

**THE EFFECT OF USING GUIDED QUESTIONS ON WRITING  
FLUENCY AND MOTIVATION OF THE STUDENTS IN ENGLISH  
DEPARTMENT AT IAIN PALANGKA RAYA**

**THESIS**



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DEPARTMENT OF LANGUAGE EDUCATION  
STUDY PROGRAM OF ENGLISH EDUCATION  
2017 M / 1439 H**

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FLUENCY AND MOTIVATION OF STUDENTS IN ENGLISH  
DEPARTMENT AT IAIN PALANGKARAYA**

**THESIS**

Presented to  
State Islamic Institute of Palangka Raya  
In partial fulfillment of the requirements  
For the degree of *Sarjana* in English Language Education



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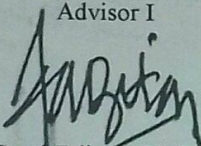
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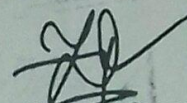
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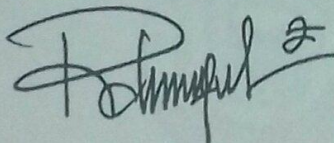
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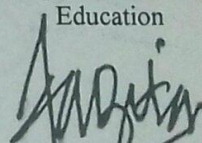
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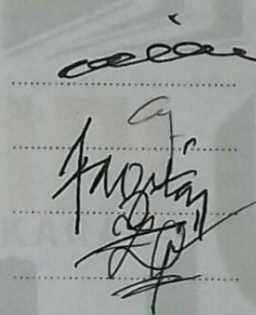
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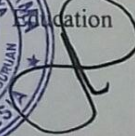
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## **MOTTO AND DEDICATION**

“Work hard in silence. Let success make the noise.”

This Thesis is dedicated to:

To the women who've been overlook. To the women who have . My beloved friends for their support.



### DECLARATION OF AUTHORSHIP

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Declare that:

1. This thesis has never been submitted to any other tertiary education institution for any other academic degree.
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Palangka Raya, 08 November 2017

Yours Faithfully



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## ABSTRACT

Warochmah, Dwi. 2017. *The Effec of Using Guided Questions on Writing Fluency and Motivation of the Student in English Department at IAIN Palangka Raya*. Thesis, Department of Language Education, Faculty of Teacher Training and Education, State Islamic Institute of Palangka Raya. Advisor: (I) Santi Erliana, M.Pd., (II) Zaitun Qamariah, M.Pd.

**Key Words:** Guided Questions, Writing Fluency, Learning Motivation

This study was aimed to investigate: (1) To measure the effect of using guided question on writing fluency of the student in English Department at IAIN Palangka Raya. (2) To measure the effect of using guided question on learning motivation of the student in English Department at IAIN Palangka Raya. (3) To measure the effect of using guided question on writing fluency and learning motivaion of the student in English Department at IAIN Palangka Raya.

The study includes in quantitative research with Quasi-Experimental Design. For the data collection, it was instrument such as questionnaire, test and documentation. The population of the research were the third semester of the student in English Department at IAIN Palangka Raya which consist of 67. The writer used clustering sampling technique in this study and took two classes which consist 43 students, they were C class as experimental group and A class as control group.

After getting the data were from test, questionnaire, the writer analyzed the data using One Way Anova formula to test the hypothesis stated based on the result of analysis, it was found that the  $F_{\text{value}}$  was 8.765 higher than  $F_{\text{table}}$  3.22 ( $8.765 > 3.22$ ).

In addition, based on Post Hoc test, writing fluency in experimental class showed the significant value was lower than alpha ( $0.01 < 0.05$ ) and learning motivation the significant value was lower than alpha ( $0.01 < 0.05$ ). It proves that the guided question technique is effective in writing fluency and learning motivation. Thus, it concludes that using guided question affect students' writing fluency and learning motivation score of third semester of English Department at IAIN Palangka Raya. The result of testing hypothesis determine that the Alternative Hypothesis ( $H_a$ ) stating that there was significant effect of using guided questions on writing fluency and learning motivation of the student in English Department at IAIN Palangka Raya was accepted and the Null Hypothesis ( $H_o$ ) stating that there was no significant effect of using guided questions on writing fluency and learning motivation of the student in English Department at IAIN Palangka Raya was rejected. It meant that there was a significant effect of using guided questions on writing fluency and learning motivation of the student in English Department at IAIN Palangka Raya.

Based on the result, it was recommeded for the students to increase their writing fluency and learning motivation, for the lecturer should apply guided questions in teaching writing and increasing students motivation especially.

## ABSTRAK

Warochmah, Dwi. 2017. *Efektivitas dari Penggunaan Pertanyaan Pembimbing terhadap Kelancaran Menulis dan Motivasi Belajar untuk Mahasiswa Jurusan Bahasa di IAIN Palangka*. Skripsi, Jurusan Pendidikan Bahasa, Fakultas Tarbiyah dan Ilmu Keguruan, Institut Agama Islam Negeri Palangka Raya. Pembimbing: (I) Santi Erliana, M.Pd., (II) Zaitun Qamariah, M.Pd.

**Kata Kunci:** Pertanyaan Pembimbing, Kelancaran Menulis, Motivasi Belajar

Penelitian ini bertujuan untuk mengetahui: (1) Mengukur pengaruh penggunaan pertanyaan pembimbing tentang kelancaran penulisan siswa di Jurusan Bahasa Inggris di IAIN Palangka Raya. (2) Mengukur pengaruh penggunaan pertanyaan pembimbing terhadap motivasi belajar siswa di Jurusan Bahasa Inggris di IAIN Palangka Raya. (3) Mengukur pengaruh penggunaan pertanyaan pembimbing pada penulisan kelancaran dan motivasi belajar siswa di Jurusan Bahasa Inggris di IAIN Palangka Raya.

Penelitian ini termasuk dalam penelitian kuantitatif dengan Quasi-Experimental Design. Untuk pendataan, peneliti menggunakan instrumen seperti tes, kuesioner, dan dokumentasi. Populasi penelitian adalah semester ketiga siswa Jurusan Bahasa Inggris di IAIN Palangka Raya yang terdiri dari 67 orang. Penulis menggunakan teknik clustering sampling dalam penelitian ini dan mengambil dua kelas yang terdiri dari 43 siswa, mereka adalah kelas C sebagai kelompok eksperimen dan kelas A sebagai kelompok kontrol.

Setelah mendapatkan data dari hasil tes dan kuesioner, penulis menganalisis data dengan menggunakan rumus One Way Anova untuk menguji hipotesis yang dinyatakan berdasarkan hasil analisis, ditemukan bahwa nilai F adalah 8.765 lebih tinggi dari Ftabel 3.22 ( $8.765 > 3.22$ ).

Selain itu, berdasarkan uji Post Hoc, kelancaran penulisan pada kelas eksperimen menunjukkan nilai yang signifikan lebih rendah dari alfa ( $0,01 < 0,05$ ) dan motivasi belajar nilai signifikan lebih rendah dari alfa ( $0,01 < 0,05$ ). Ini membuktikan bahwa teknik pertanyaan pembimbing efektif dalam kelancaran menulis dan motivasi belajar. Hasil pengujian hipotesis menentukan bahwa Hipotesis Alternatif ( $H_a$ ) menyatakan bahwa terdapat pengaruh yang signifikan dengan menggunakan pertanyaan pembimbing tentang kelancaran penulisan dan motivasi belajar siswa Jurusan Bahasa Inggris di IAIN Palangka Raya telah diterima dan Hipotesis Null ( $H_o$ ) yang menyatakan bahwa tidak ada pengaruh yang signifikan dalam menggunakan pertanyaan pembimbing pada kelancaran penulisan dan motivasi belajar siswa Jurusan Bahasa Inggris di IAIN Palangka Raya ditolak. Artinya ada pengaruh yang signifikan dengan menggunakan pertanyaan terpandu tentang kelancaran penulisan dan motivasi belajar siswa Jurusan Bahasa Inggris di IAIN Palangka Raya.

Berdasarkan hasil tersebut, disarankan agar siswa meningkatkan kelancaran penulisan dan motivasi belajar mereka, karena dosen harus mengajukan pertanyaan pembimbing dalam pengajaran menulis dan meningkatkan motivasi siswa.



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Palangka Raya,    October 2017  
The writer,

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## **CHAPTER I**

### **INTRODUCTION**

This chapter deals with background of study, research problem, objective of study, hypothesis of the study, assumption, scope and limitation, significant of the study and definition of key term.

#### **A. Background of the Study**

Writing is about expressing our ideas into sentence or paragraph. However, it needs ability to express those ideas. In writing our ideas, we need sentence patterns, such as, simple present tense, simple past tense, passive voice, and we also must use correct punctuation, such as using capital letter in the first sentence then using full stop in the end of sentence, using commas when we mention much kind of things.

According to Broadman and Frydenberg (2002, p.11), they said that good writers think, plan, write a draft, think, rewrite, think, and rewrite until they are satisfied. They also add that writing is a continuous process of thinking and organizing, rethinking and reorganizing. Good writers go through six basic steps. Each step can be repeated as many times as necessary. The six steps are assessing the assignment, generating ideas, organizing ideas, writing the first draft, rewriting, and writing the final draft.

Based on the observation, start to write is a difficult part of writing. Usually, students confused what they will write first. The pattern of the essay or to the point

of the theme. The writer's observed in A and C essay writing class activities at third semester at IAIN Palangka Raya.

That is why writing might be considered as the most difficult skill for the students in every grade because there are many steps in writing process and students have to find their ideas to start their product; think about what to write, how to elaborate it, then arrange those ideas into some phrases to become a good writing project.

If the students always write what they want to write without the teacher asks them, their writing skill will improve well. So writing is also about a habit. We can differentiate between students who love writing and they do not. The students who love writing can make essay of a text well. Their sentences are grammatical, their ideas are meaningful, and every sentence in each paragraphs are quite creative. But, the students who do not love writing that much will get lack of ideas when they try to write in a blank of a paper. That is why, they have grammatical error, their sentences are not accurate, and they just can make at least one or two paragraphs.

However, in teaching writing to students, teachers must be optimistic that students can improve their writing ability if each student has a will to study and try to write and it must be continuously. Therefore, teachers have to do an interesting teaching learning process in class to get attention from their students and give motivation to write.

Learning depends on motivation, it has a significant role in language learning process. The students' motivation in language learning also affects their



achievement in English. It is assumed that the students with high motivation in learning English will be more successful rather than the students who have low motivation.

Pintrich and Schunk (2008, p.5) motivation can affect both new learning and the performance of previous learned skills, strategies, and behaviors, which has important for schooling.

From definition above, motivation in the classroom affects both learning and behavior of the students who are motivated to learn more. The students with higher motivation to learn English will show effort to learn more than students with lower motivation. More than this, the student who is well motivated to learn English will be more successful than the one who is unmotivated to learn. It is clear that motivation has an important role to learning process.

Brown (2001, p.334) states that learning writing is just like learning to swim. Learning to swim can only be practiced if there is a body of water available and usually only if someone teaches too. People learn writing if they are member of a literate society and usually only if someone teaches too. If someone wants to be able to swim, he cannot just master the theories to swim, but he has to get into the water to practice and apply the theories on themselves. Same in writing, if someone wants to make a good writing, he cannot just focus on the theories, but instead he must plunge into the real writing world where he would practically involved in writing.

There are some factors which makes students' writing skills low. The basic factor is related to the students' habit. In reality, the students only practice their

writing in their school but do not practice it in their daily life. They are not accustomed to English words, so students lack vocabulary and make errors in grammar and spelling in their writing. This habit makes the students have a difficulty to express their ideas in the written form. Students should practice their writing regularly to make a good writing. This factor also affects the writing mastery and makes students' writing ability low.

The problems must be solved, the technique must change, so that the student not boring and they realize that write a descriptive text is an interesting sub skill. Since writing is such a must in education, a form of communication and a necessary in teaching and learning process, so the writer try to use an interesting technique to improve students' writing skill. The technique is called "Guided Question".

Guided question is one of techniques that can make the students easier to write their ideas into a written paragraph or essay. It is a technique in which the teacher gives a topic and some questions to the students, then they answer those questions based on the topic given.

In addition, teaching comparison and contrast essay writing by using guided questions has some advantages. It may motivate the students to write well because they are guided to develop and explore their ideas into a written essay. Furthermore, guided questions are simple technique that brings an innovation in teaching, especially teaching writing of comparison and contrast essay. It makes students pay more attention in learning process and guides them to build up their ideas in writing activity.

In learning comparison and contrast essay, students may have difficulties in learning it. Students may be confused what to write although they know the topic which has been given by the teacher. They are confused how to start to write their idea about the topic.

## **B. Research Problem**

According to the statement above, the research problem is formulated as follows:

1. Is there any significant effect of using guided questions toward writing fluency of the students in English Department at IAIN Palangka Raya?
2. Is there any significant effect of using guided questions toward learning motivation of the students in English Department at IAIN Palangka Raya?
3. Is there any significant effect of using guided questions toward writing fluency and learning motivation of the students in English Department at IAIN Palangka Raya?

