CHAPTER II
REVIEW OF RELATED LITERATURE

A. Previous Studies

Related to the study, before conducting the study, the research review some related previous studies. These previous studies give insight about the issues disccused in the study. There are some related studies about WH-question technique. First, Mashuri, had conducted a study entitle "Error Analysis in applying WH- question Used by the Students of the Study program of English Education of STAIN Palangka Raya".[17]

The study used qualitative research. The respondents of the study were the students who took the speaking III especially in the classroom A and B. The highest categories made by the students is in addition the percentage 40% the second is Omission the percentage is 34% the third is Misformation the percentage is 17% and the fourth is misordering the percentage is 9%.

The errors in applying WH-question in Listening comprehension made by the students of the English Education Department of Palangka Raya Islamic State College.

Second, Yuliandari, Kartika had conducted a study entitle " The errors in applying WH-quesntion in Listening Comprehension made by the students of the English education Department of Palangka Raya Islamic State College.[18]

---

[17] Mashuri, *Erros Analysis in Applying WH-Question Used by the Students of the Study Program of English Education of STAIN Palangka Raya,* Thesis, Palangka Raya: STAIN, 2008.
[18]Kartika Yuliandari, *The Errors in Applying WH-Question in Listening comprehension made by the Students of the English Education Department of Islamic State College,* Thesis Palangka Raya: STAIN. 2009.

In this study, the research used method was quantitative descriptive research. The result showed that the highest type of errors in applying WH-question on listening comprehension made by the students were misformating with the frequency of 260 (61.4%). The second, position of error type were misordering with the frequency of 71 (16.7%). The third position of error type was addition with the frequency of 50 (s11.8%). The fewest errors type was omission with the frequency of 42 (9.92%).

The third, Sari, Dina Novita studied about teaching writing using guided writing and free writing in making narration text.[19] The result of the data analysis data showed that, in teaching using guided writing technique, the average score of students was 77.97. the students' mastery was 84.31% and there were 15.68% of students failed. On the other hand, in free writing technique, the average students' achievement was 75.39. the students' mastery was 88.59% that master and there were 11.39% of students failed. So, it could be concluded that that H_a stating that there was no significant difference between both techniques was accepted. It meant that there was no significance different result between teaching writing using guided writing and teaching writng using free writing.

The fourth, Karolina, Intan. studied about the teaching narrative text in improving writing to the tenth grade students of SMA Negeri 1 Petarukan Pemalang. [20]The result of the study was that the students' progress during

---

[19]Dina Novita Sari, *Teaching Writing using guided writing and free writing in making narration text by the second year students of MAN 1 Sampits* Thesis, Palangka Raya: STAIN. 2008.

[20]Intan karolina, *Teaching Narrative text in improving Writing to the Tenth Grade Students of SMA Negeri 1 Petarukan Pemalang* Thesis, Semarang: Universitas Negeri Semarang. 2006.

teaching and learning activity by using narrative texts to improve writing skill was good. The students' achievement in writing was improved, it was supported by the significance result of the pre-test was 62.09%; writing the first draft on the first cycle was 65.52%; writing the second draft 71.53%; writing the final copy was 74.38%; writing the first draft on the second cycle was 72%; writing the second draft was 75.42% and writing the final copy was 79.71%. Therefore, teachers should always try to create an interesting text for their teaching. Based on the result, teachers can apply narrative text to improve the students' writing skill.

The fifth, Nawawi, Muhammad Bagus (2011), the result of his research shows that using guided - questions strategy in teaching writing descriptive can improve their writing's ability. The students' responses showed that they were interested to learn writing subject, because they felt easier to write using the technique.[21]

Based on the result of this study, the result shows that using Questioning Strategy in Prewriting Technique Toward the Students Ability in Writing Narrative Text at Tenth Grades of SMA Muhammadiyah 1 Palangka Raya gave significance effect. The result of the data analysis showes that the Questioning Strategy you gave very significance effect on the students' writing skill for the tenth-grade students at SMA Muhammadiyah1 Palangka Raya. The students who were taught using Questioning Strategy got higher score than students who were taught without using Questioning Strategy. It was proved by

---

[21]Muhammad Bagus Nawawi, "Improving Students' Writing Skill Descriptive Text Through Guided Questions (An Action Research at eighth grades of SMP PGRI 1 Ciputat-kota Tagerang Selatan)". (Jakarta : State Islamic University Syarif Hidayatullah Jakarta, 2011.) Unpublished Skripsi.

the mean score of the students who were taught using Questioning Strategy was 73,19 and the students who were taught without using Questioning Strategy was 70,52. Based on the result of hypothesis test calculation, it was found that the value of $T_{observed}$ was greater than the value of T_{table} at 5% significance level or 2,84< 2,02. It meant H_a was accepted and H_o was rejected.

In addition, the differences between the previous studies with the researcher are related to the approach of the study that is used. The previous study used research and development and descriptive research. Meanwhile, this study was experimental research; it is conduct in teaching writing by WH-Question technique. The purpose of the study is to know the effect of teaching writing by using WH-Question technique for tenth grade students at SMA Muhammadiyah Palangka Raya.

The connecting and similarities of the previous studies and this research is found in using guided questions strategy as an effective media for students. The scope of the studies is developing material though guided -questions in writing recount text, so that they are able to create a simple short recount text or modify text by using their experiences.

