THE EFECT OF WH QUESTION TOWARD GENERATING IDEA IN WRITING OF RECOUNT TEXT AT ELEVENTH GRADE STUDENTS OF SMK AS-SIDIQI LENEK IN THE SCHOOL YEAR 2017 – 2018

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ABSTRACT

The research Purpose was "to know the effectiveness of *WH questions* to increase the student's competence in Writing Recount text at Eleventh Grade students of *SMK As-Sidiki Lenek in the school year* 2017/2018.In this research the researcher used quantitative approach with one group Pre-test-post-test pre-exprimental design because the researcher wants to know the effectiveness of using *WH question* in writing recount text. The sample is 25 students from population at eleventh grade students. The data were colected by testing technique. The data colected were then analyzed by using t-test formula with aid SPSS 17.0 Windows to compare the result of data. Based on the result of the statistical computation using t-test, the result shows that there is significant differences between pre-test and post-test score. The result of t-test is 5.963. If the result of t-test is compared to t-table with the degree of freedom 24 as stated hypothesis testing, the t-test 5.963 is higher than the t-table 1.711. Therefore, based on the hypothesis testing, the Alternative Hypothesis (Ha) is accepted and the Null Hypothesis (Ho) is rejected. It means that *WH* questions as a technique in teaching writing is effective. The researcher of the study suggests, the teacher to apply *WH questions* technique in their teaching process to increasing the students ability in writing.

Key words: *WH Question, Writing Ability*

ABSTRAK

Tujuan penetian ini adalah "untuk mengetahui pengaruh *WH questions* dalam meningkatkan kemampuan siswa dalam munulis *teks recount* pada siswa kelas sebelas di *SMK As-Sidiki Lenek* tahun pelajaran tahun pelajaran 2017/2018. Dalam penetian ini menggunakan pendekatan kuantitatif dengan satu grup pre-test-post-test rancangan pre-exprimental karena peneliti ingin mengetahui pengaruh menggunakan *WH questions* dalam menulis teks recount.sampel dalam penetian ini adalah 25 siswa dari populasi pada siswa kelas sebelas di *SMK As-Sidikki Lenek*. Data telah dikumpulkan menggunakan tehnik pengujian. Data dikumpulkan dari menganalisis dengan menggunakan rumus t-test dengan bantuan SPSS 17.0 Windows untuk membandingkan hasil dari data. Berdasarkan hasil dari perhitungan statistik menggunakan t-test, hasil menunjukkan bahwa ada perbedaan yang signifikan antara nilai pre-test dan post-test. Hasil dari t-test adalah 5.963. Jika hasil dari t-test dibandingkan dengan t-table dengan derajat kebebasan adalah 24 seperti pengujian hipotesis, t-test 5.963 adalah lebih besar dari t-table 1.711. Oleh karena itu, berdasrkan pengujian hipotesis bahwa Hipotesis Alternatif (Ha) adalah diterima dan Hipotesis nol (Ho) adalah ditolak. Itu artinya bahwa pertanyaan *WH* sebagai tehnik dalam mengajar menulis adalah berpengaruh. Dalam penelitian ini peneliti menyarankan guru untuk mengaplikasikan tehnik pertanyaan *WH* dalam proses mengajar mereka untuk meningkatkan kemampuan menululis.

Kata kunci : pertanyaan menggunakan kata WH, Kemampuan menulis

INTRODUCTION

This chapter comprises of background of the study, identification of the problem, limitation of the problem, statement of the problem, research purpose, research significance, identification and operational definition of the variable Language is very important for human being in conducting communication to each others in their daily life. According to Oxford Advance Learner's Dictionary of Current English by Hornby (2000:752), language is a system of communication in speech and writing that is used by people of a particular countris used by humans the system of sound and words to communicate, a particular style of speaking or writing. It means that people can express their ideas, thoughts, feelings, and desires by using language

In Indonesia, English as a foreign language is taught from elementary school up to university even in some kindergartens nowadays. It is recognized as an international language used by people in the world. Based on curriculum 2006 the School Based Curriculum (KTSP) of English, the students must be capable in learning the four language skills, namely: Listening, Speaking, Reading, and Writing. Among those four skills, Writing is the most difficult skill to learn because we have to think hard in producing words, sentences, and paragraphs at the same time.

According to Jack C and Renandya (2002:303), "Writing is the most difficult skill to be mastered by second language learners. The difficulty lies not only in generating and organizing ideas, but also in translating those ideas into readable and understandable text". In writing process, there are some factors that influence the students to improve their writing ability. The factors can be students' understanding in grammar, students' ideas, and students' cannot imagine something that can be used in their writing.

In teaching and learning process of writing, teacher plays an important role. Anna and John M (1997:12) state that teacher's role is important to help students develop strategies for starting (finding topics, generating ideas and information, focusing and planning, structure and procedure), drafting (encouraging multiple drafts of reading), revising (adding, deleting, modifying and rearranging ideas), and editing (attending to vocabulary, sentence, structure, grammar, and mechanics).