## **C. Objective of the Study**

According to the statement above, the objective of the study is formulated as follows:

1. To find out whether using guided question is effective on writing fluency of the students in English Department at IAIN Palangka Raya.
2. To find out whether using guided question is effective on learning motivation of the students in English Department at IAIN Palangka Raya.

3. To find out whether using guided question is effective on writing fluency and learning motivation of the students in English Department at IAIN Palangka Raya.

#### **D. Hypothesis of the Study**

The hypothesis of the research presented as follows:

Ha (Alternative Hypothesis)

1. There is significant effect of using guided question toward writing fluency.
2. There is significant effect of using questioning toward learning motivation.
3. There is significant effect of using guided question toward writing fluency and learning motivation.

Ho (Null Hypothesis):

1. There is no significant effect of the students' result on writing fluency by using guided question.
2. There is no significant effect of the students' result on learning motivation by using guided question.
3. There is no significant effect of the students' result on writing fluency and learning motivation by using guided question.

#### **E. Assumption**

This study assume that using the guide question to teach esaay is effective for students. So that the student can understand how to start writing easily. Moreover, the students not too hard to learn essay and their can improve their fluency in writing by own themselves.

## **F. Scope and Limitation**

The study belongs to experimental study. It will be done to find the significant effect of using guided questions toward writing fluency and learning motivation of the students in English Department at IAIN Palangka Raya academic 2016/2017. The material is about essay based on the syllabus for the third semester of IAIN Palangka Raya.

## **G. Significance of the Study**

The study has two significances. The first is theoretical significance and practical significance. Theoretical significance is to find the significant effect of using guided questions toward writing fluency and learning motivation for the third semester at IAIN Palangka Raya.

Moreover, practically significance is the result of the study is expected to be useful for the lecturer and the student. For the lecturer, it will be alternative way when they want to teach about writing, especially essay and also this study probably give support to the teacher in developing student learning motivation. For the students, the study can help them to solve their problems, regarding writing fluency and learning motivation.

## **H. Definition of Key Terms**

1. According to Wilhelm (2007, p.8) said that guiding questions create a clearly focused problem orientation for our studies that connects kids to socially significant material and learning. Based on the study, guided question is defined as the basic of question that directs the search for understanding. In other word, an activity in which the students are guided



to express their ideas into the written form by giving them some questions related to the topic which is going to be written by the students, in order to minimize the mistakes made by the students and to help them organize their ideas coherently as long as they follow the questions given by the teacher.

2. According to Weigle (2002, p.19), who defines writing as an act that takes place within a context, that accomplishes a particular purpose, and that is appropriately shaped for its intended audience. Based on the study, writing is an activity in which a person expresses his ideas, thought, expressions, and feelings which is used for communicating to the readers in the form of written words. Without realizing, they have applied six steps of writing, such as assessing the assignment, generating ideas, organizing ideas, writing the first draft, rewriting, and writing the final draft. Each step can help students to develop paragraphs.
3. According to Jason (2000: p. 111) mention that the comparison and contrast essay is explain the similarities and the differences between two items. Comparison and contrast is a very common pattern in most academic fields. It is also a common type of essay test question.
4. According to Mc. Donald (in Sardiman 2007: 73), mentions that motivation as a change of energy in a person characterized by the emergence of "feeling" and preceded by a response to the existence of a goal. Based on the study, motivation is the power of activator that becomes active if need to achieve need is very need or comprehended.

## **CHAPTER II**

### **REVIEW OF THE RELATED LITERATURE**

This chapter deals with some related studies and theoretical framework, writing, guided question and learning motivation.

#### **A. Related Studies**

There are some research that are related to this study. For the first is I Made Ariye (2014) conducted the reseach under the title “Assessing Descriptive Paragraph Writing Ability of the Eighth Grade Students of SMP Swa Dharma in Academic Year 2013/2014 Through Guided Question and Answer”. The subject of this research was the student of second grade of SMP Swa Dharma in AcademicYear 2013/2014. The result of this reseach showed that students achievement score in writing descriptive text was sufficient achievement.

The second research related with this study is Yosep Dwi Antara (2013) entitle “The Effectiveness of Guided Writing In Improving The Students’ Writing Ability of The Eighth Grade Students at Smp Negeri 2 Temon in The Academic Year of 2012/2013”. The subject of this research was the students of second grade of SMP Negeri 2 Temon in The Academic Year of 2012/2013. The result of this study showed that a significant difference in the writing ability between the students who are taught by using guided writing technique and those who are taught by using a conventional technique was excellent achievement.

The third previous study is Muhammad Adi Nur Yahya (2012) entitle “Increasing the students’ Ability in Writing Recount Text through Guiding Questions Technique at the second Year Students of MTsN Bandung

Tulungagung in Academic Year 2011/2012”. The subject of this research was the second grade of MTsN Bandung Tulungagung in Academic Year 2011/2012. The result of test showed that students score in writing recount text using guided question was good achievement.

The fourth preview study is Jase Moussa – Inaty (2015) entitle “Reflective Writing through the Use of Guiding Questions”. The subject of this research was a group of eleven female interns from the UAE specializing in the Child, Youth, and Family (CYF) services program offered by the College of Education at Zayed University (ZU). The result of the test showed that reflecting writing through the use of guiding questions was good achievement.

The fifth preview study is Agustina Dwi Jayanti (2014) entitle “Teaching Narrative Writing Through Guiding-Questions Technique at The Second Grade of SMA”. The subject of this research was second grade of SMA Negeri 1 Belitang in Academic Year 2014/2015. The result of test showed that students score in writing narrative text using guided question was excellent achievement.

The sixth preview study is Viona Rosalina (2014) entitle “The Relationship Between Students’ Motivation and Their English Learning Achievement”. The subject of this research was second grade of SMAN 3 Tangsel in Academic Year 2013/2014. The result of the research showed that the correlation between students’ motivation and their English learning achievement is negative.

The seventh preview study is Rizky Dewi Nursanty (2013) entitle “Improvement Students Learning Motivation and Concept Mastery by Implementation of Peer Led Guided Inquiry (PLGI) Learning”. The subject of this

research was first grade of SMAN 2 Gadingrejo in Academic Year 2012/2013. The result of the research showed that PLGI is effective in improving students learning motivation and concept mastery.

The eighth preview study is Ade Maria Novita (2013) entitle “The Guided Discovery Learning to Improve Students Learning Motivation and Concept Masteries of Colloid System”. The subject of this research was second grade (XI IPA 1) of SMAN 3 Bandar Lampung in Academic Year 2009/2010. The result of the research showed that the improvements of averages of students learning motivation was good improvements.

The difference between this study and the previous related studies is about problem of the study. This study wants to know is there any significant effect of using guided question through writing fluency and learning motivation at the second semester of English Department at IAIN Palangka Raya. This study used essay form to measure student’s writing fluency.

## **B. Writing**

### **1. The Definition of Writing**

According to Weigle (2002, p.19), who defines writing as an act that takes place within a context, that accomplishes a particular purpose, and that is appropriately shaped for its intended audience. From the definition, it means that it is important to view writing not only as the product of an individual but also as a social act because writing is activities that are socially and culturally shaped and individually and socially purposed. Writing needs

some process of thinking. By knowing the process of writing, students can develop their ability to create a good written text.

Brown (2001, p.336) states that writing is a process of thinking in which writers figure out their thoughts then put them into written language. During the process of thinking that sometimes needs a long time, the writers are asked to explore their knowledge, experiences, or memories to find and then determine a topic to write.

Richard (2002, p.303) said that writing is the most difficult skills for second language learner to master of putting together strings of grammatically correct sentences.

## **2. The Process of Writing**

Giving more attention to the process of writing is a good way to know students' ability and creativity in expressing their ideas. Students need to be aware of the writing process. It is because composing is a series of stages that can vary in sequence and are often recursive, even though they must be ordered in certain ways in a text.

Brown (2001, p.335) writes that focusing on the process does not mean that the result of writing is not important. The final written product could be the written evidence of the writers' creativity. In other words, it can be said that a good process will lead to a good result. To develop the topics in a good process, there are some ways to go through.

In addition to Brown, Harmer (2004, p.4-6) states the writing process that is the stages the writer goes through in order to produce something in his final written form. Still, he states that there are four-steps in the writing process. They are planning, drafting, editing and final draft. Each step is described as follows:

*Step 1: Planning*

In this stage, students plan and decide what they are going to write. Students start gathering information and ideas for writing by making notes or doing all their planning in their minds. When planning, they have to consider three main issues, they are the purpose of the writing, the audience they are writing for and the content structure to sequence the facts, ideas or arguments which they have decided to include.

*Step 2: Drafting*

Drafting is the students' first effort to write ideas on paper. In this stage, they write tentative ideas which are related to the topic that they are going to write without paying attention to the errors.

*Step 3: Editing (reflecting and revising)*

After the students made their draft, they re-read their draft to see where it works and where it doesn't. Perhaps the order of the information is not clear or the sentence is ambiguous. The process of editing may be taken from oral or written comments by peers or teachers. They will help the students to make a revision of their writing. Revising is looking back over what has been written.

#### *Step 4: Final version*

The students make a change of their work after the process of editing. The final product may be different from the first draft after going through some steps. All of the writing process above cannot be separated because those are elements in composing a good written text.

### **3. The Elements of Writing**

There are few elements of writing. They are:

#### a. Genre of Writing

Genre of writing can be divided by four, they are:

##### 1) Description

In description paragraph, the writers are describing the way something looks like. Thus, to describe means to show what something looks like. In order to describe something accurately, a writer just look at, observe, or learn the thing carefully and closely.

According Wishon and Julia as quoted by Nirwanto (that description reproduces the way things look smell, feel, or sound: it way also evoke moods, such as happiness, loneliness or fear it is used to create a Saul image of people, place, even of unity of time, days, and times of day and seasons. May be used also describe more that the outwars appearance of people. It may about their traits of character or personality).

## 2) Exposition

Exposition is a kind of paragraph which is used in giving information making explanation, interpreting meaning. It includes editorial, essays, and information and instructional material.

## 3) Argumentation

According to Mc Call that quoted as quoted by Nirwanto that argumentation is a kind of writing form which is used to convince, to persuade the readers to adopt a certain idea, attitude, or course of action. Argumentation is a kind of paragraph which is used to make a case or to prove a statement or proposition.

## 4) Narrative

According to Mc Caall as that quoted by Nirwanto; Narration is a writing form is used to tell a story, to give meaning an event or a series of related events. Fictions is known as plotted narration. Non-fiction may deal with events in the history, or the writer may develop significance in them by him particular treatment of the fact.

According to Furaidah that an effective narration paragraph has three important characteristics, they are:

### a) It tells a story

Narration tells a story about a series of events or actions. The event may be real or nonfiction as in histories, biographies, and newspaper stories or imagery or fiction, as in short stories, novels, and plays.



b) It is organized by time order or chronological order. In addition the series of events in narration are generally arranged by time order or chronological order. This means that the story begins with that happened first, then moves on to what happened next and ends with what happened last. Suppose, you want to tell about your terrible day. You would probably have a series of events to tell.

c) It shows the writer's attitude or point when writing a narration, you should have a purpose, in other words, you tell a story to teach something, persuade, or make a point. Otherwise, your readers will probably wonder why they need to bother to read your story. Your purpose will guide you to select the details to include and those to exclude in your story.

Narration is more often about past story, but sometimes it is also about repeated present story. Past and present narrations have several similarities and differ mainly in when the story takes place. Therefore, in writing both present and past narration, you need to keep yourself aware with your choice of verb tenses.

#### b. Paragraph

According to Furaidah that paragraph is a group of related sentences which develops one main idea or one main topic. Paragraph has five major elements. They are:

### 1) The topic of paragraph

According to Furaidah that the topic of paragraph is what the paragraph is about. It is “thing” which the paragraph discusses.

### 2) The topic sentence

According to Furaidah that the second element of a paragraph is a sentence. Every good paragraph has a topic sentence, which clearly states the main idea or topic of the paragraph. A topic sentence is the most important sentence in a paragraph. It briefly tells what the paragraph is going to discuss.

According to Robert A Butler the quoted by Nirwanto, in understanding the topic sentence, there are three important points to be considered:

- a) A topic sentence is a topic sentence; it contains a subject, a verb, and (usually) a complement.
- b) A topic sentence contains both a topic and controlling idea. It names the topic and then limits the topic to a specific to be discussed in the space of single paragraph.
- c) A topic sentence gives only the main idea; therefore, it is the most general statement in the paragraph. It does not give any specific details.

### 3) The support

According to Furaidah that after you formulated a topic sentence with a focused controlling idea, you need to develop that topic sentence

into a paragraph. You can discuss, explain, or prove the idea expressed in that sentence. Take notes on details that can serve as the material that can back up the limiting statement in the controlling idea. Knowledge from reading, experience of others, or your own experience can be source for generating the support.