B.   Writing

1.   The nature of Writing

There are some definition of writing that are taken from resources, According to Oxford advanced Learner's dictionary that writing is the activity or

occupation of writing e.g. books, stories or articles.[22] Brown also states that writing is indeed a thinking process.[23]

According to dullay also gives statement that wrting is only mode in which both linguistics manipulation task and communication task have been given.[24] In the other words, Fauziati also states that writing as a process is oriented towards work in progress and the development of new skills, rather than merely evaluative task, the classroom practice, therefore, will very from each other.[25]

Based on the statements, it can be concluded that writing is an active. Productive more clearly, writing is an act or process to produce some information in their mind that should be express into writing form. Writing will be the best if the students guide in the rules defined. It usually refers to contents, organization, grammatical, usage and mechanics, sentences structure, mastery on vocabulary and so on.

2. **The Types of Narrative Text**

   1) **Nature of Narrative Text**

   Narrative text is a text that has purpose to entertain the reader with a story that deals with complications or problematic events which lead to a crisis in a turn finds resolution.[26]

---

[22]Honrby, *Oxfordd Advanced Learner's Dictionary Of Current English,* p. 1383.
[23]H. Douglas Brown, *teaching by Principles: An Interactive Approach to Language Pedagogy,* Inc, Education Company, 2001, p.336.
[24]Heidi Dullay, et al, *Language Two,* New York: Oxford University Press, 1982, p.226.
[25]Endang Fauziati, *Teaching English as a Foreign Language,* p. 151.
[26]Suadarwati, *Look A head an English Course for senior High School Students year XI,* p.154.

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

1. It tells a story

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

2. It is organized by time order or chronological order

   In addition, the series of events in narration are generally arranged by time order or chronology order. This means that the story begins with what happened firts, 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.

3. It shows the writer's attitude point

4. When writing a narration, you should have purpose, in other word, you tell a story to teach something, persuade, or make 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 enclude in your story.[27]

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

----

[27]Furaidah, *Advance Writing,* p. 126.

and past narrations, you need to keep yourself are with your choice of verb tenses.[28]

Common forms of narrative text which are studied in high school are:

a. Legend

What is legend? A legennd is a narrative of human action that are perceived both by teller and listeners to take place within human history. Typically, a legend is a short, traditional and historicized narrative performed in a conversational mode. Some define legend as folktale. The example of legend in narrative text are:

Legend of the StoneBanamaHillTangkiling(Central Kalimantan)

Legend of stone hill

Legend of sangai river, ect.

b. Fable

What is fable? A fable is a short allegorical narrative making a moral point, traditionally by means of animal characters that speak and act like human begins. The examples of fable in narrative text are:

Mousedeer and crocodile

The Ants and the Grasshopper

The Story of monkey and crocodile

The Smartest parrot

c. Fairy tale

What is fairy tale? According to Wikipedia, fairy tale is in English language term for a type of short narrative corresponding to the French phrase

---

[28]Ibid, p. 137.

"conte de fee". A fairy tale typically features such folkloric characters as fairies, goblins, elves, troll, drawves, giants or gnomes, and usually magic or enchantments. The examples of fairy tale in narrative text are:

Pinocchio

Beauty and the beast

The story of Rapunzel

Cinderella

Snow White

d.   Science fiction

What is science fiction? According to Basil Davenport 1955, science fiction is fiction based upon some imagined development of science, or upon the extrapolation of a tendecy in society. Science fiction is that class of prose narrative treating of a situation that could not arise in the world we know. Some examples of science fiction are:

To the moon from the Earth by Jules Verne

Starship Trooper by Robert Heinlein

A space Odyssey by Arthur C. Clarke, etc.

2) The Structure of Narrative Text

(1) Generic Structure

a) Orientation: Sets the scene: where and when the story happened, introduces the participants of the story: who and what is involved in the story.

b) Complication: tells the beginning of the problem which leads to the crisis (climax) of the main participants.

c) Resolution: the problem (the crisis) is resolved, either in a happy ending or in a sad (tragic) ending.[29]

According to Sudarwanto there are three points about the generic structure of narrative text. First, Orientation (beginning): who were involved in the story, when and where. Second, Complication (middle): a problem arises followed by other problem. Third, Resolution (ending): solution to the problem.[30]

Based on the statement above, the writer concludes that the generic structures of narrative are:

Firstly is an orientation. The readers are introduced to the main characters and possibly some minor characters. Some indication is generally given of where the action and when an action happened.

Secondly is complication. This is where the write tells how the problem arises; sometimes something unexpected events will happens.

Thirdly is resolution. It is an optional closure of event. The complication may be resolved for better or for worse, but it is rarely left completely unresolved. The writer can conclude that resolution is the end of a story.

Furthermore, the generic structure of narrative text can be shortened as; orientation, complication, and resolution.

---

[29]Sudarwati, *Look A head on English Course for Senior High School Students Year XI,* p. 154.

[30]Ibid, p. 62.

(2) Language Features

     a) The use of noun phrase: *a beautiful princess, a huge temple.*

     b)The use of connective: *first, before that, then, finally.*

     c) The use of adverbial phrases of time and place: *in the garden, two days ago.*

     d) The use of simple past tense: *he walked away from the village.*

     e) The use of action verbs: *arrived, ate, went, laughed, walk, sleep, wake up.*

     f) The use of saying verbs: *say, tell, ask.*

     g) The use of time connectives and conjuctions: *one day, a week later then, a long, long time ago, when, etc[31].*

(3) The Example of Narrative text

There are some examples of a narrative paragraph:

The example of **Legend**

Legend of the StoneBanamaHillTangkiling

Tangkiling hill located approximately 34 km from the city of Palangkaraya, Central Kalimantan. Tangkiling hill height of approximately 500 m, is believed to save millions of legends and magical powers. Standing tall, towering sky-Tangkiling Banturung border village of Bukit Batu subdistrict, Palangkaraya. It took approximately40 minutes to reach its peak.