Based on curriculum 2006 (KTSP), In teaching and learning process of writing in a senior high school, the basic competency that must be achieved in the writing English subject that students have ability to develop and produce writing simple functional text in the descriptive text, recount text and narrative text. Recount text is a text which retells events or experiences in the past. Its purpose is either to inform or to entertain the audience.

In writing recount text, students often found some difficulties. The students usually feel difficulty in generating their ideas. The difficulties faced by students can be solved, so the writing ability of the students can be increased. Based on the statement above, the researcher must be able to organize learning-teaching activities. Here, teacher must be able to stimulate thinks and creativity of learners in expressing their feeling and opinions in writing. In teaching English writing the recount text many students find the problem while they start to compose recount text. The researcher found this problem when the researcher observed. Most of the students were still confused to start what they wanted to do in the paper. The researcher observed as long as students seemed like confused and did not know the right ways to start in writing recount text. Actually they had an idea but they did not express and explore more about their ideas because the students did not have appropriate ways to guide them to express and open their main ideas. To overcome this problem the researcher used *WH* question technique in teaching writing Recount text because it was good to generate and develope their idea.

According to (http:/Merriam Webster.com), "Technique is a way of doing something by using special knowledge or skill" this research the researcher proposed an alternative technique that is the one which common know under the term "*WH* question Technique". *WH* question technique is a good way to turn a broad subject into a limit and more manageable topic for short essay. Moreover, *WH* question can motivate the students to write and to stimulate their idea, provided students to think with ideas;

question can be practice the students in order to turn up the ideas and also can be encourage students thought. Beside that this technique helped the students in generate their ideas before they developed in a paragraph.

From the explanation above the researcher conducted a research Entitled: The Effectiveness of *WH* Question toward Generating Ideas in Writing of Recount Text at Eleventh Grade Students of *SMK As-Sidiki Lenek* in Academic Years 2017/2018.

Based on the background of the study above there are some problems that could be identified. The problems are: Why the students have low ability toward generating ideas in writing of recount text at Eleventh Grade students of *SMK As-Sidiki Lenek?* .What are factors that couse the students have low ability toward generating ideas in writing of recount text at Eleventh Grade students of *SMK As-Sidiki Lenek ?* Is *WH* Question technique effective toward generating ideas in writing of recount text at Eleventh Grade students of *SMK As-Sidiki Lenek?* This research was limited only to find the students ability before and after they were taught by using *WH* Question in writing recount text and this research was conducted at Eleventh Grade students of *SMK As-Sidiki Lenek* in academic years 2017/2018. The focused in teaching writing using *WH* Question to improve the students writing ability.

Based on the background above, the researcher formulated the problem as follows "Is *WH* question effective to increase students generating idea in writing of Recount Text at Eleventh Grade students of *SMK As-Sidiki Lenek* in academic years 2017/2018?"

The purpose of study is to know the effectiveness of *WH* question in increasing student's ability in Writing Recount text at Eleventh Grade students of *SMK As-Sidiki Lenek?* in academic years 2017. For English Teacher, English teacher must be able to choose suitable technique to develop students' ability in writing. In this research the researcher expected that the teachers using one of good technique in generating ideas in students writing. This research as a way for students to generating ideas in writing ability using *WH* question students not lose the

ideas in the writing process and the Other researcher who is interested in developing teaching strategy, the researcher could be useful to provide scientific reference for further in contributed the effective strategy in teaching writing.

Variable is everything to which the researcher expected to found answer and that become point of research. In the research there were two variables. 1). Use of *WH* question as an independent variable. 2).Generating ideas in writing ability of recount text as dependent variable. Independent Variable (X) Independent variable is the variable that consequence of or upon antecedent variable. This variable is often called as stimulus, predictor, and antecedent. Independent variable is a variable which influences and give special effects in dependent variable. Independent variable in this research is used of *WH* question technique.

Dependent variable is a response of variable that is presumed because by the independent treatment or other independent variable. It is named the dependent variable because it is dependent function of the independent variable. Dependent variable in this research is generating ideas in writing ability of recount text. The Use of *WH* questions *WH* question is lexical units at the earliest stage of English. language development is one method of fostering the benefits of *WH* question without confusing students with the complex grammar involve in their formation, (Larsem Freeman, 1999). An appropriate technique can attract student's attention and make them enjoy in writing text. Use of *WH* question one of good technique that can be applied by the teacher to help the students in writing text. Cook band Sutter (1986:107) by Rupinos Pino (2010) state that "*WH* questions are question which cannot answer it by yes or no". Using *WH* question in focusing of how *WH* question technique helped the students in writing especially recount text. *WH* question is one of the ways for the in stimulating the student idea. *WH* question can practice the students in order to turn up the ideas and can practice to encourage students to thought. Generating Ideas in Writing Ability of Recount Text Generating Ideas is the process of creating, developing and communicating ideas which

is abstract, concrete and visual. Generating idea in writing text very important because when write student have to generate their idea in written form. According to (Marianne C, 1991) says that "Writing is an ability to express many ideas in written form in a second or foreign language. It meant that writing is an activating to express our ideas in written form".