#### **4. Teaching Writing**

Brown (2001, p. 346-348) develops some principles for designing interactive writing techniques. They are described below.

##### **a. Incorporating practices of “good” writers**

To be a good writer should fulfill some criteria. They are (1) focus on goal or main idea in writing, (2) perceptively gauge their audience, (3) spend some time (but not too much) planning to write, (4) easily let their first ideas flow onto the paper, (5) follow the general organizational plan as they write, (6) solicit and utilize feedback on their writing, (7) are not wedded to certain surface structure, (8) revise their work willingly and efficiently, and (9) patiently make as many revisions as needed.

##### **b. Balancing process and product**

Because writing is a composing process and usually requires multiple drafts before an effective product is created, make sure that students are carefully led through appropriate stages in the process of composing. At the same time, caught up in the stages leading up the final

product that it lose sight of the ultimate attainment: a clear, articulate, well-organized, effective piece of writing.

c. Accounting for cultural/literary background

Make sure that the techniques do not assume that the students know English rhetorical conventions. If there are some apparent contrast between students' native traditions and those that are trying to teach, try to help students to understand.

d. Connecting reading and writing

Clearly, students learn to write in part by carefully observing what is already written. That is, they learn by observing, or reading, the written word. By reading and studying a variety of relevant types of text, students can gain important insight both about how they should write and about subject matter that may become the topic of their writing.

e. Providing as much as authentic writing as possible

Whether writing is real writing or for display, it can still be authentic in that the purposes for writing are clear to the students, the audience is specified overtly, and there is at least some intent to convey meaning.

f. Framing the techniques in terms of prewriting, drafting, and revising stages

Process writing approaches tend to be framed in three stages of writing. The prewriting stage encourages the generating ideas, which can happen in numerous ways. They are reading (extensively) a passage, skimming and/or scanning a passage, conducting some outside research,

brainstorming, listing (in writing-individually), clustering (begin with a key word, then add other words, using free association), discussion a topic or question, instructor- initiated questions and probes, and free writing.

## **5. Writing Assessment**

One important area of writing assessment research has focused on trying to find the best ways to ‘score’ students’ writing (Hawthorne and Glenn, 2011:40). Assessment of writing remains a problematic practice for teachers and deserves some discussion in a resource about effective practices in teaching writing. In many countries, the debate around assessment center on the two key ideas of reliability and validity (Howthorne and Glen, 2011:39). An example of such situation would be an achievements test for content-based language learning in which, students are asked to display their understanding of the content through writing.

Weigle (2002: 80) states that the final point to be made with respect to the design stage of test development is that it is important to consider all aspects of test usefulness (reliability, construct validity, authenticity, instructiveness, impact, and practicality) from the very beginning of the test development process. In many countries, the debate around assessment center on the two ways key ideas of reliability and validity (Hawthorne and Glenn, 2011: 39).

Brown (2004:4) states that the assessment is going on process that encompasses a much wider domain. The purposes for assessing may be to (a) diagnose students' present level of knowledge and skill, (b) monitor progress toward learning goals to help from the instructional program, and (c) provide data to judge the final level of students' learning.

Commonly, the assessment of students writing ability is done only based on the topic or material. The teacher is suggested to assess all part and skill entailed in writing, in this case descriptive paragraph. Barkaoui (2007:104) argues designing and implementing a writing assessment in an interactive process that should include considerations about scoring procedures from every beginning. In this study the researcher uses objective test to measure the achievement in writing descriptive paragraph. The researcher asks the students to write a descriptive paragraph based on the some questions that have been given.

Brown (2004:243) states that classroom evaluation of learning is best served through analytic scoring. In analytic scoring, script are rated on several aspect of writing or criteria rather that given a single score. Hyland (2003:229) states that analytic scoring procedures require reader to judge a text against a set of criteria seen as important to good writing. Analytic scoring based on a depth analysis aspect of writing such as focus or organization, elaboration or support, grammar, usage, and mechanics. Analytic scoring is usually based on a scale of 0-100 with each aspect receiving a portion of the total points. According to Oshima and Hogue

(2007:196) states that the format of paragraph, punctuation and mechanics, content, organization, and grammar should be scored as well.

## **6. Comparison and Contrast Essay**

### **a. The Definition of Comparison and Contrast Essay**

According to Jason (2000: p.111) in a comparison/contrast essay, you explain the similarities and the differences between two items. Comparison and contrast is a very common pattern in most academic fields. It is also a common type of essay test question. You might encounter questions such as these:

Political Science: Compare the forms of government of Great Britain and the United States.

American Literature: Compare the characters of Uncle Melik and his nephew in William Saroyan's short story "The Pomegranate Trees."

Business: Compare and contrast methods for promoting a new business, product, or service.

### **b. Organization of Comparison and Contrast Essay**

The first key to writing a successful comparison/contrast essay is to organize it carefully.

#### **1) Point by Point Organization**

One way to organize a comparison/contrast essay is to use point-by-point organization, which is similar to the logical division pattern. Suppose, for example, that you want to compare two jobs. First, make

a list of factors that are important to you: salary, benefits, opportunities for advancement, workplace atmosphere, commuting distance from your home, and so on. Each factor, or point of comparison, is like a subtopic in a logical division essay. In your essay, each point of comparison becomes the topic of a paragraph. You can put the paragraphs in any order you wish-perhaps in the order of their importance to you personally. The model essay comparing uses point by point organization:

I. Introduction

Thesis Statement: One way to decide between two things to compare them on important points.

II. Body

A. Color

B. Taste

C. Shape

D. Benefits

III. Conclusion

2) Block Organization

The other way to organize a comparison/contrast essay is to arrange all the similarities together in a block and all the differences together in a block. You could discuss either the similarities first or the differences first. You often insert a transition paragraph or transition



sentence between the two blocks. The model essay comparing uses block organization:

#### I. Introduction

Thesis Statement: One way to decide between two things to compare them on important points

#### II. Body

##### A. Similarities

##### B. Differences

#### III. Conclusion

The number of paragraphs in each block depends on the topic. For some topics, you may write about all the similarities in a single paragraph; for other topics, you may need to discuss each similarity in a separate paragraph. The same is true for differences. Of course, some topics may have one paragraph of similarities and several paragraphs of differences, or vice versa.

### **C. Guided Question**

#### **1. The Definition of Guided Question**

According to Wilhelm (2007, p.8) said that guiding questions create a clearly focused problem orientation for our studies that connects kids to socially significant material and learning. This in turn leads to exciting conversations that bring together the students' lives, the course content,

and the world in which we live as we consolidate major concepts, vocabulary, strategies, and ideas. The students would be helped in writing by guiding question technique.

Guided questions is a technique which is the writer will 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.

When trying to phrase a guiding question, begin with the starter words: who, what, when, where, how, and why, especially what and how ( SACE Board of South Australia, 1998, p.2).

Langan (2005, p.25) suggests that we should consider more carefully what kind of guidance we should give them, we must generate ideas and details by asking question about subject, include *why?*, *when?*, *where?*, *who?*, and *how?*.

Asking question can be a way of playing with material before deciding what you want to make of it, like toying with modeling clay until it takes a vague shape that suggest the final shape it thought to take. If you happen to know in advance what sort of writing you want to do, you can turn directly to the questions that are most suitable for that sort of writing. If you do not what sort of writing you want to do, working through several sets of question may lead you to a purpose as well as information.

## 2. The Steps in Using Guided Questions

Dunigan (2008, p.14) states several steps of guided questions, they are:

- a. Planning: the students identify, collect and organize the ideas.
- b. Packaging: the teacher guides the students in a write-along as they follow the plan to write their first draft.
- c. Popping: using the established rubric, the teacher and individual student conference on paragraph. Popping ideas and words in, out, and/or around.
- d. Polishing: the students polish their writing project, with assistance as needed to compose a final draft.
- e. Publishing: the students shared their completed work.

Cooper and Axelrod (1985, p.475) said that there are several steps in using guided question for invention. They are:

- a. Think about your subject. ("Subject" means any event, person, problem, project, idea, or issue. In other words, anything you might write about).
- b. Start with the first question, and move right through the list. Try to answer each question at least briefly with a word or phrase.
- c. Write your responses quickly, without much planning.

Moreover,.

White (1986, p.40-41) draws this method by a table.

**Table 2.1 Guided Question Table**

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

*Adapted by Fred D. White*

### **3. The Purpose of Using Guided Questions**

Raymon (1980, p.16) said that guided question can be the way to help exploring topic in writing skill. Asking questions can be a way of playing with material before deciding what you want to make of its shape. Moreover, by asking question about your subject, you can also generate ideas and details such questions include *Why, What, When, Where, Who, and How*.

White (1986, p.61-62) also said that the needs to know the topic might consider using the questions. He called this method by 5Ws and the H grid. It works because the question generates and provides a wraparound understanding of the topic.

Based on the definition of guided questions above the purposes of using guided questions are:

- a. To increase students' achievement in writing skills especially in descriptive paragraph.
- b. To make easier for students in exploring the topic which they will write about.

#### **4. The Benefits of Guided Questions**

According to Parsons (2001, p.13), there are some benefits of guided questions:

- a. Provide a supportive environment for students to practice their writing skills and build confidence.
- b. Offers students opportunities to receive immediate teachers' feedback on their writing efforts.
- c. Students understand that one ultimate goal is to take responsibility for their writing and put into practice learned problem-solving strategies.
- d. Students learn the value of combining their independent writing effort in a group of writing project.
- e. Provides a supportive context for specific instruction on the writing tools, for example at the text, sentence, and word level.
- f. Guided question demonstrates to students how to manage their writing time.

## **D. Learning Motivation**

### **1. Definition of Learning Motivation**

Sardiman (1986, p.22) said that learning is the act, process or experience of gaining knowledge or skill. Knowledge or skill gained through schooling or study. There are many definitions of learning:

- a. Learning is shown by a change in behavior as a result of experience.
- b. Learning is to observe, to read, to imitate, to try something themselves, to listen, to follow direction.
- c. Learning is a change in performance as a result of practice.

From those definitions above, the writer can conclude that learning is a change of behavior or performance by doing activities, such as reading, listening, and imitating to get knowledge, so the learners have to practice regularly of learning activities. One of factors of learning is motivation. Motivation is hidden power which is coming from inside and outside of the learners which drives them to do something benefit to get the desire changes. The learners will be success if they have motivation, motivation to know what will be learnt and to understand why they learn, so the learners can have or gain information and get knowledge from what they have learnt.

Learning motivation is the desire or drive which comes from inside and outside to learn language, especially English through a process which is done by learners to take a change of behavior as a result of experience and to get knowledge.

Motivation has a significant role in teaching and learning process. The students who have a higher motivation will get better opportunity to succeed in their learning activities than the lower one. Motivation involves a constellation of beliefs, perceptions, values, interests, and actions that are all closely related. As a result, various approaches to motivation can focus on cognitive behaviors (such as monitoring and strategy use), non-cognitive aspects (such as perceptions, beliefs, and attitudes), or both. For example, Gottfried (1990) defines academic motivation as “enjoyment of school learning characterized by a mastery orientation; curiosity; persistence; task-endogeny; and the learning of challenging, difficult, and novel tasks” (p. 525). On the other hand, Turner (1995) considers motivation to be synonymous with cognitive engagement, which he defines as “voluntary uses of high-level self-regulated learning strategies, such as paying attention, connection, planning, and monitoring” Emily R. Lai (2011:6)

Motivation refers to “the reasons underlying behavior” (Guay et al., 2010, p. 712). Paraphrasing Gredler, Broussard and Garrison (2004) broadly define motivation as “the attribute that moves us to do or not to do something” (p. 106). Intrinsic motivation is motivation that is animated by personal enjoyment, interest, or pleasure. As Deci et al. (1999) observe, “intrinsic motivation energizes and sustains activities through the spontaneous satisfactions inherent in effective volitional action. It is manifest in behaviors such as play, exploration, and challenge seeking that people often do for external rewards” (p. 658). Writers often contrast intrinsic

motivation with extrinsic motivation, which is motivation governed by reinforcement contingencies. Traditionally, educators consider intrinsic motivation to be more desirable and to result in better learning outcomes than extrinsic motivation (Deci et al., 1999).

## **2. Motivation in Learning Process**

In a recent comprehensive volume on motivation in education, Pintrich and Schunk (1996) draw attention to a fundamental shift that has occurred in the field of motivation during the last two decades, namely the increasing tendency of motivational psychologists to incorporate cognitive concepts and variables in their theories. As Pintrich and Schunk (1996: v) conclude, 'Explanations of behavior have moved away from stimuli and reinforcement contingencies and instead emphasize learners' constructive interpretations of events and the role that their beliefs, cognitions, affects, and values play in achievement situations'.