The place is usually crowded on the day-to-day holidays because many people who relax into this place, at the Mount Tangkiling there is a stone shaped like a boat, supposedly the story in ancient times this

---

[31]Sudarwati, *Look A head an English Course for senior High School Students Year XI,* p. 62.

stone is a boat that turned to stone (basaluh) by the Almighty because the occurrence of a pali (abstinence) story is almost similar to the legend Sangkuriang and Watu Mount.It is said that, first, the surrounding area such as a river, covering the eye could see, looked water alone. Hills and surrounding plains formed because of thecurse. In the past the island of Borneo is part of the oceans land area only a little that is central and eastern regions of the island of Borneo now.At that time, there is a village on the mainland which is located on the banks of the River Sebangau, there lived a widow who left her husband dead with his son who was 6 years old. Is known as the widow Bawi Kuwu (meaning beautiful women and young

One day, when the boy was playing with friends - his friends, he was hungry and went home to eat.At home, he found his mother was cooking fried rice fried without oil (bari sanga). Smell the savory cuisine, the child could not wait to eat. She was crying and whining at his mother ... Bawi Kuwu tried to ignore her whining, but gradually ran out of patience. Angrily he swung Solet (suruk: a tool for frying) who accidentally hit his head, so that the flow of fresh blood. The child was shocked and in pain, she ran out of the house, she felt her mother had not love him anymore.

Seeing her son who ran out of the house, Bawi Kuwu immediately after him but he quickly lost. Bawi Kuwu looking for his son to and fro, but did not manage to find their children as well. She blamed herself for having hit his head which caused her to lose her only.Meanwhile the boy was hiding on a boat that was stopped at the pier. The ship came from China, which carries a charge of ceramic wares for sale in the village. The child does not know that the ship was already finished unloading at the pier. Already be too late for him to return to his village when the ship took off anchor and sailed back to China.

Currently Ship Captain around inspecting his ship, he found the boy hiding behind a crate. The captain asked, "Little girl, where you come from, and why are you in my ship?"
The boy answered with trembling fear, "I ran away from home master ..."
The captain looked at him curiously, "Why the bloody head?"
The boy replied, "Because my mother was beaten by, so I ran away from home, I feel that my mother did not want me anymore."The captain then said, "Well, because you may not get back to kampungmu, then I allow you to join my ship. But, you have to work like my guys to another."
Then the captain of the ship, the child was brought to the merchant ship owners. Merchant told that the boy's head wound treated until healed. And by a merchant ship, the child was named Kilin.

Kilin grown into a handsome young man and strong. In addition to clever, he also diligently worked. Merchants increasingly fond of him, because he did not have the child shall, Kilin treated like his own son. Kilin educated in various sciences.As an adult, Kilin was believed to sail to neighboring countries to sell their wares. Together with kapa captain who discovered it first, they sailed from country to country, from island to island and from sea to sea and sailed the oceans until they came to the village where the Kilin had come, on the banks of the river Sebangau.

When they stopped to this village terlihatlah by candles a beautiful woman who brought the goods of the earth to be exchanged on the merchandise brought his ship. It was then that Kilin fell in love with her.

Kilin immediately approached her and asked, "Hey pretty girl, who is your name?"
She replied shyly, "Bawi Kuwu, sir."
Kilin were fascinated by the beauty of the woman asked, "Will you be my wife?"
Bawi Kuwu initially reluctant to accept the proposal Kilin young, because she was a widow.
But Kilin being in love, do not care about it. He remains willing to marry a beautiful woman.After getting married he brought Bawi Kuwu to his ship, at that time a large ship called by the name Banama Dayak and the owner called Bandar.Before going to bed, laid her head on his lap Kilin Kuwu Bawi. Bawi Kuwu stroked her head gently ... That's when he found a scar behind her hair.Bawi Kuwu asks, "Husband, why there is a scar on your head?"
Kilin replied, "Oh, the wound that I can be beaten by my mother with Solet ... that's why I ran away from home, because I felt my mother did not love me anymore! Fortunately, I met a Chinese merchant that kind, which is to educate up I'm an adult ... "
Bawi Kuwu how shocked to hear that her story ... with a pale face he said, "I am the mother who hit it!"
Kilin rose angrily, "Liar! How could my mother was young and pretty like   you?   My   mother   is   old   and   wrinkled!"
Bawi Kuwu replied, "My beauty is a gift from Ranying Hatalla."
Kilin can laugh said, "If what you say is true, let Ranying Hatalla that prove it!"Kilin next day held a ceremony to establish Sangkaraya. Many local villagers were invited to the ceremony. They trooped to savorthefoodprovidedthere.
In the middle of the ceremony was taking place, suddenly there came a great wind noise and thick clouds sekali.Petir snapped grabbing, thunder rumbled, the pitch black sky ... there was a very severestorm.Kilin immediately ran to his ship anchored in the river

Sebangau. In the midst of a storm, the ship (Banama) owned Kilin turned into a boulder shaped like a ship, which became known as the Stone Banama.Sangkaraya established in the middle of the village turned into Mount Tangkiling highest peak, there are the Stone Kapit Sin with Bawi Kuwu trapped alive inside the stone. Furthermore da sort of memorial service or ritual performed near the stone, its function ask forgiveness for sins that have been made. The offerings also presented, lay a variety of traditional cakes and burn incense. All those present at the ceremony read prayers in accordance religion and belief respectively.

