other language skills, writing is important role in the context of English teaching as a foreign language in Indonesia. So, the ability to write in English is very important and useful. According to Harmer (2001:79) by far most important reason for teaching writing, of course, is that it is a basic language skill, just as important as speaking, listening and reading. Students need to know to

write letters, how to put written reports together, how to replay to advertisements, how to write using electronic media and etc.

According to Carroll (1990) in Huy (2015:1), the most important invention in human history is writing. It provides a relatively permanent record of information, opinions, beliefs, feelings, arguments, explanations, theories, etc. In writing, students have to get the information about what they are going to write before they start to write. It can be from what the students knowledge or information from the picture, magazine, newspaper, books or stories.

WH Question is a question in English that is request for the information. So, to get the information it can be from the listener. We often refer to them as WH Question words because they include the letters. In Indonesia there are five WH but in English there are eight WH Question such as: what, when, where, which, who, whom, whose and why and to this list we usually add how as they are all used to particular kinds of information. Therefore, the student can get the information before they are going to write.

WH Question, as a very important type of English sentences, covers kinds of questions beginning with simple interrogative words like *what, where, who, which, and how*. According to Curme (1931) in Zhang (2016:1), WH-questions are so called in that they typically involve the use of an interrogation WH-word at the beginning, *how* is also classified as a WH-word because it exhibits the same syntactic behavior

as other members of this class. In this research, the researcher will use WH Question because it is helpful for the student to get the information completely before they start to write. According to Borsley (1991) in Mukaro (2012:222) WH Question as a question involves a question word (or a wh word) of some kind and required a more specific answer than just 'yes/no.' Therefore, the researcher interest to do this research with title "The Effect of Wh Question Strategy to the Students' Writing Skill of the Seventh Grade Students at SMP Muhammadiyah 6 Wuluhan".

RESEARCH METHOD

The kind of this research is an experimental research, because it tries to investigate the effect of using Wh Question strategy. According to Arikunto (2010:9), the experimental research is a way to find a causal relation between two factors which is inflicted by researcher by eliminating, reducing or setting aside other factors. Further, Arikunto (2010:134) states that experimental research is a research which has the purpose of finding out whether or not consequence of something such as treatment to subject of the research. The method is by comparing an experimental group which is given treatment and a control group which is not.

RESULT AND DISCUSSION

RESULT

In this analysis, the *Mann-Whitney* formula is applied to measure the level of the difference and significance. This formula used because the distribution of the data is not normal, therefore it is called non-parametric. The null hypothesis (H_0) states "There is no significant effect on students's writing skill who are taught using Wh Question on the Seventh Grade of SMP Muhammadiyah 6 Wuluhan". While the alternative hypothesis (H_a) states "There is a significant effect on students's writing skill who are taught using Wh Question on the Seventh Grade of SMP Muhammadiyah 6 Wuluhan". The null hypothesis is tested by finding the mean difference between the post-test mean scores of the experimental and that of the control groups. After the mean difference is found, the *Mann-Whitney* formula is applied to know whether the difference is significant or not. Then, Comparing (t) significance 2 tailed with level of significance. If (t) significance 2 tailed more than ($>$) 0.05, the null hypothesis is accepted which means there is no difference of means between experimental and control groups. On the contrary, if (t) significance 2 tailed less than ($<$) 0.05, the null hypothesis is rejected that means there is significant difference of means between experimental and control groups

DISCUSSION

After gave the treatment for both of control and experimental group, the researcher got the data. The result of the normality test shows that both of the experimental and control groups on pre-test have not normal distribution because the significant both experiment and control group on their pre-test and post test lower than ($>$) 0.05. Based on the homogeneity of variance test, the result shows that the variance of the experimental and control group on pre-test is homogenous, because

the significant more than ($>$) 0.05. And for the post test are not homogenous, because the significant lower than ($<$) 0.05.

The students' writing ability of the students both in the control and experimental groups in the post-test has a significant difference. It proves that the proposed hypothesis "There is a significant difference between the students who are taught using Wh Question strategy and those who are not is accepted.