Motivation is no longer seen as a reflection of certain inner forces such as instincts, volition, will, and psychical energy; neither is it viewed in strictly behavioral terms as a function of stimuli and reinforcement. Rather, current cognitive approaches place the focus on the individual's thoughts and beliefs (and recently also emotions) that are transformed into action. Thus, in Pintrich and Schunk's view, motivation involves various *mental processes* that lead to the initiation and maintenance of action; as they define it, 'Motivation is the process whereby goal-directed activity is instigated and



sustained' (1996: 4). From this process-oriented perspective, the main disagreements in motivation writer concern *what* mental processes are involved in motivation, *how* these operate and affect learning and achievement, and *by what means* they can be enhanced and sustained at an optimal level. Although this process-oriented view of motivation is convincing in many respects, we must note that it is at odds with the traditional usage of 'motivation' in everyday parlance, where 'motivation' is usually understood as a fairly static mental or emotional state (e.g. 'his motivation was so strong that nothing could discourage him'), or as a goal ('my main motivation to become a doctor is to be able to help people') but not as a process. Drawing on action control theory (e.g. Heckhausen, 1991; Kuhl, 1987, 1992), Dörnyei (1998) attempted to achieve a synthesis of the static and dynamic conceptions of motivation by defining it as a 'process whereby a certain amount of instigation force arises, initiates action, and persists as long as no other force comes into play to weaken it and thereby terminate action, or until the planned outcome has been reached'. Zoltán Dörnyei (2009:3).

### **3. The Kind of Motivation**

In order to summarize briefly the ideas presented so far, we could define it in terms of two factors: learners' communicative needs and their social and educational attitudes.

They all have come to draw a distinction between two types of motivation: when the only reason for learning, a foreign language is to gain

something outside the activity itself, such as passing an exam, obtaining financial rewards, getting a job or pleasing another person(s), the motivation is likely to be *extrinsic/instrumental*. As the terms, themselves indicate, it is a will use by a combination of external factors and will use as a means or instrument to obtain something. When its purpose is to enable one to communicate with the members of a specific language community, then motivation is considered to be *intrinsic* or *integrative*. To offer a clear image of the intrinsic-extrinsic dichotomy, Spolsky (1989:124) borrows Harter's model (1982) and represents it in the following way:

**Table 2.2 Intrinsic and Extrinsic**

<b>Intrinsic</b>	<b>S</b>	<b>Extrinsic</b>
Preference for challenge	S	Preference for easy work
Curiosity/interest	S	Pleasing a teacher/getting grades
Independent mastery	S	Dependence on teacher in figuring out problems
Independent judgement	S	Reliance on teacher's judgment about what to do
Internal criteria for success	S	External criteria for success

The table shown, it comes out clearly that the greater the value the individuals attach to the accomplishment of an activity, the more highly motivated they was to engage in it and later to put sustained effort until they achieve their goal. This distinction also tells us that both internal and external factors have an important role to play in motivating learners.

## **CHAPTER III**

### **RESEARCH METHOD**

This chapter deals with research type, research design, variable of the study, population and sample, research instruments, data collection and data analysis.

#### **A. Research Design**

The design of this study is experimental design, because this study measure the effect of using guided question on writing fluency and learning motivation. An experiment involve the compharasion of the effect of a particular treatment with that of a different treatment or without treatment. Quasi' experimental design are similar to randomize experimental design in they involve manipulation of an independent variable but different in that subjects are not randomly assigned to treatment group. This study will be used quasi-Experimental design.

#### **B. Population and Sample**

##### **1. Population**

The object of the research consists of three classes (A, B & C class) with total 67 students from third semester of IAIN Palangka Raya.

##### **2. Sample**

This study will choose the students of two classes as the sample (A & C class), and type of the sample will use the cluster sampling.

## **C. Research Instrument**

### **1. Research Instrument Development**

#### **a) Test**

Ary (2006, p.201) states that a test is a set of stimuli presented to an individual in order to elicit responses on the basis of which a numerical score can be assigned. This score, based on a representative sample of the individual's behavior, is an indicator of the extent to which the subject has the characteristic being measured.

The data needed is to look at the students writing fluency, then the research instrument used is a test in the form of writing comparison and contrast text. Pre-test is a test which is conducted in the beginning of the treatment. It give information about the students' writing ability before the actions. Moreover, post-test is to measure the students' writing fluency after the treatment. Both tests measured how the guided question effect the students' writing fluency.

The writer uses the test which is made by her in the form student write comparison and contrast paragraph by answering the question. Because of it is written test, the writer used writing rubric in scoring student's writing. It is divided into five criteria, which are content, organization, vocabulary, language use and mechanics. Furthermore, each criteria was rated into four scale of rating score adopted from Jacob et al in Weigle (2002, p.116). The test item and the scoring rubric is available in appendix 12.

#### b) Questionnaire

Arikunto (2006, p. 170) states that questionnaire is a list of questions given to others who are willing to respond in accordance with user requests. Questionnaires were conducted to find out the responses of students relating to how to write text descriptive using guided questions.

The questionnaire to be used is the closed questionnaire, seen the answer column is provided at the right of the question. Seen from the answers given, the questionnaire includes a direct questionnaire, because the respondent answered about themselves. This questionnaire is included in the check list questionnaire, as respondents fill in the answer field with check list. The scale used by this questionnaire is the likert scale with range 1-4. The questionnaire is adapted from the response questionnaire by Yosep Dwi Antara (2013, p.88). The questionnaire is available in appendix 12.

#### c) Observation

Riduwan (2004, p.104) states that observation is a technique of data collection, where the researchers make direct observations to the object of research to see closely the activities undertaken. In this research, observation be in the form of check list. This is done to measure how many percent of students who are active in the classroom during the teaching and learning process. The observation checklist is adapted from Muhammad Faiq (2013, p.79). The observation checklist is available in appendix 4.

The item specification of research instrument can be seen in the following table:

**Table 3.1**

**Table of Item Specification of Research Instrument**

<b>Data Needed</b>	<b>Instrument</b>
Ability	Test
Response	Questionnaire
Process	Observation

Table shows that the data needed from the test is the ability of students to write descriptive text, while the data needed from the questionnaire is the student's response to learning descriptive text using guided question, and the data needed from the observation checklist is the process, how many percentage of students who are active during teaching and learning process.

## **2. Instrument Validity**

According to Ary (2010, p.225), validity is defined as the degree to which evidence and theory support the interpretations of test scores entailed proposed uses tests. Validity is also defined as the extent to which an instrument measured what it claimed to measure.

Simply, it can be said that a test will be valid, if it measures accurately what intended to measure. The validity of writing scores is grounded in the

purpose that the scores are intended to serve. In this study, the test aims to measure the students' writing fluency.

Based on the technique guided questions for writing that will be used later, it is a tool to measure the validity of writing among others, is the type of descriptive text simple but still according to the indicators in the syllabus, then the technique is new for them so that they can enjoy to do the test.

Ridwan (2004, p.110) said that to measure the validity of the instrument, the writer used the formulation of product moment by person as follows:

$$r_{xy} = \frac{N \sum xy - (\sum x)(\sum y)}{\sqrt{\{N \sum x^2 - (\sum x)^2\} [N \sum y^2 - (\sum y)^2]}}$$

Where:

$r_{xy}$  : Index Correlation Number "r" Product Moment.

N : Number of Cases

$\sum XY$  : Multiplication Result between score X and score Y.

$\sum X$  : Total Value of score X

$\sum Y$  : Total Value of score Y.

Interpretation:

$r_{xy} > r_t$  = Valid

$r_{xy} < r_t$  = Invalid

Arikunto (2006, p.274) said that the criteria of interpretation the validity:

0.800 – 1.000 = Very High Validity

0.600 – 0.799 = High Validity

0.400 – 0.599 = Fair Validity

0.200 – 0.399 = Poor Validity

0.00 – 0.199 = Very Poor Validity

### 1) Content Validity

The writing ability test employed content validity. Based on Wiersma and Jurs (2009, p.328), content validity is the process of how the test establishes the representativeness of the items in certain domain of the skills, tasks, knowledge, and other aspects that are being measured.

Content validity is essentially and of necessity based on the judgment and judgment must be made separately for each situation. It refers to whether or not the content of the manifest variables is right to measure the latent concept that is trying to measure. In this study, the instrument tests are suitable with the condition at writing class.

### 2) Construct Validity

According to Ary (2010, p.218), construct validity is concerned with the extent to which a test measures a specific trait or construct. It is related to the theoretical knowledge of the concept that wants to measure. The meaning of the test score is derived from the nature of the tasks examines are asked to perform.

In this study the writer measured the students writing fluency. Therefore the test instrument is made in the written form and the test is done by students complete answer.



### 3. Instruments Reliability

According to Djiwandono (2008, p.120), the reliability refers to the degree of consistency measurement that a test yields in measuring what is intended to measure.

Reliability defines whether an instrument can measure something to be measure constantly. There are many form that can be used to measure the reliability of the test. In thies case, the writer uses the single test-single trial approach with Kuder-Richardson formula:

**The formula to be used:**

$$r = \frac{k}{k-1} \times \left\{ 1 - \frac{\sum pq}{s^2} \right\}$$

Notes

R	: Reliability of test	P	: Mean of the correct answer
K	: Number of test items	Q	: Mean of the wrong answer
S <sup>2</sup>	: Variants		

Based on the calculation of pecentage, the reliability of the istrument is 0,680 while r table = 0,404. It means that ‘r calculated’ is higher than ‘r table’. Finally, it can be concluded that the test is reliable.

### D. Data Collection Procedure

In this study the writer used some processes to collect the data.

1. The writer observed the Class A and C (third semester student of English education in Islamic Institute of Palangka Raya).

2. The writer divided the students (sample) into two groups (experimental and control) by using cluster sampling.
3. The writer gave a pre-test to both groups (experimental and control).
4. The writer checked the result of pre-test of experimental and control group.
5. After the pre-test given, the writer taught the students in experimental group and control group about writing by using different technique. Experimental group was taught using guided questions and control group taught using technique commonly used by previous teachers. The treatments were done 4 meetings.
6. After doing the treatments, the writer gave the post-test to both groups.
7. The writer gave scores to students' writing fluency by using scoring rubric.  
In this case, the writer applied One Way Anova for correlating samples to 43 examine the significant difference score between experimental and control group.
8. Finally, the writer compared the students' scores in the pre-test and post-test. It is done to know whether the students' scores in experimental group are higher or not than students' scores in control group.

#### **E. Data Analysis Procedure**

Having got the data from pre-test, then the data will analyzed and processed by using statistic calculating of the One Way Anova. Data analysis is the last step in the procedure of experiment, in this case, processing the data. Data processing is the first step to know the result of both the experiment class and controlled class and also their difference.

To find out the differences between students score in using guided question in teaching essay the writer uses the formula that is as follow:

1. The writer will give test to the third semester students at IAIN Palangka Raya.
2. The writer will collect the data of the students test results.
3. The writer will give score the students test results by used the scoring system.
4. The writer will give score for each item by using formula:

$$\frac{\textit{score acquisition}}{\textit{total score}} \times 100$$

5. The writer will discuss and conclude the result of data analysis.

## CHAPTER IV

### RESEARCH METHOD

This chapter discusses the data which had been collected from the research in the field of study. The data are the result of data presentation, research findings, and discussion.

#### A. Data Presentation

##### 1. The Result of Experimental Group

In this case the data of experimental group consisted of the pre-test scores, the post-test score, and the comparison between both of them. The data of the pre-test score and post-test score of the experimental group are explained as follows:

**Table 4.1 The Comparison of Pre-test and Post-test Score of Experimental Group**

No.	Code	Pre-test	Category	Post-test	Category	Different
1	A01	75	Good	85	Very Good	10
2	A02	70	Good	90	Very Good	20
3	A03	60	Fair	85	Very Good	25
4	A04	65	Fair	75	Good	10
5	A05	65	Fair	80	Very Good	15
6	A06	55	Poor	70	Good	15
7	A07	55	Poor	75	Good	20
8	A08	60	Fair	90	Very Good	30
9	A09	65	Fair	90	Very Good	25
10	A10	65	Fair	80	Very Good	15
11	A11	80	Very Good	95	Very Good	15
12	A12	70	Good	85	Very Good	15
13	A13	80	Very Good	95	Very Good	15
14	A14	75	Good	85	Very Good	10
15	A15	55	Poor	85	Very Good	30
16	A16	80	Very Good	90	Very Good	10
17	A17	70	Good	85	Very Good	15
18	A18	75	Good	80	Very Good	5
19	A19	60	Fair	80	Very Good	20
20	A20	60	Fair	85	Very Good	25
21	A21	55	Poor	70	Good	15
22	A22	55	Poor	75	Good	20

23	A23	65	Fair	90	Very Good	25
<b>Total</b>		1515		1920		
<b>Mean</b>		67.86		85.69		
<b>Lowest</b>		55		70		
<b>Highest</b>		80		95		
<b>Standard Deviation</b>		8,851		7,0786		
<b>Standard Error</b>		1,887		1,509		

For the table of pre-test above, it can be seen that there were 5 students (21.73%) whose score was classified in the poor category. There were 9 students (39.13%) whose score was classified in the fair category. There were 6 students (26.08%) whose score was classified in the good category. There were 3 students (13.04%) whose score was classified in the very good category. Meanwhile for the table of post-test, it can be seen that there were 5 students (21.73%) whose score was classified in the good category. There were 18 students (78.26%) whose score was classified in the very good category. The process to find mean, standard deviation, and standard error are available in appendix 6.