In teaching and learning process of writing in senior high school, the basic competency that can be achieve in the writing English subject is the students have ability to develop and produce writing simple functional text in recount text, descriptive text and narrative text. A Recount text is a text which retells events or experiences in the past. However, in writing text still many students felt difficulty in generating idea, they have idea but didnot generate their idea.

This chapter deals with theories used as the basis for supporting the research. That comprises theoretical foundation, empirical research, theoretical framework and research hypothesis. and According to Jack C and Renandya (2002:303) "writing is the most difficult skill for second language learners to master". The difficulty is not only in generating and organizing ideas, but also in translating idea into readable text. There are many different definitions about writing given by experts from many resources. As the other experts said "Writing is complex process and as such contains element of mystery and surprise". As we know that writing is a skill that anyone can learn to manage. Through writing the people can share experiences, information to the other people and can make the readers be happy by writing a story.

According to Marianne C, (1991:233), writing is "the ability to express one's ideas in written form is a second or foreign language" it mean that writing is an activity to express our ideas in written form. From topinion of the experts, it can be conclusion that the writing is the process of generating ideas for a piece of writing, so the other can understand. We can say that writing is distinguishable from other skills as the most difficult one. There were many factors that influence writing to be a good one such as grammatical, vocabularies, punctuation, and spelling knowledge which must be integrated in a

paragraph. From the ideas previously, it can be stated that writing is more than a medium communication. It is a way of remembering and a way of thinking because writing didnot easy it needs a hard work. In writing we have to produce words, phrase, sentences, and paragraph at the same time. It is a way of learning.

Writing is an activity of used the language to express ideas, feeling or desire in written form. Writing is very important capability for the students, and also an excellent communication tool. Through writing each person would be able to convey feelings, ideas and announcements to others. As Sharples, 1999 by Jeprianto thesis says, "Writing is an opportunity it allows students to express something about themselves, explore and explain ideas".

Students can convey their in their mind by organizing them into a good text so that the others know them and they can think critically. As Elbow, 1980 by Jeprianto thesis says, "Writing is the ability to create words and ideas of the researcher". In addition, there were two common purposes of writing;

Writing to inform is a transmit necessary information about the subject to the readers and usually this means just telling the readers what the facts or what happened. Writing to explain means writing to take what is unclear and make it clear. In explanatory writing, a researcher who understands a complex topic must take sure that his readers understand it as well.

In writing, there were some aspects that must be observed so that the researcher could made a good written. According to Douglas H, (2000:243) there are four aspects in writing namely organization, content, mechanic, and vocabulary.

Organization is line with effectiveness of introduction, logical sequence of ideas/body, conclusion and appropriate length. Here, the students chooses appropriate title and topic, arrange the introductory paragraph effectively that leads to body and conclude the paragraph logically and completely so that can be a good written. Content is essay address in developing of logical ideas, the topic ideas that concrete and thoroughly no extraneous ideas

Mechanic is corresponding to spelling, punctuation, paragraph indented, and

neatness in order can be a good written. Vocabulary is all the words in a language. Therefore, to make a good paragraph, the students must be able to use precise vocabulary. Every researcher follows his or her own writing process. Often the process is a routine that comes naturally and was not step-by-step guide to which researcher refer. Being conscious of your own writing process was especially helpful when found yourself struggling with a particularly tricky piece. There were three steps in the writing process mentioned by Karen Blanchard, and Christine Root in their book; Ready Write: A first Composition Text (2003:41).

First: Prewriting (Thinking about our topic and organizing our ideas). Second: Drafting (Students create their initial composition by writing down all their ideas in an organized way to convey a particular idea or present an argument). Third: Revising (Improving what we have written). If the researcher follow the step, and practice by writing often, they would be find it easier to written paragraphs and to improve their writing.

Prewriting is the thinking, talking, reading, and writing we can do our topic before we write a first draft. Prewriting is a way of warming up our brain before we write, just as we warm up our body before we exercise. There were three ways to warm up before start writing: Brainstorming is quick way to generate a lot of ideas on a subject. The purpose is to make a list of as many ideas as possible without worrying about how we used them. Clustering is another prewriting technique. It was a visual way of showing how our ideas are connected using circles and lines. When cluster drawn a diagram of our ideas.

As we know that, there were two questions in English; that was *WH* question and Yes or No question in English. *WH* question are question beginning with Where, What, When, Who, Why, and How. *WH* question is a word used to inquire information. The request information can be hours, location, Who, Where, etc. While Douglas H. (2000:279) said that *WH* question play important role in interrogative words. Beside that Larsen Freeman (1999) suggest that teaching *WH* question as lexical units at the earliest stages of English language development is one method of fostering the benefits of *WH* question without confusing students with the complex grammar involved in their formation. In writing text, *WH* question can be used as a technique to generate ideas to writing text and expect to be able to improve their achievement in writing especially in recount text. *WH* question are used to help students to identify the information from each part of the generic structure of the recount text. For example "what/who, when and where" can be used to ask for the information in the orientation, because orientation include the title and the introduction of the characters of the story, the setting of time and place. Who/what can identify the characters of the narrative story, when they can identify the time setting of the story and where they can the setting of the story of recount text. Therefore the students can understand how to differentiate the generic structure of recount text easily.