According to local belief, whena person sins, it will not beable topassbetweenthe two stones.ThisnowTangkilingHillis locatedon the banks ofthe riverandin the foothillsRunganTangkilingthere isa villagecalled VillageTangkiling. Tangkilinghillhas nowbecome a tourist attractionin Central Kalimantan.

It is said thatthis event occurredduring the Tang dynasty, thelocation ofthe eventis namedTangkilin, incorporationofsaid TangandKilin, whichpenyebutannyaturned intoTangkiling.

The example of **Fable**

The Smartest Parrot

Once upon a time, a man had a wonderful parrot. There was no other parrot like it. The parrot could say every word, except one word. The parrot would not say the name of the place where it was born. The name of the place was Catano. The man felt excited having the smartest parrot but he could not understand why the parrot would not say catano. The man tried to teach the bird to say Catano however the bird kept not saying the word.

At the first, the man was very nice to the bird but then he got very angry. "You stupid bird!" pointed the man to the parrot." Why can't you say the word? Say Catano! Or i will kill you"the man say angrily. Although he tried hard to teach, the parrot would. Not say it. Then the man got so angry and shouted to the bird over and over; " Say Catano or I'll kill you". The bird kept not to say the word of Catano.

One day, after he had been trying so many times to make the bird say Catano, the man really got very angry. He could not bear it. He picked the parrot and threw it into the chicken house. There were four old chickens for next dinner " you are as stupid as the chickens. Just stay with them" Said the man angrily. Then he continued to humble; " You know, I will Cut the chicken for my meal. Next it will be your turn, I will eat you too, stupid parrot". After that he left the chicken house.

The next day, the man come back to the chicken house. He opened

the door and was very suprised. He could not believe what he saw at the chicken house. There were three death chickens on the floor. At the moment, the parrot was standing proudly and screaming at the last old chicken; "Say Catano or I will kiil you".

The example of **Fairy Tale**

CINDERELLA

Once upon a time, there was a young girl named Cinderella. She lived with her step mother and two step sisters. The step mother and sisters were conceited and bed tempered. They treated Cinderella very badly. Her step mother made Cinderella do the hardest works in the house; such as scrubbing the floor, cleaning the pot and pan and preparing the food for the family. The two step sisters, on the other hand, did not work about the house. Ther mother gave them many handsome dresses to wear.

One day, the two step sisters received an invitation to the ball that the king's son was going to give at the palace. They were excited about this and spent so much time choosing the dresses they would wear. At last, the day of the ball came, and away went the sisters to it. Cinderella could not help crying after they had left. " why are crying, Cinderella?" a voice asked. She looked up and saw her fairy godmother standing beside her, " because i want so much to go to the ball" said Cinderella. "Well" said the godmother, "you've been such as a cheerful, hardworking, uncomplaining girl that i am going to see that you do go to the ball". Magically, the fairy godmother changed a pumpkin into a fine coach and mice into a coachman and two footmen. Her godmother tapped Cinderella's raged dress with her wand, and it became a beautiful ball gown. Then she gave her a pair of pretty glass slippers. "Now, Cinderella", she said; you must leave before midnight". Then away she drovein hear beautiful coach. Cinderella was having a wonderfully good time. She danced again and again with the king's son. Suddenly the clock began to strike twelve, she ran toward the door as quickly as she could. In her hurry, one of her glass slipper was left behind. A few days later, the king' son proclaimed that he would marry the girl whose feet fitted the glass slipper. Her step sisters tried on the slipper but it was too small for them, no matter how hard they squeezed their toess into it. In the end, tthe king's page let Cinderella try on the slipper. She stuck out her foot and the page slipped the slipper on. It fitted perfectly.

Finally, she was driven to the place. The king's son was overjoyed to see her again. Their were married and live happily ever after.

3.   The Elements of Paragraph

According to Oshima and Hogue paragraph is basic unit of organization in writing in which a group of related sentences develops one main idea. A paragraph can be as short as one sentence or as long as ten sentences, and a concluding sentence.[32]

Paragraph are the foundation of writing, student need to write paragraph in order to equip them paper, journal, reports and so forth. If students some paragraph can stand alone and some are parts of larger piece of writing such as an essay. And According to Furaidah that paragraph is a group of related sentences which develops one main idea or one main topic.[33]

Paragraph has five major elements. They are:

a.   The Topic of Paragraph

According Furaidah that the topic of paragraph is what the paragraph is about. It is "thing" which paragraph discusses.[34]

The example of the topic of paragraph:

---

[32]Oshima and Hague, *Writing Academy English* (3th), Addison Wesley Longman, p. 16.
[33]Furaidah, *Advance Writing,* p. 1-2.
[34]Ibid, p. 117.

Smoking cigarette can be expensive habit. Considering that the average price per pack is seventy-five cents, people who smoke two packs of cigarettes a day spend $1.50 per day on their habit. At the end of one year, these smokers have spent at lest $547.50. but their price of cigarette smoke has an offensive out dour permeates clothing, stuffed furniture and carpet. Smokers often find that these items must be cleaned more frequently than non-smoker do. Although it is difficult to estimate the cost of this additional expense, one can see that this hidden expense does contribute to making smoking an expensive habit.