#### a. The Result of Pre-Test

Based on the data above. It can be seen that the student's highest score was 80 and the student's lowest score was 55. To determine the range of score, the class interval and interval temporary, the writer calculated using formula as follows:

$$\text{The highest score (H)} = 80$$

$$\text{The lowest score (L)} = 55$$

$$\begin{aligned} \text{The range score (R)} &= H - L + 1 \\ &= 80 - 55 + 1 \\ &= 25 + 1 \\ &= 26 \end{aligned}$$

$$\begin{aligned} \text{The class interval (K)} &= 1 + 3,3 \log n \\ &= 1 + 3,3 \log (23) \end{aligned}$$

$$= 1 + 3,3 \cdot 1,4$$

$$= 1 + 4,62$$

$$= 5,62 = 6$$

$$\text{Interval of Temporary (I)} = R/K$$

$$= 26/6$$

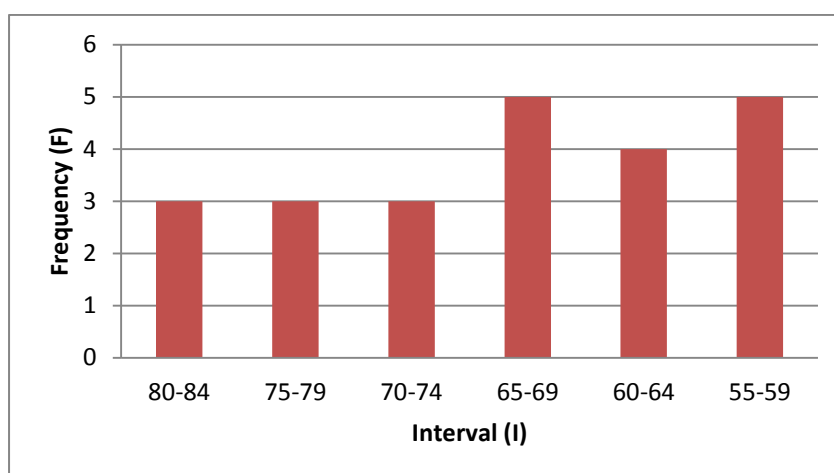
$$= 4,33 = 4$$

So, the range of score was 26, the class interval was 6 and the interval of temporary was 4. It was presented using frequency distribution in the following table:

**Table 4.2 Frequency Distribution of the Pre-Test Score**

Class (K)	Interval (I)	Frequency (F)	Mid Point (x)	The Limitation of Each Group	Frequency Relative (%)	Frequency Cumulative (%)
1	80-84	3	82	79.5-84.5	13.04	100
2	75-79	3	77	74.5-79.5	13.04	86.96
3	70-74	3	72	69.5-74.5	13.04	73.92
4	65-69	5	67	64.5-69.5	21.73	60.88
5	60-64	4	62	59.5-64.5	17.39	39.15
6	55-59	5	57	54.5-58.5	21.73	21.73
		<b><math>\Sigma F = 23</math></b>			<b><math>\Sigma P = 100\%</math></b>	

The ditribution of student's predicated in pre-test score of Experimental group can also be seen in following figure.



**Figure 4.1 The Frequency Distribution of Pre-test of the Experimental Group**

The table and figure above showed the pre-test score students in experimental group. It can be seen that there were 5 students who got score 55-59. There were 4 students who got score 60-64. There were 5 students who got score 65-69. There were 3 students who got score 70-74. There were 3 students who got score 75-79. There were 3 students who got score 80-84.

#### **b. The Result of Post-Test**

Based on the data on the table 4.1. It can be seen that the student's highest score was 95 and the student's lowest score was 70. To determine the range of score, the class interval and interval temporary, the writer calculated using formula as follows:

$$\text{The highest score (H)} = 95$$

$$\text{The lowest score (L)} = 70$$

$$\begin{aligned}\text{The range score (R)} &= H - L + 1 \\ &= 95 - 70 + 1 \\ &= 25 + 1 \\ &= 26\end{aligned}$$

$$\begin{aligned}\text{The class interval (K)} &= 1 + 3,3 \log n \\ &= 1 + 3,3 \log (23) \\ &= 1 + 3,3 \cdot 1,4 \\ &= 1 + 4,62 \\ &= 5,62 \\ &= 6\end{aligned}$$

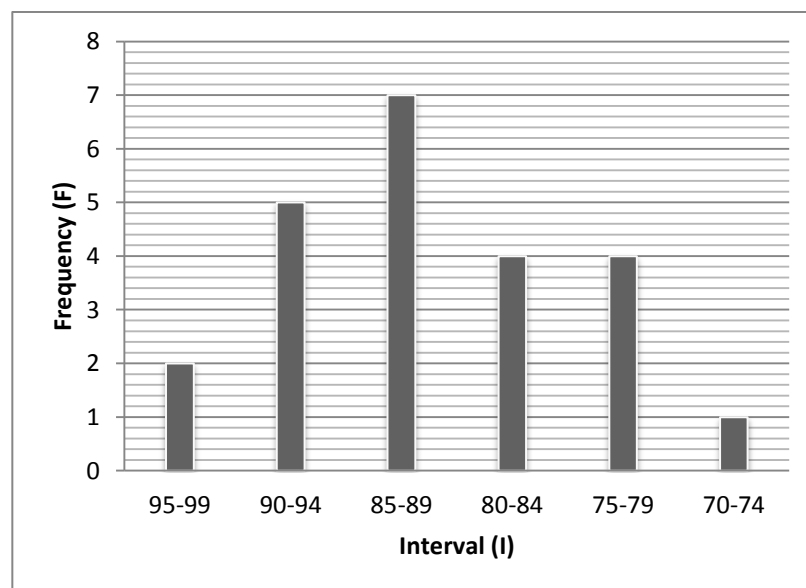
$$\begin{aligned}\text{Interval of Temporary (I)} &= R/K \\ &= 26/6 \\ &= 4,33 \\ &= 4\end{aligned}$$

So, the range of score was 26, the class interval was 6 and the interval of temporary was 4. It was presented using frequency distribution in the following table:

**Table 4.3 Frequency Distribution of the Post-Test Score**

Class (K)	Interval (I)	Frequency (F)	Mid Point (x)	The Limitation of Each Group	Frequency Relative (%)	Frequency Cumulative (%)
1	95-99	2	97	94.5-99.5	8.69	100
2	90-94	5	92	89.5-94.5	21.37	91.31
3	85-89	7	87	84.5-89.5	30.43	69.94
4	80-84	4	82	79.5-84.5	17.39	39.51
5	75-79	4	77	74.5-79.5	17.39	22.12
6	70-74	1	72	69.5-74.5	4.34	4.34
		<b><math>\Sigma F = 23</math></b>			<b><math>\Sigma P = 100\%</math></b>	

The ditribution of student's predicated in post-test score of Experimental group can also be seen in following figure.



**Figure 4.2 The Frequency Distribution of Post-test of the Experimental Group**

The table and figure above showed the post-test score students in experimental group. It can be seen that there were 1 student who got score 70-74. There were 4 students who got score 75-79. There were 4 students who got score 80-84. There were 7 students who got score 85-89. There were 5 students who got score 90-94. There were 2 students who got score 95-99.



## 2. The Result of Control Group

In this case the data of control group consisted of the pre-test scores, the post-test score, and the comparison between both of them. The data of the pre-test score and post-test score of the control group are explained as follows:

**Table 4.4 The Comparison of Pre-test and Post-test Score of Control Group**

No.	Code	Pre-test	Category	Post-test	Category	Different
1	B01	55	Poor	60	Fair	5
2	B02	70	Good	82,5	Very Good	12,5
3	B03	70	Good	80	Very Good	10
4	B04	75	Good	80	Very Good	5
5	B05	55	Poor	75	Good	20
6	B06	40	Very Poor	62,5	Fair	22,5
7	B07	55	Poor	87,5	Very Good	32,5
8	B08	70	Good	72,5	Good	2,5
9	B09	70	Good	72,5	Good	2,5
10	B10	70	Good	82,5	Very Good	12,5
11	B11	90	Very Good	95	Very Good	5
12	B12	75	Good	82,5	Very Good	7,5
13	B13	65	Fair	72,5	Good	7,5
14	B14	55	Poor	65	Fair	10
15	B15	65	Fair	70	Good	5
16	B16	60	Fair	62,5	Fair	2,5
17	B17	70	Good	75	Good	5
18	B18	65	Fair	72,5	Good	7,5
19	B19	40	Very Poor	67,5	Fair	27,5
20	B20	55	Poor	62,5	Fair	7,5
<b>Total</b>		1270		1477,5		
<b>Mean</b>		63,7		85,55		
<b>Lowest</b>		40		60		
<b>Highest</b>		90		95		
<b>Standard Deviation</b>		9,7835		7,336		
<b>Standard Error</b>		2,0858		1,567		

For the table of pre-test above, it can be seen that there were 2 students (10%) whose score was classified in the very poor category.

There were 4 students (20%) whose score was classified in the poor category. There were 4 students (20%) whose score was classified in the fair category. There were 8 students (40%) whose score was classified in the very category. There were 1 students (5%) whose score was classified in the very good category. Meanwhile for the table of post-test, it can be seen that there were 6 students (30%) whose score was classified in the fair category. There were 7 students (35%) whose score was classified in the good category. There were 7 students (35%) whose score was classified in the very good category. The process to find mean, standard deviation, and standard error are available in appendix 7.

#### **a. The Result of Pre-test**

The pre-test score of control group were present in the following table:

**Table 4.5 The Description of Pre-Test Writing Fluency score of the Data Achieved by Students in Control Group**

<b>Student's Code</b>	<b>Student's Score</b>
<b>B01</b>	<b>55</b>
<b>B02</b>	<b>70</b>
<b>B03</b>	<b>70</b>
<b>B04</b>	<b>75</b>
<b>B05</b>	<b>55</b>
<b>B06</b>	<b>40</b>
<b>B07</b>	<b>55</b>
<b>B08</b>	<b>70</b>
<b>B09</b>	<b>70</b>
<b>B10</b>	<b>70</b>
<b>B11</b>	<b>90</b>
<b>B12</b>	<b>75</b>
<b>B13</b>	<b>65</b>
<b>B14</b>	<b>55</b>
<b>B15</b>	<b>65</b>
<b>B16</b>	<b>60</b>
<b>B17</b>	<b>70</b>
<b>B18</b>	<b>65</b>
<b>B19</b>	<b>40</b>
<b>B20</b>	<b>55</b>

Based on the data above. It can be seen that the student's highest score was 90 and the student's lowest score was 40. To determine the range of score, the class interval and interval temporary, the writer calculated using formula s follows:

$$\text{The highest score (H)} = 90$$

$$\text{The lowest score (L)} = 40$$

$$\begin{aligned}\text{The range score (R)} &= H - L + 1 \\ &= 90 - 40 + 1 \\ &= 50 + 1 \\ &= 51\end{aligned}$$

$$\begin{aligned}\text{The class interval (K)} &= 1 + 3,3 \log n \\ &= 1 + 3,3 \log (20) \\ &= 1 + 3,3 \cdot 1,3 \\ &= 1 + 4,29 \\ &= 5,29 \\ &= 5\end{aligned}$$

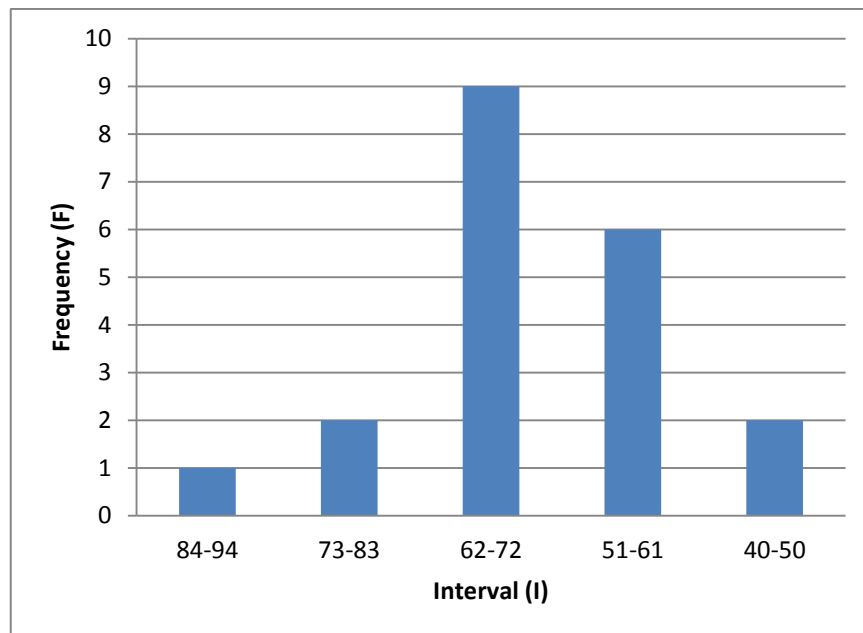
$$\begin{aligned}\text{Interval of Temporary (I)} &= R/K \\ &= 51/5 \\ &= 10.5 \\ &= 10\end{aligned}$$

So, the range of score was 51, the class interval was 5 and the interval of temporary was 10. It was presented using frequency distribution in the following table:

**Table 4.6 Frequency Distribution of the Pre-Test Score**

Class (K)	Interval (I)	Frequency (F)	Mid Point (x)	The Limitation of Each Group	Frequency Relative (%)	Frequency Cumulative (%)
1	84-94	1	89	83.4-94.5	5	100
2	73-83	2	78	72.5-83.5	10	95
3	62-72	9	67	61.5-72.5	45	85
4	51-61	6	56	50.5-61.5	30	40
5	40-50	2	45	39.5-50.5	10	10
		<b><math>\Sigma F = 20</math></b>			<b><math>\Sigma P = 100\%</math></b>	

The distribution of student's predicated in pre-test score of control group can also be seen in following figure:



**Figure 4.3 The Frequency Distribution of Pre-test of the Control Group**

The table and figure above showed the pre-test score students in control group. It can be seen that there were 2 students who got score 40-50. There were 6 students who got score 51-61. There were 9 students who got score 62-72. There were 2 students who got score 73-83. There were 1 students who got score 84-94.