The next step in the writing process is drafting, students created their initial composition by writing down all their ideas in an organize way to convey a particular idea or present an argument. Audience and purpose need to finalize.

Revising

It was almost impossible to write a perfect paragraph on the first tried. The first try is called the first draft. After we completed the first draft, we must look for ways to improve it. This step is called revising. When the students revise, they review their text on the basic of the feedback in the previous stage.

Teaching writing is intent to develop students' competence in contracting sentence and paragraphs. It is also to tried students composed short text or essay grammatically. The responsibility lies on the teacher have to enhance their students' abilities to express themselves effectively. The teachers hope to guided the students to organize their ideas during the process of writing. According to Jack C and Renandya (2002:350) "the teacher correction may to lead the student improvement on writing work and may make writing interesting, challenging, and enjoyable. Responding and giving feedback to the students writing can be both oral and writing form. Moreover,

Nunan (2003:88) says an idea that teaching writing is the process of delivering ideas and thinking into sentences and paragraphs. Thus, the teachers hope to enable students to organize the ideas, sentences and paragraphs correctly. Watkins by Alawi Fikri Fauzi thesis 2011 says, "The process of writing is not a single act but a collection of acts". A researcher selects the topic to write, organize the ideas, write a draft, read and revise it. So, the process of writing needs long time. It means that a teacher must let the students to use the time longer in writing a task. Next, teaching writing is one of some difficult skill that will be learnt many teachers in the classroom. As a teacher, we would give the responsibility of improving and enhancing students writing, in both content and in grammar. Furthermore, teaching writing at school must be based on the students' need. Nowadays, writing will be something much crucial for the students when have the national examination. The students are assigned to write many kind of genre. Some of them are descriptive, report, procedure, narrative, recount, and other. So for preparing them well, the teachers have to pay much attention to the generic structure and the language aspects that related to the construction those texts.

A Procedure

A procedure is a piece of text that telling the reader or listener how to do something. Its purpose is to provide instruction for making something, doing something or getting somewhere. Example of procedure texts include: recipes, itineraries, instruction manual, direction.

Descriptive is presents the appearance of things that occupy space, whether they are object, people, buildings or cities. The purpose of descriptive is to convey to the reader about something looks. It attempts to gain a picture whit word. Barbara fine close (2004:142) says, "Descriptive adds an important dimension to our live because it move our emotion and expends our experience".

Recount

According to Anderson Mark and Kathy Anderson (1998:48) Recount is piece of text that retells past events, usually in the order which they happened. The aim of a recount is to give the audience a description of what occurred and when it occurred. Some example of recount text type were; newspaper, reports, conversation, speech, television interviews, etc. The recount text type retell past events, usually in the order in which they happened. There some steps for construction a writing recount were : A first paragraph that give background information about who, what, where, and when it call orientation. A series of paragraphs that retell the events in the orderinwhicthey happened called events. A concluding paragraph is caled reorientation, but it is not.

The language feature usually find in a recount text were: Proper noun and pronouns to identify those involve in the text Action verb Descriptive word to give details about who, what, when, where and how The use of the past tense to retell the events. Conjunction and time connectives. Adverb and adverbial phrase.Words that show the order the events.

Kinds of Recount Text

Personal Recount These usually retell an event that the write was personally involved. Factual Recount Recording an incident, eg. a science experiment, police report.Imaginative Recount Writing an imaginary role and giving detail of event, eg. a day in the life of a pirate; How I invent.

Example of Recount Text

My Holiday in Bali When I was second grade of senior high scool, my friends and I went to bali. We were there for three days. I had many impressive experiences during the vacaion. First day, we visited Sanur beach in the morning. We saw the beautiful sunrise together. It was a great scenery. Then, we checked in to the hotel. After prepared our selves, we went to Tanah Lot. We met so many other tourists there. They were not only domestic but also foreign tourists. Second day, we enjoyed the day on Tanjung Benoa beach. We played so many water sports such as banana boat, jetsky, speedboat act. We also went to penyu island to see many unique animals. They were turtles, snakes, and sea birds. We were very happy. In the afternoon, we went to Kuta Beach to see the

amazing sunset and enjoyed the beautifull wave.

The last day, we spend our time in Sangeh. We could enjoy the green and shady forest. There were so many monkies. They were so tame but sometimes they could be naughty. We could made a close interaction with them. After that, we went to Sukowati market for shopping. That was my lovely time. I bought some Bali shirt and souvenirs. In the evening, we had to check out from the hotel. We went back home bringing so many amazing of Bali.

A narrative is most generally describe as a story tell the narrator. Narrative are not as simple as that. They were constructure of certain characteristics that relete a tale through an organization of word. This construction include three desernible layer, the element that made up the content of the narrative, and the agent. Understanding these concepts was the key to defining a narrative.