If we read the paragraph above, we will see that all sentences in paragraph explain or discuss the main topic of paragraph. The habit of smoking. If we want to write something, so we have to limit the topic. By limiting the topic, you could discuss your specific topic more deeply and exhaustively.[35]

b. The Topic Sentence

According to Furaidah that the second element of paragraph is a topic sentence. Every good paragraph has a topic sentence, which clearly states the main idea or topic sentence in a paragraph. It briefly tells what the paragraph is going to discuss.[36] According to Sands in Sabarun states a topic sentences is a sentence that states the main idea of the paragraph.[37]

According to Robbert A in Nirwanto states that in understanding the topic sentence, there are three important points to be considered:

1. A topic sentece is a topic sentece it contains a subject, a verb and (usually) a complement.

2. A topic sentence contains both a topic and controlling idea. It names the topic and then limits the topic to a specific to be discissed in the space of single paragraph.

---

[35]Ibid, p. 14.
[36]Ibid.
[37]Sabarun, *Paragraph Writing,* p. 3.

3. A topic sentence gives only the main idea; therefore, it is the must general statement in the paragraph. It does not give any specific details.[38]

To illustrate, let us look at thye following topic sentence to identify the topic and the controlilng idea about the topic:

> **"Smoking cigarettes can be an expensive habit"**
> What the topic and controlling idea of this sentence? The topic is the habit of smoking cigarette and the controlling idea is that smoking can be expensive. A paragraph that develops this topic should communicate that smoking is indeed an expensive habit.[39]

c. The Support

According to Furaidah, 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 view 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 sources for generating the support, for example:

Topic sentence: Smoking cigarettes can be expensive habit

Support :

1) Cigarettes cost about seventy-five cents.

2) The average smoker smokes two pack a day.

3) The annual expense for this smoker is $547.50.

---

[38]Rahmadi Nirwanto, *An Enrichment Material,* p. 9.
[39]Furaidah, *Advanced Writing,* p. 16.

4) The smoker must also pay for extra cleaning, furniture, and clothes.[40]

d. Unity

According to Alice Oshima in Nirwanto states that "uni" is the Latin prefikx meaning one. It is mean that in each paragraph only one main idea is disccused. If he or she stars to discuss an idea, he or she may start a new paragraph.[41] Unity means that the ideas of the supporting sentences are all clearly connected to the main idea expressed in the topic sentence. For example:

> Pilots are the primary cause of many aircraft accidents. Ignoring their responsibilities, many pilots fail to perform their duties efficiently, and tragedy has too often bee the needless result. History records that many fatal accidents have occurred, for example, because pilots failed to listen to the advice of air traffic controlllers who were in a position to warn them about impending disasters. Sometimes pilots are overtired, and they neglect to take the precautions necerssary to avoid accidents. They may events taking drugs which slow down their physical reaction. Perhaps most starling is the fact that every year one or two air traffic accidents are caused by student pilots who attempt journey beyond their capabilities and the up producing catastrophes which destroy life and property.[42]

e. Coherence

Literally, the word coherence means, "sticking together". A paragraph is coherent when the sentence are woven together in such a way that our reader can move easily from one sentence to the next and read the paragraph as an integrated whole.[43] According to David Yerkes in Nirwanto states that co-is Latin prefix that means "together" or "with". The verb cohere means "stick

[40]Ibid, p. 111.
[41]Rahmadi Nirwanto, *An Enrichment Material, p. 11*
[42]Furaidah, *Advanced Writing*, p. 114
[43]Sabarun, *Paragraph Writing, p. 6*

together" or "unified".[44] According to Carino still in Nirwanto states that coherency usually refers to logic and ideas. In order to have coherency in a paragraph, the movement from one sentence into the next sentence (and in longer essays, from one paragraph to the next) must logical and smooth. There must be sudden jumps. For a paragraph to be coherent, first it must have unity.[45]

According to Furaidah coherence is achieved by arranging sentences in logical order and providing signals that help the reader understand the relationship between the ideas in the sentence in the paragraph. In addition, the sentences are now connected by several linking devised: repotition of keywords, transition signal and sentence combining.[46] For example:

> I like to stand at the seashore watching the waves listening to their sound. Their never-ending movement makes me feel very peaceful. The sound of the waves is very relaxing. I also find the sea breeze and scent in the air very pleasant.[47]

4. Writing Assessment

In the teaching of writing we can either focus on the product of that writing or on the writing process itself.[48] According to Fauziati in Wulandari, traditionally, in curriculum practice, a distinction has been drawn between the activities which focus on products and the activities which focus on process. In traditional way of teaching writing, which focuses more on the product, very little attention is paid to help learners develop their ideas in the process of meaning-

---

[44] Rahmadi Nirwanto, *An Enrichment Material, p. 12.*
[45] Ibid.
[46] Furaidah, *Advanced Writing,* P. 116.
[47] Sabarun, *Paragraph Writing, p. 6.*
[48] Jeremy Harmer, The Practice of English Language Teaching (Fourth Edition), p. 325.

making.[49]Characteristics of writing as a product and process as follows:[50]

a. The Process Approach

The process approach is an attempt to take advantage of the nature of the written code (unlike conversation, it can be plan and give an unlimit number of revisions before its "release") to give students a chance to thinks as they write. Another way of putting it is that writing is indeed a *thinking process*.[51] Fauziati states in Wulandari, in teaching writing as a process, consequently, the students may produce several drafts or versions of their writing with the emphasis on the proces of writing and on getting feedback from classmate.[52] Shih in Brown state the process approaches in this following:[53]

(a) Focus on the process of writing that leads to the final written product.

(b) Help students writer to understand their own composing process.