#### **b. The Result of Post-test**

The pre-test score of control group were present in the following table:

**Table 4.7 The Description of Post-Test Writing Fluency score of the Data Achieved by Students in Control Group**

Student's Code	Student's Score
B01	60
B02	82,5
B03	80
B04	80
B05	75

<b>B06</b>	<b>62,5</b>
<b>B07</b>	<b>87,5</b>
<b>B08</b>	<b>72,5</b>
<b>B09</b>	<b>72,5</b>
<b>B10</b>	<b>82,5</b>
<b>B11</b>	<b>95</b>
<b>B12</b>	<b>82,5</b>
<b>B13</b>	<b>72,5</b>
<b>B14</b>	<b>65</b>
<b>B15</b>	<b>70</b>
<b>B16</b>	<b>62,5</b>
<b>B17</b>	<b>75</b>
<b>B18</b>	<b>72,5</b>
<b>B19</b>	<b>67,5</b>
<b>B20</b>	<b>62,5</b>

Based on the data above. It can be seen that the student's highest score was 95 and the student's lowest score was 60. To determine the range of score, the class interval and interval temporary, the writer calculated using formula s follows:

$$\text{The highest score (H)} = 95$$

$$\text{The lowest score (L)} = 60$$

$$\begin{aligned}\text{The range score (R)} &= H-L + 1 \\ &= 95-60+ 1 \\ &= 35 + 1 \\ &= 36\end{aligned}$$

$$\begin{aligned}\text{The class interval (K)} &= 1 + 3,3 \log n \\ &= 1 + 3,3 \log (20) \\ &= 1 + 3,3 .1,3 \\ &= 1 + 4,29 \\ &= 5,29 \\ &= 5\end{aligned}$$

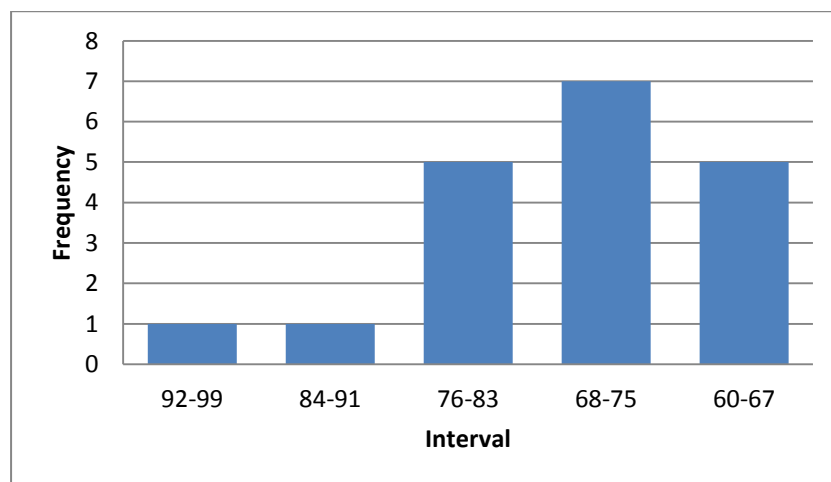
$$\begin{aligned}\text{Interval of Temporary (I)} &= R/K \\ &= 36/5 \\ &= 7,2 = 7\end{aligned}$$

So, the range of score was 36, the class interval was 5 and the interval of temporary was 7. It was presented using frequency distribution in the following table:

**Table 4.8 Frequency Distribution of the Post-Test Score**

Class (K)	Interval (I)	Frequency (F)	Mid Point (x)	The Limitation of Each Group	Frequency Relative (%)	Frequency Cumulative (%)
1	92-99	1	95.5	91.5-99.5	5	100
2	84-91	1	87.5	83.4-91.5	5	95
3	76-83	5	79.5	75.5-83.5	25	90
4	68-75	7	71.5	67.5-75.5	40	65
5	60-67	5	63.5	59.5-67.5	25	25
		<b><math>\Sigma F = 20</math></b>			<b><math>\Sigma P = 100\%</math></b>	

The distribution of student's predicated in pre-test score of control group can also be seen in following figure:



**Figure 4.4 The Frequency Distribution of Post-test of the Control Group**

The table and figure above showed the pre-test score students in control group. It can be seen that there were 5 students who got score 60-67. There were 7 students who got score 68-75. There were 5 students who got score 76-83. There were 1 students who got score 84-91. There were 1 students who got score 92-99.

### 3. The Result of Learning Motivation

#### a. The Result in Experimental Group

The writer calculated the score. Then based on the data, it could be seen that student's highest score was 97 and the student's lowest score was 65. To determine the range of score, the class of interval, interval of temporary, the writer calculated using formula as follow:

$$\text{The highest score (H)} = 97$$

$$\text{The lowest score (L)} = 65$$

$$\begin{aligned}\text{The range score (R)} &= H - L + 1 \\ &= 97 - 65 + 1 \\ &= 32 + 1 \\ &= 33\end{aligned}$$

$$\begin{aligned}\text{The class interval (K)} &= 1 + 3,3 \log n \\ &= 1 + 3,3 \log (23) \\ &= 1 + 3,3 \cdot 1,4 \\ &= 1 + 4,62 \\ &= 5,62 \\ &= 6\end{aligned}$$

$$\begin{aligned}\text{Interval of Temporary (I)} &= R/K \\ &= 33/6 \\ &= 5,5 \\ &= 6\end{aligned}$$

So, the range of score was 33 and the class interval was 6.

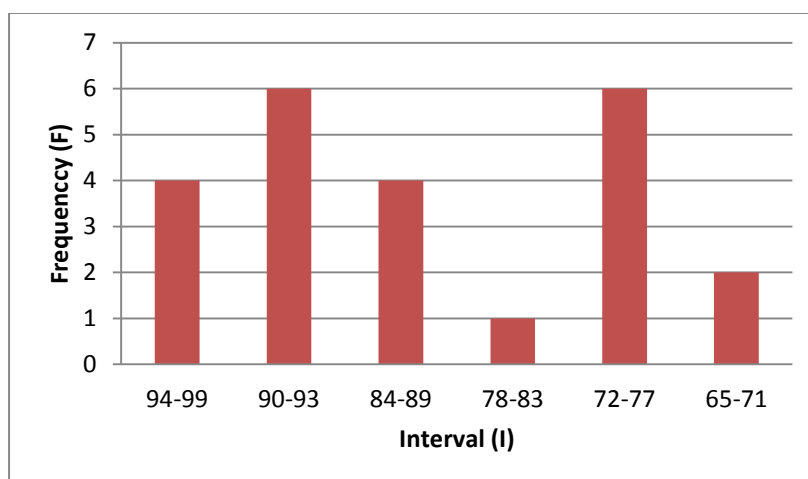
To know the interpreted of motivation of each students, the writer calculated the percentage of student's learning motivation, mean, standard deviation, and standard error in appendix 8. Where the interpretation score related as follow:

**Table 4.9 Interpretation of Learning Motivation**

Score	Interpretation
0-20%	Very Low
21-40%	Low
41-60%	Moderately
61-80%	Strong
81-100%	Very Strong

**Table 4.10 Frequency Distribution of Learning Motivation****Score of Experimental Group**

Class Interval (K)	Interval (I)	Frequency (F)	Mid Point (x)	The Limitation of Each Group	Frequency Relative (%)	Frequency Cumulative (%)
1	94-99	4	96.5	93.5-99.5	17.3913	100
2	90-93	6	91.5	89.5-93.5	26.0869	82.6087
3	84-89	4	86.5	83.5-89.5	17.3913	56.5218
4	78-83	1	80.5	77.5-83.5	4.3478	39.1305
5	72-77	6	74.5	71.5-77.5	26.0869	34.7827
6	65-71	2	68	64.5-71.5	8.6958	8.6958
		<b><math>\Sigma F = 23</math></b>			<b><math>\Sigma P = 100\%</math></b>	

**Figure 4.5 The Frequency Distribution of Learning Motivation of the Experimental Group**



From the figure above, it can be seen that student's score of learning motivation, there were 14 students that indicated as very strong motivation in writing, there were 7 students that indicated as strong motivation, there is 2 students that indicated moderately.

#### **b. The Result in Control Group**

The writer calculated the score. The result of the test could be seen in appendix 6. Then based on the data, it could be seen that student's highest score was 92,5 and the student's lowest score was 50. To determine the range of score, the class of interval, interval of temporary, the writer calculated using formula as follow:

$$\begin{aligned}
 \text{The highest score (H)} &= 92,5 \\
 \text{The lowest score (L)} &= 50 \\
 \text{The range score (R)} &= H - L + 1 \\
 &= 92,5 - 50 + 1 \\
 &= 42,5 + 1 \\
 &= 43,5 \\
 \text{The class interval (K)} &= 1 + 3,3 \log n \\
 &= 1 + 3,3 \log (20) \\
 &= 1 + 3,3 \cdot 1,3 \\
 &= 1 + 4,29 \\
 &= 5,29 \\
 &= 5 \\
 \text{Interval of Temporary (I)} &= R / K \\
 &= 43,5 / 5 \\
 &= 8,7 \\
 &= 8
 \end{aligned}$$

So, the range of score was 43,5 and the class interval was 5.

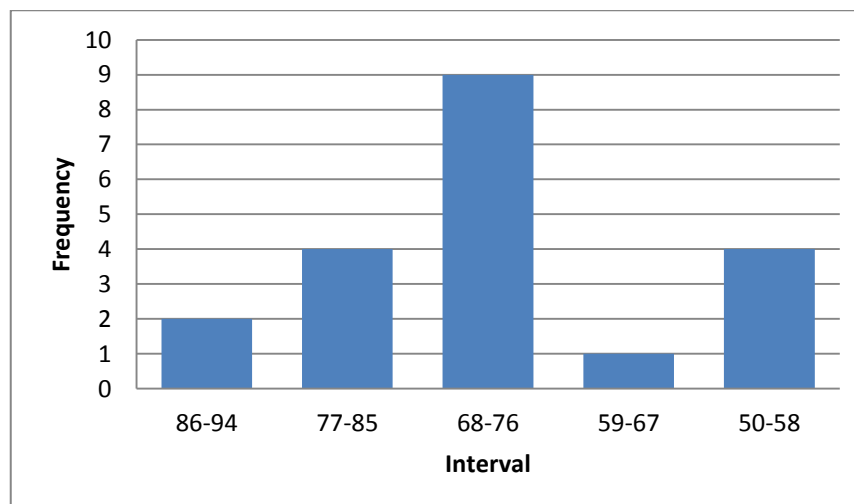
To know the interpreted of motivation of each students, the writer calculated the percentage of student's learning motivation (Appendix 11) where the interpretation score related as follow:

**Table 4.11 Interpretation of Learning Motivation**

Score	Interpretation
0-20%	Very Low
21-40%	Low
41-60%	Moderately
61-80%	Strong
81-100%	Very Strong

**Table 4.12 Frequency Distribution of Learning Motivation Score of Control Group**

Class Interval (K)	Interval (I)	Frequency (F)	Mid Point (x)	The Limitation of Each Group	Frequency Relative (%)	Frequency Cumulative (%)
1	86-94	2	90	85.5-94.5	10	100
2	77-85	4	81	76.5-85.5	20	90
3	68-76	9	72	67.5-76.5	45	70
4	59-67	1	63	58.5-67.5	5	25
5	50-58	4	54	49.5-58.5	20	20
		<b><math>\Sigma F = 20</math></b>			<b><math>\Sigma P = 100\%</math></b>	

**Figure 4.6 The Frequency Distribution of Learning Motivation of the Control Group**

From the figure above, it can be seen that student's score of learning motivation, there were 2 students that indicated as very strong motivation in writing, there were 4 students that indicated as strong motivation, there is

9 students that indicated moderately, there were 5 students that indicated low and very low learning motivation.