CONCLUTION AND SUGGESTION

CONCLUTION

This research found there is significance different between experimental and control group based on the result on post-test. From the pre-test, it found that the mean score of the control group (VII C) is 46.57 and the mean score of the experimental group (VII A) is 54.80. It indicates the experimental groups have better achievement than the control group, because there is no significance different to both classes on pre-test. It can be said the ability of both classes are same on pre-test. Therefore, it can be stated that the effect of the Wh Question strategy in teaching descriptive text can be an alternative solution to improve the students' writing skill of descriptive text.

SUGGESTION

Regarding to the weakness and limitation of this research, some suggestion are proposed. First, this research used quasi experimental design then there is no randomized of the subject. It is used because the limited of time and the recommendation from the school to use the exist classes; therefore it is impossible to randomized the subject. Expected to the future researcher will use true experimental design with randomized the subject, therefore the researchers are able to control all of the external variables that affect the result of experimental research.

Second, this research only focused to the students' writing skill in descriptive text. The students' mastery of other kind of writing is not measured in this research because it is excessive if the other kind text English also measured. Expected to the other researcher will conduct the effect of Wh Question strategy for others students' skill of English text that is not measured in this research. The other recommendation is hopefully the future researcher will conduct the effect of Wh Question strategy not only on students' writing skill on descriptive text but also on other kind of English texts.

In addition, hopefully it will be useful for the English teacher as information to select, provide, and use appropriate Wh Question strategy as main sources on learning English in EFL classrooms. The information can be used as a consideration to improve the teaching quality and creativity in teaching English by Wh Question strategy

REFERENCES

- Arikunto, Suharsimi 2010. *Prosedur Penelitian: Suatu Pendekatan Praktik*. Jakarta: Raneka Cipta.
- Ary, Donald. 2010. *Introduction to Research in Education*. United States; Wadsworth Cengage Learning.
- Brown, Dugles 2000. *Teaching by Principles an Interactive Approach to Language Pedagogy*. New York: Pearson Education.
- Harmer, Jeremy. 2001. *How to Teach English 7th Impression*. England: Pearson Education Limited.
- Huy, Nguyen.T. 2015. Problems Effecting Learning Writing Skill of Grade 11 at Thong Linth High School Vietnam: Dong Thap University.
- Kane, Thomas S. 2000. *Essestial Guide to Writing*. New York: Barkley
- Moinzadeh, Ahmad, 2012. Rating Scales Revisited: EFL Writing Assessment Context of Iran under Scrutiny: English Department, Faculty of Foreign Languages, University of Isfahan, Iran
- Mukaro, Laston. 2012. WH-Questions in Shona. *International Journal of Linguistics*, 4(1): 222.
- Mursyid, Muhammad PW. 2006. *Learning Descriptive text*. Karang Dadap: SMP N 1
- Mutiara, Rafika. 2014. Teaching Descriptive Text Writing Trough Guided Wh Questions: A pre-experimental study at the Eight Grade Students of SMP Negeri 7 Pontianak in Acabemic Year 2013/2014. Pontianak: English Education Department of IKI-PGRI.
- Nawawi, Muhammad Bagus. 2011. Improving Students' Writing Skill of Descriptive Text Through Guided Questions. Tangerang: SMP PGRI.
- Park, Horn 2000. *On The Typology of Wh-Questions*. New York: Grand Publishing.
- Purwanto, Ngalim. 1990. Prinsip-prinsip dan Teknik Evaluasi Pengajaran. Bandung: PT Remaja Rosdakarya.
- Sabel, Joachim. 2014. Teaching Descriptive Text Writing Through Wh Question. Tegall: English Education Department of IKI-PGRI
- Santihastuti, Asih. 2013. An Investigation of the First Year Students' Common Writing Problems Through Self Report Paragraph: A Reflection.

Zhang, Xiaorong. 2016. A study on the Acquisition of English Wh Question by Chinese Beginning Teachers. China: Forestry University.