The narrative text is type of writing next that tell a story of one character or more who face certain situation. It is purpose to present a view of the world that entertains or informs the reader or listener. It was relete to the recount type. On the other hand, narrative text is a text amuse, entertain and deal with actual or vicarious experience in different ways. Narrative deal with problematic event which lead to a crisis or turning point of some kinds, which in turn finds a resolution. The narrative tetx short story is telling of a story or an account of a sequence of events. One of the four traditional form of composition (along with description, exposition, and persuasion). Narrative differs from exposition, which can also relate a sequence of events, in that narrative need not be factual and may be writing from the perspective of a character in the text.

Question of Literal Comprehension. The question of these question are direcly and explicitly available in the text.Question Involving Reorganization ReinterpretationThe question require students to obtain literal information from variosparts of the text and put it together, or to interpretinformation Questions of Inference These Questions require students to 'read between the inestory consided what is implied but not explicitly stated. Questions of Evaluation These questions involve reader in making a considered judment about the text in term of what the researcher is try in to do. Questions of Personal ResponseThese questions require the reader's opinion about the text based on correct understanding of the text.

In teaching writing process, the teacher must be able to teach and creativity of students in expressing their felling and opinion in writing and than the teachers taught of recount text used of *WH* question. *WH* questions are question beginning with Where, What, When, Who, Why, and How. *WH* question is a word used to inquire information. The request information can be hours, location, who, where, etc. while Douglas H. (2000:279) said that *WH* question play important role in interrogative words. Beside that Larsen-Freeman (1999) suggest that teaching *WH* question as lexical units at the earliest stages of English. Language development is one method of fostering the benefits of *WH* question without confusing students with the complex grammar involved in their formation and the researcher taught the students recount text using *WH* question like this:

Writing Personal Experience Stories (holiday)

Students work individually. The researcher gave some list question that the theme, that is writing personal experience stories (holiday). The example of some list question that used by the researcher: Who is on holiday? When the holiday is carried? Where the holiday is held? Why hold a holiday? What happens when the holiday? How do you fell when the holiday?

These were some examples of question about the holiday used *WH* question. After the students answer the questions, the teacher gave a piece of paper and then the students started to written the personal experience story about holiday on a piece of paper. If all of the students have finished writing each story, the teacher asked the students to collect his or her result then the teachers provide assessment used scoring rubric. WritinRubric – Recount

Content	Organization	Vocabulary	Mechanic
It includes thesis statement, related ideas, development of ideas throuht personal experience, illustration, facts, an opinions.	It include the effectivness of introduction, loical sequence of ideas, conclusion and approprieate lenth.	It includes the vocabulary that used by the student.	It includes spelling, puntuation, and cititation of refrences, neatness and appearance.
1-10	1-10	1-10	1-10

This was review on previous research the used of *WH* question strategy. The thesis written by Rafika Mutiara student of IKIP PGRI Pontianak the title: "Teaching Writing Text Trough Guided *WH*-Question". In her research the researcher focused on the investigation of the use of guided *WH* question technique effective in teaching descriptive text writing and at the eighth grade students of SMA PN 7 Pontianak in academic years 2013/2014. The form of this research was pre experimental design. The technique colleting of data was written test, before instructional activities the researcher conducted pre-test to the student experimental group without technique. While the instructional activity was conducted, the students were given the material by using *WH* question or the other hand the researcher was give the students treatment and to know the result of data the researcher was give post-test which the students were asked to write a descriptive text by help of guided *WH* question. The sample of this research was 35 students from class VIII C.

Based on the results of the data computation, the research found that the t-test score (8,20) was higher than the t-table (2,042) at 5% the degree of freedom (df) = N – 1 (35-1=34). It proved that teaching writing descriptive text through guided *WH*-Question is effective to develop the student's achievement.In the other research it was conducted by Mailina Rohmiati, entitled "Comparative Study Between Modal Auxiliaries and *WH* Question in Answering Reading Test For The Second Year Student of SMA NW Pancor in The School Year 2005/2006".

The research is expected to find out whether the result of modal auxiliaries and *WH* questions are different or similar in answering the reading test and which one is easier between modal auxiliaries or *WH* questions. Based on her research, she found that the result of the used of modal auxiliaries and *WH* questions in answering the reading test for the second year students of *SMA NW Pancor* in the school year 2005/2006 was different. Further, it also shown that used of *WH* questions was easier than the modal auxiliaries in answering the reading test. This research was similar with the research above, because of used *WH* question technique to improved writing ability and used pre-experimental design, the technique collecting of data was writing test. The Rafika's studied said that T-test was higher that T-table it meant that teaching writing used *WH* question technique was effective. Mean while, the different of the research can be seen on the variables investigated. She investigated only the effect teaching writing guided *WH* question, but while the researcher investigated about the effectiveness of *WH* question toward generating idea in writing ability of recount text. From the conclusion above, the researcher assumes that the student ability in writing used of *WH* question more effective from the other tecnique.

WH questions are question beginning with Where, When, What, Who, Why, and How. *WH* question is a word used to inquire information. The request information can be hours, location, who, where, etc. while Brown (2000) said that *WH* question play important role in interrogative words.