#### 4. The Comparison Result of Experimental and Control Group

##### a. The Comparison Result of Pre-test and Post-test

**Table. 4.13 The Comparison Score of Pre Test and Post Test**

EXPERIMENTAL GROUP							CONTROL GROUP						
No	C	Score					No.	C	Score				
		Pre Test	P	Post test	P	Dif			Pre Test	P	Post test	P	Dif
1	A01	75	G	85	VG	10	1	B1	55	P	60	F	5
2	A02	70	G	90	VG	20	2	B2	70	G	82,5	VG	12,5
3	A03	60	F	85	VG	25	3	B3	70	G	80	VG	10
4	A04	65	F	75	G	10	4	B4	75	G	80	VG	5
5	A05	65	F	80	VG	15	5	B5	55	P	75	G	20
6	A06	55	P	70	G	15	6	B6	40	VP	62,5	F	22,5
7	A07	55	P	75	G	20	7	B7	55	P	87,5	VG	32,5
8	A08	60	F	90	VG	30	8	B8	70	G	72,5	G	0
9	A09	65	F	90	VG	25	9	B9	70	G	72,5	G	0
10	A10	65	F	80	VG	15	10	B10	70	G	82,5	VG	12,5
11	A11	80	VG	95	VG	15	11	B11	90	VG	95	VG	5
12	A12	70	G	85	VG	15	12	B12	75	G	82,5	G	7,5
13	A13	80	VG	95	VG	15	13	B13	65	F	72,5	G	7,5
14	A14	75	G	85	VG	10	14	B14	55	P	65	F	10
15	A15	55	P	85	VG	30	15	B15	65	F	70	G	5
16	A16	80	VG	90	VG	10	16	B16	60	F	62,5	F	2,5
17	A17	70	G	85	VG	15	17	B17	70	G	75	G	5
18	A18	75	G	80	VG	5	18	B18	65	F	72,5	G	7,5
19	A19	60	F	80	VG	20	19	B19	40	VP	67,5	F	27,5
20	A20	60	F	85	VG	25	20	B20	55	P	62,5	F	7,5
21	A21	55	P	70	G	15							
22	A22	55	P	75	G	20							
23	A23	65	F	90	VG	25							
<b>Total</b>		<b>1515</b>		<b>1920</b>			<b>1270</b>		<b>1477.5</b>				
<b>Mean</b>		<b>67.86</b>		<b>85.69</b>			<b>63.7</b>		<b>78.28</b>				
<b>SD</b>		<b>8.851</b>		<b>7.078</b>			<b>9.783</b>		<b>7.336</b>				
<b>SE</b>		<b>1.887</b>		<b>1.509</b>			<b>2.085</b>		<b>1.564</b>				
<b>H</b>		<b>80</b>		<b>95</b>			<b>90</b>		<b>92.5</b>				
<b>L</b>		<b>55</b>		<b>70</b>			<b>40</b>		<b>60</b>				

**NOTE :**

C = Code

P = Predicate

Dif = Difference

VP = Very poor

P = Poor

G = Good

VG = Very Good

The table above showed us the score of pre test and post-test score achieved by experimental group, with mean 67,86 and 85,69 standard deviation were 8.851 and 7.078, standard error 1.887 and 1.509, the highest score were 80 and 95, the lowest score were 55 and 70. In the pre-test there were 5 students whose scores were at the poor category with percentage 21.73%, 9 students whose scores were at the fair category with percentage 39.13%. Meanwhile in post test there were 5 students whose scores at the good category with percentage 21.73%, 18 students whose scores were at the very good with percentage 78.26%.

In addition, score pre test and post-test score achieved by control group, with mean 63,7 and 85,55, standard deviation were 9.783 and 7.336, standard error 2.085 and 1.564, the highest score were 90 and 95, the lowest score were 40 and 60.

Where, in pre test there were 2 students (10%) whose score was classified in the very poor category. There were 4 students (20%) whose score was classified in the poor category. There were 4 students (20%) whose score was classified in the fair category. There were 8 students (40%) whose score was classified in the very category. There were 1 students (5%) whose score was classified in the very good category. Meanwhile for the table of post-test,

it can be seen that there were 6 students (30%) whose score was classified in the fair category. There were 7 students (35%) whose score was classified in the good category. There were 7 students (35%) whose score was classified in the very good category.

**b. The Comparison Result of Motivation**

**Table. 4.14 The Comparison Score of Questionnaire**

No.	EXPERIMENT	SCORE		CONTROL	SCORE	
1	A01	95	VS	B1	75	S
2	A02	92,5	VS	B2	75	S
3	A03	75	S	B3	75	S
4	A04	82,5	VS	B4	92,5	VS
5	A05	97	VS	B5	92,5	VS
6	A06	80	VS	B6	72,5	S
7	A07	75	S	B7	85	VS
8	A08	70	S	B8	75	S
9	A09	75	S	B9	75	S
10	A10	92,5	VS	B10	77,5	S
11	A11	95	VS	B11	72,5	S
12	A12	77,5	S	B12	75	S
13	A13	77,5	S	B13	85	VS
14	A14	90	VS	B14	62,5	M
15	A15	65	M	B15	77,5	S
16	A16	85	VS	B16	52,5	L

17	A17	90	VS	B17	75	S
18	A18	92,5	VS	B18	72,5	S
19	A19	75	S	B19	50	L
20	A20	70	S	B20	72,5	S
21	A21	85	VS			
22	A22	75	S			
23	A23	95	VS			
<b>Total</b>		<b>1907</b>		<b>1490</b>		
<b>Mean</b>		<b>84.54</b>		<b>71.55</b>		
<b>SD</b>		<b>9.810</b>		<b>9.750</b>		
<b>SE</b>		<b>2.091</b>		<b>2.237</b>		
<b>H</b>		<b>97</b>		<b>92,5</b>		
<b>L</b>		<b>65</b>		<b>50</b>		

**NOTE :**

VS : Very Strong

S : Strong

M : Moderately

L : Low

The table above showed us the score of motivation score achieved by experimental group, with mean 84.54, standard deviation were 9.810 and standard error 2.091, the highest score were 97 and the lowest score were 65. In the table there were 1 student whose scores were at the moderately category with percentage 4.34%, 9 students whose scores were at the strong

category with percentage 39.13%, and 13 students whose scores were at the very strong category with percentage 56.52%.

Meanwhile in control, with mean 71.55, standard deviation were 9.750 and standard error 2.237, the highest score were 92,5 and the lowest score were 50. In the table there were 2 students whose scores were at the low category with precentage 10%, 1 student whose scores were at the moderately category with percentage 5%, 13 students whose scores were at the strong category with percentage 65%, and 4 students whose scores were at the very strong category with percentage 20%.

## **5. The Result of Observation**

In the study, the writer did four times observation. The first observation was held on Wednesday, October 04, 2017; at 09.00 a.m. up to 10.40 a.m. The second observation was held on Wednesday, October 11, 2017; at 09.00 a.m. up to 10.40 a.m. The third observation was held on Monday, October 16, 2017; at 07.00 a.m. up to 08.40 a.m. And the fourth observation was held on Monday, October 23, 2017; at 07.00 a.m. up to 08.40 a.m.

At the first and second observation, the writer observed C class on third semester of english department at IAIN Palangka Raya. The C class was consisted of 23 students. At the third and fourth observation, the writer observed A class on third semester of english department at IAIN Palangka Raya. The A class was consisted of 20 students.

In doing the observation, the writer used observation checklist to know how the process in the class. The data of observation checklist from the first to fourth class can be seen in the following table:

**Table 4.15 Result of Observation Checklist**

No .	Student Learning Activities		Number of Active Students (%)				Quality of Activity			
			1 Exp.	2 Exp.	3 Con.	4 Con.	1	2	3	4
1	The lecturer asked about the previous lesson		65.21%	47.82%	30%	50%	4	3	2	3
2	The lecturer presents the material to be taught		86.95%	91.30%	80%	90%	5	5	5	5
3	The lecturer explains how to write comparison and contrast essays using guided questions	The lecturer explains how to write comparison and contrast essays	91.30%	86.95%	90%	75%	5	5	5	4
4	The lecturer provide tests to make comparison and contrast essays using guided questions	The lecturer provide tests to make comparison and contrast essays	100%	100%	100%	100%	5	5	5	5
5	The lecturer give students time to ask if anything is unclear		34.78%	95.65%	25%	60%	2	5	2	4
6	The lecturer presents the lesson for the next meeting		43.47%	34.78%	40%	5%	3	3	3	3

Based on the table, for the first observation, the process in experimental group achieved 24 scores of quality of activity and for the second observation, the process in experimental group achieved 26 scores of quality



of activity. For the third observation, the process in control group achieved 22 scores of quality of activity and for the fourth observation, the process in control group achieved 24 scores of quality of activity.

## B. Research Findings

### 1. Testing Normality

#### a. Normality Test (Pre-test and Post-test)

The researcher calculated the result of pretest and posttest score of experimental and control class by using SPSS 16.00 programs. It was done to know the normality of the data that is going to be analyzed having normal distribution or not.

Test normality of pretest and post test scores of control and experimental class can be seen in the following table:

**Table 4.16 Testing the Normality of Pre-Test and Post-Test  
Using SPSS 16.0 Program**

One-Sample Kolmogorov-Smirnov Test		R1PreTest	R1PostTest	R2PreTest	R2PostTest
N		23	23	20	20
Normal Parameters <sup>a</sup>	Mean	65.8696	83.6957	63.5000	73.8750
	Std. Deviation	8.61449	6.77854	11.93182	9.04939
	Most Extreme Absolute Differences	.149	.185	.157	.110
	Positive	.149	.119	.143	.110
	Negative	-.116	-.185	-.157	-.101
Kolmogorov-Smirnov Z		.714	.887	.702	.494
Asymp. Sig. (2-tailed)		.688	.411	.707	.968
a. Test distribution is Normal.					

Based on the calculation used SPSS program, the asymptotic significance normality of pre test in experiment class was 0.688 and control class 0.707. Then the normality both of class was consulted with table of Kolmogorov-Smirnov with the level of significance 5% ( $\alpha=0.05$ ). Because asymptotic significance of experiment =  $0.688 \geq \alpha = 0.05$ , and asymptotic significance of control =  $0.707 \geq \alpha = 0.05$ . It could be concluded that the data was normal distribution.

Based on the calculation used SPSS program, the asymptotic significance normality of post test in experiment class was 0.411 and control class 0.968. Then the normality both of class was consulted with table of Kolmogorov-Smirnov with the level of significance 5% ( $\alpha=0.05$ ). Because asymptotic significance of experiment =  $0.688 \geq \alpha = 0.05$ , and asymptotic significance of control =  $0.707 \geq \alpha = 0.05$ . It could be concluded that the data was normal distribution.

#### b. Normality Quesionnaire

The researcher calculated the result of questionnaire score of experimental and control class by using SPSS 16.00 programs. It was done to know the normality of the data that is going to be analyzed having normal distribution or not.

Test normality of questionnaire score of experimental and control class can be seen in the following table:

**Table 4.17 Testing the Normality of Questionnaire Using SPSS 16.0****Program****One-Sample Kolmogorov-Smirnov Test**

		motivationex perimental	motivationco ntrol
N		23	20
Normal Parameters <sup>a</sup>	Mean	82.9130	74.5000
	Std. Deviation	9.66796	10.59419
Most Extreme Absolute Differences	Absolute	.160	.275
	Positive	.147	.189
	Negative	-.160	-.275
Kolmogorov-Smirnov Z		.765	1.230
Asymp. Sig. (2-tailed)		.602	.097
a. Test distribution is Normal.			

Based on the calculation used SPSS program, the asymptotic significance normality of questionnaire in experiment class was 0.602 and control class 0.097. Then the normality both of class was consulted with table of Kolmogorov- Smirnov with the level of significance 5% ( $\alpha=0.05$ ). Because asymptotic significance of experiment =  $0.602 \geq \alpha = 0.05$ , and asymptotic significance of control =  $0.097 \geq \alpha = 0.05$ . It could be concluded that the data was normal distribution.

**2. Testing Homogeneity**

Homogeneity test was conducted to know whether data are homogeneous or not.

If  $0.05 > \text{Sig.}$  = Not homogeny distribution

If  $0.05 < \text{Sig.}$  = Homogeny

Based on the result the homogeneity test (pre test).

**Table 4.18 Testing the Homogeneity Pre-test of Variance Using SPSS 16.0 Program**

**Test of Homogeneity of Variances**

R1PreTest

Levene Statistic	df1	df2	Sig.
3.131	4	13	.052

Based on the result of homogeneity pre-test, it can be known the significance about 0.052. Because the value of significance higher than 0.05, it can be concluded the data have the same variance or homogeneity.