(c) Help them to build repertoire of strategy for prewriting, drafting, and rewriting.

(d) Give students time to write and rewrite.

(e) Place central importance on the process of revision.

(f) Let students discover what they want to say as they write.

(g) Give students feedback throughout the composing process as they attempt to bring their expression closer and closer to the intention.

---

[49]Noor Anita Wulandari, The Effectiveness Of Using Audiovisual Media Toward Students' English Achievement In Writing Procedure Text At The Eighth Grade Students Of Islamic Junior High School Of Muslimat NU Palangka Raya,unpublished thesis, Palngka Raya: STAIN Palngka Raya,p. 20.

[50]Ibid

[51]H. Doughlas Brown, Teaching by Principles an Interactive Approach to Language Pedagogy, Second Edition, p. 336.

[52]Noor Anita Wulandari, *The Effectiveness Of*..........., p. 22.

[53]H. Doughlas Brown, Teaching by Principles an Interactive Approach to Language Pedagogy, Second Edition, p. 335-336.

(h) Encourage feedback from both the instructor and peers.

(i) Include individual conferences between teacher and student during the process of composition.

In the construction of class tests, it is important for the test writer to find out how composition is test in the first language. Although the emphasis in the teaching and testing of the skill in English as a foreign or second language will of necessity be quite different to the development of the skills in the first language, a comparison of the ability acquire and methods use is very helpful.[54]

b. The Product Approach

Product assessment is defined as giving score to the students' final composition; it focuses on assessing the students' final composition. To assess the students' writing product, there are three methods of scoring. There are holistic, primary trait, and analytic scoring.

Holistic scoring is a procedure in scoring students writing on the basis of the general impression of the composition as a whole. It looks at the piece of writing as a whole and assesses its ability to communicate to the reader.

The second type is primary trait scoring. The primary trait scoring is a way of scoring piece of writing by focusing on the specific feature or characteristics. The trait could be language-based feature emphasizing any one or more of the criteria such as idea development, organization or fluency.

The third type is analytic scoring. Analytic scoring is a procedure in scoring a piece of writing by referring to a list of features or sub skills on which a

---

[54]Heaton, J. B, *Writing English Language Tests,* New Edition, London and New York, 1975, p. 136- 137.

rater bases his or her judgment. In addition, analytic scoring identifies the specific needs in a piece of writing. A list is made of the prominent features that should appear in the piece of writing.

In analytic scoring, the rater give score on the basis of the marking scheme that contains some features or components of writing, such as content, organization, sentence structure, and grammar, usage and mechanics. Each component is scored separately and sometimes given different weights to reflect their importance in instruction. Unlike the holistic system, the analytic scoring separates the features of a composition into components. There are two advantages of this type of scoring. It provides feedback to students on specific aspect of their writing and gives teachers diagnostic information for planning instruction.[55]

In this study, the writer only uses product assessment with analytic scoring method in evaluating the students' final composition. The analytic scoring method applies in the study covers four components (content, organization, vocabulary, grammar, and spelling).

2.1 Table Scoring Rubric of Narrative text[56]

Component	Score	Level	Criteria
Content	30-27	Excellent to very good	Very good in mastering he problem; the content is very solid; complete and comprehensive; very appropriate with the problem and title.

---

[55]Sara Cushing Weigle, *Assessing Writing*, series editor: J. Charles Akderson and Lyle F. Bachman, New York: Cambridge University Press, 2002, p.104.
[56]M.SoenardiDjiwanjono,.*Tes Bahasa Dalam Pengajaran,* Bandung: ITB Bandung.1996.P.92.

	26-22	Good to average	Mastering the problem; the content is adequate; almost complete and comprehensive; appropriate with the problem and title, but it is less detail.
	21-17	Fair to poor	The problem mastery is limited; the content is not adequate enough; less complete.
	16-13	Very poor	Does not master the problem; the content is not sufficient; not relevant with the title and problem; there is not enough material to evaluate.
Organization	20-18	Excellent to very good	Very harmonious; the main ideas are expressed and developed clearly, organized well, logical order; close relationship among parts (cohesive)
	17-14	Good to average	Less harmonious; the main ideas are not organized well, less developed; logical order but less comprehensive.
	13-10	Fair to poor	Not harmonious; the main ideas are not irregular; the sequence is less logically; the main ideas are less developed.
Grammar	25-22	Excellent to very good	Very effective in using simple and complex sentence; less errors in using grammar, sequence sentences, phrase and word form, preposition, etc.
	21-18	Good to average	Effective in using simple sentences; some difficulties in using complex sentences; some errors in using grammar, sequence sentences, phrase and word form, preposition, etc.
	17-11	Fair to poor	Error and difficult in using simple and complex sentences; most errors in using grammar, sequence sentences, phrase and word form, preposition, etc.
	10-5	Very poor	Almost not mastering the grammar full errors in grammar, cannot be understood; not enough material to evaluate.
Vocabulary	20-18	Excellent to	Repertory of word is wide; the chosen and use of exact and effective word; mastery in word form and formation.
	17-14	very good Good to average	Repertory of word is enough; the chosen and use of words occasional not exactly, but the meaning not obscured.
	13-10	Fair to poor	Repertory of words is limited; most errors in choosing words; the meaning is

	9-7	Very poor	hazy and obscured. Repertory of words are very limited until cannot communicate the meaning; less informative to evaluate.
Mechanics	5	Excellent to very good	Demonstrate mastery of convesions, few errors of spelling, punctuations, capitalizations, paragraphing.
	4	Good to average	Occasional erors of spelling, capitalization, paragraphing and not obscured.
	3	Fair to poor	Frequent errors of spelling, punctuation, capitalization, pargraphing, poor hand writing, meaning confused or obscured.
	5	Very poor	No mastery or convetions, dominated by errors of spelling, punctuation, capitalization, paragraphing, hand writing illegible, or not enough to evaluate.