WH question in teaching writing could be used as technique to generate ideas to writing text and expect to able improve their achievement in writing especiallyin recount text. *WH* question is used to helped students to identify the information from each part of

the generic structure of recount text. For example "what/who, when and where" can be used to ask for information in the orientation, because orientation included the title and the introduction of the characters of the story, the setting of time and place. Null Hypothesis (Ho)"There is no significant difference in the students' writing ability before and after being taught using *WH* questions" Alternative Hypothesis (Ha) "There is significant difference in the students' writing ability before and after being taught using *WH* questions".

METHOD

In this chapter, the researcher presented approach and research, setting of the research, population and sample, kind and source of data, technique and instrument of data collected and data analysis. The decision to choose a specific methodology should be based on its suitability to answer the research questions (As Bryman in Nurudin thesis 2016). The methodology closely related to the approach used in a research. There were two kinds of research that was frequently used there were: qualitative and quantitative research approach.

In this research the researcher used quantitative approach because it determines the study's internal validity, which was the ability to reach valid conclusions about the effect of experimental treatment on the dependent variable and also the researcher wants to know the effectiveness of using *WH* question in writing recount text

Research design is an important because the quality of research greatly depended on the design. In this research, the researcher used experimental design. According to Nunan David (1992:47) state, "experimental is designed to collect data in such a way that threats to the reliability and validity of the research is ministered". In this research the researcher conducted in a pre-experiment design used quantitative approach with One-Group Pre test - Post test design. In this research, the researcher conducted in the classroom with the sample obtained from population.

Table 1
Research design: one group pre-test – post test design

Group	Pre test	Treatment	Post test
E	O1	X	O2

Where:
O1 = Pre-test
X = Treatment
O2 = Post-test
E = Experimental Grou
(Sugiyono, 2015:75).

This research the researcher conducted at Eleventh Grade students of SMK As-Sidiki Lenek in academic years 2017/2018.

Population is a generalization region consists of objects and subjects that have a certain qualities and characteristic defined by the researcher to be studied and then drawn conclusions (Sugiyono, 2015 : 80). So the population is not only a person however, an object defined by objects and other objects of nature but population also the number of objects or subjects that covering all characteristics or properties possessed by the subject. Therefore, the researcher got Eleventh Grade students of SMK As-Sidiki Lenek in academic years 2017/2018 as the population of this research that consists of two classes and the total was 55 students. To be clearer it is show Table 2.Table 2
Population of the study

No	Class	Population
1	XI IPA	25
2	XI IPS	30
Total		55

Sample is component of quantity and characteristic which have by population (Sugiyono, 2015:81). From two classes the researcher took one class. So the researcher selected IX IPA student as the sample of this research which total number of the sample 25 students. In this research the researcher didnot used technique random sampling because according to (Sugiyono 2015:74)
"Dikatakan pre-exprimental design, karena design ini belum dikatakan penelitian sungguh-sungguh. Mengapa?, karena

masih terdapat variable luar yang ikut berpengaruh terhadap terbentuknya variable dependen. Jadi hasil eksperimen yang merupakan variable dependen itu bukan semata-mata dipengaruhi oleh variable independen. Hal ini dapat terjadi karena tidak adanya variable kontrol, dan sampel tidak dipilih secara random".

"It is said that pre-exprimental design because this design has not been said serious research. There are still external variables that contribute to the formation of the dependent variable. So the result of the experiment which is the dependent variable is not solely influenced by independent variable. This can happen because there is no control variable, and sample is not selected randomly

Data is information, usually the form of fact or statistic that you can analyze (Oxford Advanced Learner's Dictionary). There were two kinds of data that usually in a research there are qualitative data and quantitative data. Qualitative data are served in non-numerical data, while quantitative data are served in numerical data. A researcher can used qualitative data only, quantitative data only, or the combination of both qualitative and quantitative data that may suitable for the research although in this research the researcher used quantitative data to found the result of data. The data source is the sources where the data was obtained. The data source can be divided into two kinds, primary data source and secondary data source. The primary data source was obtained of the result students test used *WH* question technique. Mean while the secondary data source was be collected from other sources, such as books, internet and other materials that can support the primary data.

In this research there were two variable: 1) Use of *WH* question as an independent variable, 2) Generating ideas in writing ability of recount text as dependent variable. To collect the data, the researcher used instrument in the form of writing test. The researcher used technique of collecting data involves three categories.

The pre-test was given before the present researcher taught the students by using WH questions technique in writing

recount text. It was measuring the students' writing ability before treatment.

Treatment. After giving the pre-test, the researcher treated the students by using WH questions technique. Here, the students were asked to written the story about holiday. Then, the students were asked to generate their ideas. After that, they developed it into a paragraph. The post-test was given after conducted the treatment. It aims at determining the effectiveness of *WH* question technique in teaching writing. And an instrument has important function. Therefore, the researcher used appropriate instrument in the process of collecting data. In this research the researcher used writing test as instrument and used *WH* Question technique to answer the question. In conducting this research, the researcher investigated the effectiveness of *WH* question toward generating ideas in writing recount text for the Eleventh Grade students of SMK As-Sidiki Lenek in academic years 2017/2018. Therefore, the researcher collected the data of the research by using a writing test.