Based on the result the homogeneity test (post test).

**Table 4.19 Testing the Homogeneity Post-Test of Variance Using SPSS 16.0 Program**

**Test of Homogeneity of Variances**

R1PostTest

Levene Statistic	df1	df2	Sig.
1.060	4	9	.430

Based on the result of homogeneity post-test, it can be known the significance about 0.430. Because the value of significance higher than 0.05, it can be concluded the data have the same variance or homogeneity.

**Table 4.20 Testing the Homogeneity Questionnaire of Variance Using  
SPSS 16.0 Program**

**Test of Homogeneity of Variances**  
motivationexperimental

Levene Statistic	df1	df2	Sig.
4.703	4	12	.016

Based on the result of homogeneity questionnaire, it can be known the significance about 0.016. Because the value of significance higher than 0.05, it can be concluded the data have the same variance or homogeny.

### **3. Testing Hypothesis**

#### **a. One Way ANOVA Manual Calculation**

To answer the problems, researcher used One-Way ANOVA manual calculation. The researcher calculated:

- 1) Average of X1, X2, and X3:

$$\bar{x}_1 = 85.69$$

$$\bar{x}_2 = 78.28$$

$$\bar{x}_3 = 85.54$$

- 2) Variances of X1, X2, and X3:

$$S^2 = 45.94$$

$$S^2 = 81.89$$

$$S^2 = 93.46$$

## 3) Grand Mean (GM)

$$\begin{aligned}
 \text{GM} &= \frac{X_1 + X_2 + X_3}{N} \\
 &= \frac{5307}{66} \\
 &= 80.40
 \end{aligned}$$

## 4) Sum of Squares between group (SSb)

$$\begin{aligned}
 \text{SSb} &= \sum n (X - \text{GM})^2 \\
 &= \sum n (X_1 - \text{GM})^2 + (X_2 - \text{GM})^2 + (X_3 - \text{GM})^2 \\
 &= 23 (85.69 - 80.40)^2 + 23 (78.28 - 80.40)^2 + 23 (85.54 - 80.40)^2 \\
 &= 1354.6563
 \end{aligned}$$

## 5) Sum of Squares within group (SSw)

$$\begin{aligned}
 \text{SSw} &= \sum (n-1)s^2 \\
 &= 22(45.94) + 22(81.89) + 22(93.46) \\
 &= 1010.68 + 1801.58 + 2056.12 \\
 &= 4868.38
 \end{aligned}$$

6) Sum of Square Total (SS<sub>t</sub>)

$$\begin{aligned}
 \text{SS}_t &= \text{SSb} + \text{SSw} \\
 &= 1354.6563 + 4868.38 \\
 &= 6223.0363
 \end{aligned}$$

## 7) Mean Between Group (MSb)

$$\begin{aligned}
 \text{MSb} &= \frac{\text{SSb}}{K-1} \\
 &= 1354.6563/2 \\
 &= 677.32815
 \end{aligned}$$

## 8) Mean Within Group (MSw)

$$\begin{aligned}
 MS_w &= \frac{SS_w}{N - K} \\
 &= 4868.38/63 \\
 &= 77.27587302
 \end{aligned}$$

9)  $F_{\text{value}} = MS_b/MS_w$ 

$$\begin{aligned}
 &= \frac{677.32815}{77.27587302} \\
 &= 8.765066295
 \end{aligned}$$

**b. The Calculation ANOVA Using SPSS**

The researcher used One - Ways Anova to test the hypothesis with significance level  $\alpha = 0.05$ . The researcher used manual calculation and SPSS 18.0 Program to test the hypothesis using One - ways Anova. The criteria of  $H_0$  is accepted when  $F_{\text{value}} \leq F_{\text{table}}$ , and the  $H_0$  is refused when  $F_{\text{value}} \geq F_{\text{table}}$ . Then the criteria  $H_a$  is accepted when  $F_{\text{value}} \geq F_{\text{table}}$ , and  $H_a$  is refused when  $F_{\text{value}} \leq F_{\text{table}}$  or the criteria of  $H_0$  was accepted when the significant value  $\geq 0.05$ , and  $H_0$  was refused when the significant value  $\leq 0.05$ .

To make sure the manual calculation, SPSS 18.0 statistic program was conducted in this study.

**Table 4.21 calculating Testing Hypothesis****ANOVA**

Score	Sum of Squares	df	Mean Square	F	Sig.
Between Groups	1354.656	2	677.328	8.765	.001
Within Groups	4868.38	63	77.275		
Total	6223.036	65			

Based on SPSS 18.0 statistic program calculation, the result showed that Degree of Freedom Between Group (DFb) = 2 and Degree of Freedom Within Group (DFw) = 63 ( $F_{table} = 3.23$ ) and  $F_{value}$  was 8.765. It showed  $F_{value}$  was higher than  $F_{table}$  ( $8.765 > 3.23$ ). So,  $H_0$  was refused and  $H_a$  was accepted. There was significant differences among groups after doing the treatment, with  $F_{value} = 8.765$  and the significant level was lower than alpha ( $\alpha$ ) ( $0.00 \leq 0.05$ ).

Knowing that there was a significant difference among groups after doing the treatment, researcher needed to test the hypotheses. Because ANOVA was only to know that there was significant differences among groups, not to know where the differences among groups are, to answer problems of the study and test the hypotheses, the writer applied Post Hoc Test.

**Table 4.22 Table Multiple Comparison Using ANOVA**

Multiple Comparisons						
Score						
Tukey HSD						
(I) Group	(J) Group	Mean Difference (I-J)	Std. Error	Sig.	95% Confidence Interval	
					Lower Bound	Upper Bound
Experiment	Experiment	9.82065*	2.61911	.001	3.5339	16.1074
	Control	.78261	2.52609	.949	-5.2808	6.8460
Control	Experiment	-9.82065*	2.61911	.001	-	-3.5339
	Control	-9.03804*	2.61911	.003	16.1074	-2.7513
Motivation	Experiment	-.78261	2.52609	.949	-6.8460	5.2808
	Control	9.03804*	2.61911	.003	15.3248	2.7513

\*. The mean difference is significant at the 0.05 level.



The criteria  $H_0$  is accepted when the significant value is higher than alpha ( $\alpha$ ) (0.05), and  $H_0$  is refused when significant value is lower than alpha ( $\alpha$ ) (0.05).

First, based on the calculation above used SPSS program of Post Hoc Test, experimental class of guided questions showed the significant value lower than alpha ( $0.001 < 0.05$ ). It means that there was significant effect of guided question toward writing fluency. So,  $H_0$  was refused and  $H_a$  was accepted.

Second, based on the calculation above used SPSS program of Post Hoc Test, guided question of experimental class showed the significant value was lower than alpha ( $0.003 < 0.05$ ). It means that there was significant effect of guided questions on speaking anxiety. Thus,  $H_a$  was accepted and  $H_0$  was refused.

Third, based on the calculation above used SPSS program of Post Hoc Test, the result showed significant value was higher than alpha ( $0.949 > 0.05$ ). It means that there was no different effect of writing fluency and learning motivation. Therefore,  $H_a$  was refused and  $H_0$  was accepted.

#### **4. Interpretation**

The hypothesis testing using one way ANOVA to measure the significance effect of using guided question toward writing fluency and learning motivation. Based on SPSS 18 Program, the researcher interpreted that Guided Question gives effect on students' writing fluency and learning motivation at IAIN Palangka Raya. It was based on the calculation used SPSS 18 statistic program, the result showed. In the table multivariate test, that  $F_{\text{value}}$  was 8.765 higher than  $F_{\text{table}}$  3.22

(8.765 > 3.22), so it can be concluded that there is significant effect, the alternative hypothesis ( $H_a$ ) is accepted and the null hypothesis ( $H_0$ ) is rejected.

In addition, based on Post Hoc test, writing fluency in experimental class showed the significant value was lower than alpha ( $0.01 < 0.05$ ) and learning motivation the significant value was lower than alpha ( $0.01 < 0.05$ ). It proves that the guided question technique is effective in writing fluency and learning motivation. Thus, it concludes that using guided question affect students' writing fluency and learning motivation score of third semester of English Department at IAIN Palangka Raya.

### **C. Discussion**

The result of the data analysis showed that guided questions gave significance effect on writing fluency at third semester english department of IAIN Palangka Raya. The students who were taught using guided questions got higher score than students who were taught without guided questions. It was proved by the mean of writing fluency was 85.69 points and the mean of control group was 78.28 points. This research is also supported by using calculation SPSS which shows that there was significant effect of guided questions toward writing fluency with p-value was lower than alpha.

The finding of the study interpreted that the alternative hypothesis stating that using guided questions on writing fluency for the third semester students at english department of IAIN Palangka Raya was accepted and the null hypothesis stating that using guided questions on writing fluency and learning motivation for

the third semester students at english department of IAIN Palangka Raya was rejected.

The problem of using guided question on writing is the way students answer the questions. Some of students answer the question by numbering the answer and used short answer. Meanwhile, in using guided question students should answer the questions in essay form.

This finding confirm Yosep Dwi Antara (2013) and Jase Moussa – Inaty (2015) studies. In specific, the study found guided questions can improve students writing fluency, build good atmosphere in teaching learning process. Besides, guided questions could stimulate the students thought, effecience, effective and active during learning and teaching process.

The result of the data analysis showed that guided questions gave significance effect learning motivation at third semester english department of IAIN Palangka Raya. The students who were taught using guided questions got higher score than students who were taught without guided questions. It was proved by the mean of experimental group was 84.54 points and mean of control group was 71.55 points. This research is also supported by using calculation SPSS which shows that there was significant effect of guided questions toward learning motivation with p-value was lower than alpha.

This finding confirm Ade Maria Novita (2013) study. In specific, the study found guided questions can improve students learning motivation and student active in teaching learning process. Besides, guided questions could stimulate the

students thought, effecience, effective and active during learning and teaching process.

In conclusion, the use of guided questions as a technique in the teaching and learning process of writing can make a significant improvement on the students' score. It could be stated that guided questions can be used to solve the students' writing problem and it can increase the students' writing fluency. The hypothesis says that "There is a significant difference in writing fluency between students who are taught using guided questions and those who are taught by conventional media" is accepted.

## **CHAPTER V**

### **CONCLUSION AND SUGGESTION**

In this part, the writer gave the conclusion and suggestion about the result of study. The conclusion of the study was to answer the problems of the research. The suggestions are expected to make better improvement and motivation for students, teacher and researcher related with the use of guided questions on writing fluency and learning motivation.

#### **A. Conclusion**

The conclusion of this research study is supported by three findings. They answer the problem formulation in Chapter I.

Firstly, the pre-test result of the experimental class reveals that the mean score was 67.86 which was in fair category. Meanwhile, the post-test result shows that the mean score was 85.69 which belonged to very good category. It can be concluded that the students' writing fluency of the experimental group improved significantly from the mean score 67.86 to 85.69. It improved 17.22 point and it was higher than the ideal SD. It means that the use of guided questions gives much better result than conventional media to improve the students writing fluency.

Secondly, the pre-test result of the control class illustrates that the mean score for the pre-test was 63.7 which is in fair category. Meanwhile, the mean score for the post-test was 78.28 which is in good category. It can be

concluded that the students' writing fluency of the control group improved from the mean score 63.7 to 78.281. It slightly improved 15.12 point and it was smaller than ideal SD. It means that the use of conventional media gives good result in improving the students writing fluency.

Thirdly, the post-test result notes that the mean score of the experimental class was higher than that of the control class. The mean score of experimental group in the post-test was 85.69 while that of control group was 78.28. And the learning motivation result notes that the mean score of the experimental class was higher than that of the control class. The mean score of experimental group in learning motivation was 84.54 while that of control group was 71.55. It means that in teaching writing, students who were taught by using guided questions had higher scores than those who were not.

Therefore, the hypothesis which says: "There is a significant effect of using guided questions toward writing fluency and learning motivation" is accepted.

## **B. Suggestion**

Based on the conclusion of the research, the researcher proposes some suggestions for the following parties: teachers, students, and other researchers.

### **1. Students**

It is expected for the students of English Education Department to enrich their knowledge about the use of guided questions technique as an alternative teaching technique in teaching learning process of writing.

They are motivated to learn other various techniques in teaching learning process of writing.

## 2. Teacher or Lecturer

The research finding shown that this technique is effective to student writing fluency and learning motivation, so the researcher recommended this technique to English teacher or lecturer for teaching writing in the class. The technique chosen has to overcome students' difficulty in writing texts and building students' creativity. It has to motivate, stimulate and improve students' writing fluency.

## 3. Other Researchers

This research is only aimed at finding the significance of guided questions technique on the teaching-learning process of writing. It needs an outgoing research in the form of an action research study as an effort to improve students' writing fluency. The next researchers also be able to combine the guided question with outline to make the students easier to start writing.

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