C.   The Process Writing

Writers of any experience level can benefit from the writing process. It guides students from the topic to the finished product. Teaching the writing process is fairly straight forward, so it's the way students interact with the writing process that proves most beneficial.

Process writing is a method of teaching composition that allows students sufficient time to try out ideas about which they wish to write and obtain feedback on their drafts so that writing becomes a process of discovery for the students.[57]

Process writing approaches tend to be framed in three stages of writing they are prewriting, drafting, revising, and editing[58]:

---

[57]*The effectiveness of using an outline in Writing Expository Essay*, p. 36.
[58]Gebhard, *Teaching English as a Foreign or Second Langue: A Teacher self Development and Methodology Guide,* Ann Arbor: The University of Michigan Press, 2000, p. 226.

1.   **Prewriting**

The Nature of Prewriting

The first stage of the writing process is called prewriting and the point at which we discover and explore our initial ideas about a subject. The teacher needs to stimulate students' creativity, to get them thinking how to approach a writing topic. In this strage, the most important thing is the flow of ideas, and it is not always necessary that students actually produce much (if any) written work. If they do, then the teacher can contribute with advice on how to improve their initial ideas. According to Alice that prewriting is a way to get ideas. In this step, the writer can choose a topic and collect ideas to explain the topic.[59] According to Regina, in the prewriting stage, writers take time to think about their topic and generate ideas. They also spend same time focusing and planning the piece of writing.[60] There are several activities we can choose from in the prewriting stage. During prewriting we are creating or generating a lot of ideas about our topic. The most important part of prewriting is to generate as many ideas as possible. These prewriting activities include brainstorming, free writing, WH-question, clustering.[61]

The Activities of Prewriting

In the prewriting stage, a writer decides the interesting topic. Prewriting covers a wide variety of activities. There are numerous prewriting techniques that the writers can use to generate ideas as they begin to write,

---

[59]Alice Oshima Ann Hogue, *Introduction to Academic Writing,* Longman, 2007, p. 16.
[60]Regina L. Smalley. *Refising Composition Skill Rhetoric and Grammar,* P.3.
[61]Ibid, p.4.

namely: listing, clustering, brainstorming, strategies questioning and free writing.[62]

a. Listing

One popular technique in prewriting is listing. One reason that this technique is popular with writers is that we use list-making skills often in our everyday lives. Writers also make list throughout the writing process, especially during prewriting. Lists not only help writers generate topics, but lists can be useful to help create main points and key details. According to Alice listing is a prewriting techniques in which you write the topic at the top of a piece of paper and then quickly make a list of the words or phrases that come into your mind.[63]

b. Clustering

Clustering, diagramming (mapping) is helpful for people who think in a visual way. You can put your idea in a circle or block and branch off examples or other ideas pertaining to it. According to Regina clustering is making is a visual map or your ideas.[64] According to jerry that clustering is using a key word placed in the center of a page (or board), a student's (or teacher) jots down all the free associations students give related to the word, clustering similar words.[65] With this technique, you start with a circle in the middle that contains your main idea and then you draw lines to other, smaller circles that contaib sub-ideas or issues related to the main idea. Try to group like idea together so as to organize yourself.

---

[62]Sabarun, *The Effectiveness of Using an Outline in Writing Expository Essy, p. 8.*
[63]Alice Oshima n Ann Hogue, *Introduction to Academic Writing,* P. 16.
[64]Ibid.
[65]Jerry G. Gebhard, *Teaching English as a Foreign or Second Language,* p. 227.

c.   Brainstorming

Another way to get ideas down on paper quickly is through brainstorming start with a significant word or phrase, and tries to record everything that comes to your mind. If you reach a point where you can no longer come up with any new ideas, ask a friend to help you brainstorming some fresh topics. According to Regina that brainstorming is a way to associate ideas and stimulate thinking. To brainstorm, star with a word or phrase and let your thoughts go in whether direction they will. For a set period of time, do not attempt to think logically but writer a list of ideas as quickly as possible, putting down whatever comes to mind without looking back or organizing.[66] Jerry also states that brainstorming is one popular activity of prewriting in which a topic is introduction by the teacher or students, after which students call out ideas associated with the topic while the teacher (or a student or two) write the ideas on the board. Although there is no right or wrong association in this activity, some EFL/ESL students will shy away from calling out their ideas. As such, some teachers have students brainstorm first in small group, then as a whole class.[67]

d.   Questioning Strategy (WH-question)

1)   The Nature of Question

According to Hornby question as a noun is sentence, which by using word order, use of interrogative words (what, when, where, who) or intonation,

---

[66]Regina L. Smaley, *Refising Composition Skill Rhetoric and Grammar,* p.4.
[67]Jerry G. Gebhard, *Teaching English as a Foreign or second language.* P.226.

request information, an answer etc.[68] So, if make a question to someone, we should ask a question to him about a particular subject or uncertainly something. An interrogative sentence is a type of sentence which usually asks a question and than other function of question is used to express a doubt or uncertainly something.