Validity

Validity is the most complex criterion of an effective text and the most important principle of language testing (Brown 2004). A test must be valid and reliable. An instrument will be valid if it is able to measure what should be measured. Knowing the instrument is valid or not, the present researcher used content and construction validity. The instrument was consulted to the teacher, and a course book used for sunior hight school level. So, it was categorized into a valid

Reliability is very important of a test to get reliable result of measurement. Reliability is stability of test if it is used. A test is called reliable if it is obtained the stable data or consistent if it is used to measure a same test in other time or place. This research used a quantitative data analysis technique used statistical method. This technique used to find the different score before and after taugh used *WH* Question toward the student writing ability. The first (pre test) data is score students writing before taugh used *WH* question and the result (post test) is score student after taugh used *WH* question. To know the differences of writing ability before and after taught using WH question, the

researcher used SPSS 17.0 Windows to compare the result of data, and to get mean score of the students' score on pretest and posttest manually, it can be used the following formula:

$$M = \frac{\Sigma X}{N}$$

Where:

M : Mean score

$\sum x$: Total number of student's score

N : Number of subject

Meanwhile, to know the standard deviation of sample, it can be used the following formula:

$$SD = \sqrt{\frac{\Sigma x^2}{N}}$$

Where:

SD : Standard deviation

$\sum x^2$: Number of deviation

Quadrate from standard deviation is called variant. The formula is:

$$V = SD^2$$

Where:

V : Variant
SD : Standard Deviation

Meanwhile, to analyze the hypothesis testing, it can be used the following formula:

$$t = \frac{\overline{D}}{\sqrt{\frac{\sum D^2 - \frac{(\Sigma D)^2}{N}}{N(N-1)}}}$$

Where:

t : t-test
$\overline{D}$: (Difference) the differences between pre-test and post-test of each sample.
D : Sigma of difference value.
D^2 : Quadrate of D
N : The number of research subject

FINDING AND DISCUSSION

This section presented research finding and discussion. It consisted of finding, data analysis of finding and discussion. In this research, the researcher presented the students writing ability before and after taught by using *WH* question as technique in teaching writing. Sample of this research were 25 students at Eleventh Grade of SMK As-Sidiki Lenek. The purpose of the research was to know the effectiveness of *WH* question toward generating ideas in writing of recount text at eleventh grade students of SMK As-Sidiki Lenek..

The pre-test in this exprimental group was given by asked students to written a personal experience in a piece of paper. Meanwhile the post-test was given by asked the students to written a personal experience story about the holiday based on *WH* question as a technique in writing ability. This test was to know student writing ability before and after students got trearment. The data of students ability before tought by using *WH* question technique can be seen at appendix.

Statistic of Pre-test
Statistics

Pre-test

N	Valid	25
	Missing	1
Mean		15.52
Median		16.00
Mode		16
Std. Deviation		2.312
Variance		5.343

Based on the table 4.1.1 above consisted of 25 students. It is shown that Mean score 15.52, it mean that the average of 25 students got 16. Based on the criteria of student score 16 was enough score. The Median score was 16.00, the Mode was 16, Standard Deviation was 2.312 and Variance was 5.343. The mode was simply that value which has the highest frequency. It means that the most frequent score was 16 indicated that many students got poor score.

. **Table 4.1.2 Descriptive of Post-test Statistics**

Post-test

N	Valid	25
	Missing	1
Mean		18.28
Median		18.00
Mode		17
Std. Deviation		3.143
Variance		9.877

Based on the table 4.1.2 above can be seen that the students consisted of 25 students. It shown that the Mean score 18.28 its mean that the average of 25 students got score was 19 means that the students got very good score and can generate their ideas in writing ability. The median score was 18.00, standard deviation was 3.143 and variance was 9.877. In this case the mode score was 17. It means that the most frequent score was 17 so there were many students got good score.

Data Analysis of Finding

Data analysis was as done to know the difference score before test and after test by searching score after test and score before test. The researcher used statistical test. Using Paired Sample T test stated by SPSS 16.0 to ensure the effectiveness of *WH* question to generating ideas in writing recount text. The result can be seen in the table:

Table 4.2.1 Analysis Hypothesis Testing

		Mean	N	Std. Deviation	Std. Error Mean
Pair 1	**Pre-test**	15.52	25	2.312	.462
	Post-test	18.28	25	3.143	.629

Based on the table above, output Paired Sample statistical shown mean of pre-test was 15.52 and mean of post-test was 18.28, while N for each other were 25. Meanwhile, standard deviation for pre-test 2.312 and standard deviation for post-test

3.143. Standard error mean for pre-test was 0.462, while for post-test of standard error deviation was 0.6

		N	Correlation	Sig.
Pair 1	**Pre-test, post-test**	25	.679	.000

Based on the table above, output Paired Sample Correlation shows the large correlation between samples, where can be seen numeral both correlations was 0.679 and numeral of significance 0.001. For interpretation of decision based on the result of probability achievement that was:

a. If the probability > 0.05 then the hypothesis null accepted

b. If the probability < 0.05 then the hypothesis null rejected

It means, the large numeral significance 0.001 smaller from 0.05 so that the hypotheses clarify *WH* question was a technique that effective to generating ideas in writing recount text.

Paired Samples Test

		Paired Differences							
			Std. Deviation	Std. Error Mean	95% Confidence Interval of the Difference		t	df	Sig. (2-tailed)
		Mean			Lower	Upper			
Pair 1	Pre-test post-test	-2.760	2.314	.463	-3.715	-1.805	-5.963	24	.000

Based on the table above, it can be seen the difference mean score of pre-test and post-test was 2.760. The result of t-test was 5.963 with the *df* was 24. The negative which appear in t-test above means that the mean before treatment was lower than after treatment. Therefore, *WH* question was a technique to generating ideas in writing for the students.

Then the researcher gave interpretation to t-table. First the researcher considered the *df, df* = N-1, in here *df* was 24. The researcher consulted to the score in the t-table with the significant level of .000, the score of t-table was 2.064. By comparing the "t" that the researcher has got calculation t-test was 5.963 and the value of the t-table was 2.064. From the calculation above, t-test was bigger than t-table (5.963 > 2.064).

From the calculation above, the t-test was bigger than t-table the alternative hypothesis was (Ha) was accepted and the null hypothesis was (Ho) was rejected. It means that there was significant different on the students writing ability at eleventh grade students of SMK As-Sidiki Lenek between before and after being taught by using *WH* question.

Table 4. Analysis of Validity and Reliability

Validity

		N	%
Cases	Valid	25	96.2
	Excluded[a]	1	3.8
	Total	26	100.0

Reliability

Cronbach's Alpha	N of Items
.786	2

To test reliability a instrument the researcher must comparing cronbach alpha with minimum value was 0.6. it mean that if cronbach alpha value obtained from the calculation of SPSS bigger than 0.6 then concluded the instrument was reliable, however if cronbach alpha was smaller than 0.6 it mean that the instrument not reliable. Based on the result above, known that cronbach alpha was 0.786, it was mean that (0.786) was bigger than from minimum value cronbach alpha 0.6, therefore it can be concluded that the research instrumrnt used to measure variables was reliable.

Discussion

In teaching English recount text by using *WH* question technique was support students comprehend in recount text. By applying this technique like better than before taugh by this technique. They more comprehend about the element of recount text. The students always remember all of explaination that they got from their teacher and about how the way to generating ideas in writing recount text by using *WH* question technique. This technique was really important to be applied by English teacher because through applying this technique the students know how the step that they do in written recount.

Based on the researcher method, in teaching learning process was divided into three steps. First step was giving pre-test for

the student to know the students' writing ability before taught by using *WH* question. The second step was giving treatment to the students; the treatment here was teaching writing by using *WH* question. For the last step was giving post-test. In the post-test the students were given a test to know their writing ability after they were treated by using *WH* question as a technique. From the data analysis above, the objectives of the research was to know there is an effect applying *WH* question in teaching writing at eleventh Grade of SMK As-Sidiki Lenek in academic year 2017/2018. Based on the result of the statistical computation using t-test, the result show there was significant differences between pre-test and post-test score. The result of t-test was 5.963. If the t-test was compared to t-table with the degree of freedom 24 as stated hypothesis testing, the t-test 5.963 was higher than the t-table 2.064. Therefore, based on the hypothesis testing, the (Ha) was accepted and the (Ho) was rejected, the theory was verified. It means that *WH* question as a technique in teaching writing was effective. Based on the explanation above, *WH* question technique surely shown the real effectiveness in teaching writing ability because it can be helped the students to generating their ideas in writing ability at eleventh grade students of SMK As-Sidiki Lenek.

CONCLUSION AND SUGGESTION

Based on the description of finding presented in the previous chapter, conclusion and suggestion are presented in this chapter. Based on the result of data analysis, the conclusion is drawn as follow: Based on the data analysis there is significant difference in students writing ability before and after being taught by using *WH* question. The result of statistical analysis by using t-test shows that t-test is 5.963 and t-table is 2.064. It means that t-test is upper than t-table with degree of freedom (df) 24 and the level significance 000. It can said that the Null Hypothesis (Ho) is rejected, while Alternative Hypothesis (Ha) is accepted.

The finding of the research score shows that there is significant difference on the students score before and after being taught by using *WH* question. Some suggestions are

addressed to the students, teachers and future researcher as follow:

For the Students *WH* question as technique in teaching writing improved achievement of students writing ability. The students were active in teaching writing because *WH* questions helped the students to generate their ideas. It is hoped that the students can be writing ability increased and improved their writing ability. Therefore, in English teaching the teacher can be applying this tecnique.

For the Teacher It is suggested that the English teacher, especially in Sunior High School use *WH* questions as the technique in teaching English. So that the teacher do not get teaching and learning process become easier succesful.

For the Future Researcher This research is not perfect yet, it so suggested to conduct futher research on similar area by improving the methodology in differente area of teaching. This research is very important because it gives some knowledge to the researcher and to know the benefit of using *WH* question technique in teaching English.

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