In addition, Marcell Frank states that the questions were divide into three kinds of questions in English. First, yes-No question are simple question eliciting the answer yes or no only. Second, Attached (or tag) question are also yes or no question, but the special form into which they are put shows which of these two answers is actually expected. Third, interrogative word questions are questions that elicit information a person, place, time, etc.[69]

2) The use of WH-question

According to Robert Krohn the use of WH-question as in the following:

Who substitutes for a noun phrase which refers to a person.

What substitutes for a noun phrase which refers to a thing.

When substitutes for a noun phrase which refers to a time.

Where substitutes for a noun phrase which refers to a place.[70]

Asking these WH-questions allows you to see your topic from different points of you. Asking WH-question may also help you figure out your real thoughts/beliefs (your 'position' on a chosen topic). To use this technique for the

---

[68]Hornby, *Oxford Advanced Learner's Dictionary or current English Great,* P. 952.
[69]Marcella Frank, *Modern English a practica Reference Guided,* London: Englewood New jersey, Prentece Hall inc, 1972, p. 88.
[70]Robert Krohn, *English Sentence Structure,* University of Michigan-Binarupa Aksara, 1990, p. 30.

first " Take a phrase or sentence/statement, and ask as many WH-question of it as you can.

3) The Advantages of Questioning Strategy

There are some advantages of questions strategy[71] :

1. To arouse interest and curiosity concerning a topic.

2. To focus attention on a particular issue or concept.

3. To develop an active approach to learning.

4. To stimulate pupils to ask questions of themselves and others.

5. To structure a task in such a way that learning will be maximised.

6. To diagnose specific difficulties inhibiting pupil learning.

7. To communicate to the group that involvement in the lesson is expected, and thatovert participation by all members of the group is valued.

8. To provide an opportunity for pupils to assimilate and reflect uponinformation.

9. To involve pupils in using an inferred cognitive operation on the assumption thatthis will assist in developing thinking skills.

10. To develop reflection and comment by pupils on the responses of other membersof the group, both pupils and teachers.

11. To afford an opportunity for pupils to learn vicariously through discussion.

12. To express a genuine interest in the ideas and feelings of the pupil.

---

[71]Brown, George and Wragg, E.C, *Questioning*. London : Routledge Falmer,1993, p.7

Table 2.2 Example of Using Questioning strategy in Narrative

Beauty and the Beast

+ **Orientation**
1. When did the story of beauty and the beast happen?
   The story of Beauty and the beast happened once upon a time / a long, long ago.
2. Who was a beauty?
   Beauty was a beautiful girl.
3. How was the character of Beauty?
   The character of beauty was a smart, cheerful, hard-working and kind person.
4. Where she did live?
   She live in a small village.
5. With whom did she live?
   She lived with her father and her sisters.

+ **Complication**
1. How did the problem of beauty happen?
   The problem of beauty happened when her father went to the city,
2. What did happen with her father?
   He saw and old castle and went in. Actually no-one was in, but there was food on the table. And then he walked around the castle. He picked a rose from garden for beauty. And then there was a beast and the beast wanted to kill him unless beauty was brough to the beast.
3. What problem did beauty has?
   Beauty went to see the beast and she had to stay at the castle with the beast.
4. How was her felling in the castle?
   She felt scared, lonely and sad.
5. How did the beast treat her?
   The beast treated beauty well, so it made beauty began to like the beast.
6. How about her father?
   Her father was sick, the beauty saw it from the beast's magic mirror in the castle, but the beast allowed beauty to go home. Her father was happy to see her.

+ **Resolution**
1. What was the end of the story?
   One night, beauty had a dream that the beast was sick, and then she hurried back and saw the beast dying in the castle. She began to cry and her tears fell into the beast. Suddenly, the beast changed into handsome

> prince.
> 2. How was the ending of beauty and the beast? Sad or happy?
>   Beauty and the beast got married and lived happily ever after.

Beauty and the Beast

Once upon a time, there was a girl named beauty. She lived with her father and her sisters in a small village. Beauty was a beautiful girl. She was also hard-working. She always helped her father on the farm.

One day, her father set out for the city. He saw an old castle and went in. No-one in but there was food on the table. Then he walked around the castle. He picked a rose from garden for Beauty. Suddenly an angry beast appeared. He wanted to kill Beauty's father unless Beauty was brought to him. Beauty's father told her daughters what had happened. Beauty's sisters ordered her to see the Beast.
Beauty went to see the beast and had to stay at the castle. She felt scared, lonely and sad. She tried to run away but was stopped by the beast. The beast treated beauty well. Soon, beauty began to like the beast.

One day, through the beast's magic mirror, beauty saw that her father was sick. The beast allowed her to go home. Her father was happy to see her. One night, beauty had a dream. A fairly told her that the beast was sick. Beauty hurried back and saw the beast dying. She began to cry. Tears feel onto the beast. Suddenly, the beast changed into handsome prince. Beauty and the beast got married and lived happily ever after.

---

e. **Freewriting**

In freewriting you write non-stop about a subject for a certain amount of time. Spelling or puntuation, mistakes, and finding exact words do not matter. According to Regina that freewriting is writing without stopping. It means writing whatever cornes to your mind without worrying about whether the ideas are good or the grammar is correct. Brown also states that freewritng is a technique to generate ideas, it should be used as a beginning, as an initial

exploration of the ideas that you have about a topic.[72] According to Jerry also gives statement that in freewriting the students write nonstop on a topic for a set time. They step to read and consider what they wrote and then write nonstop again for another set amount of time.[73]

The Strength and Weakness of prewriting

The strength of the prewriting are; the prewriting helps the students to understand the topic and purposes of the writing assignment and limit the limit the topic to a menageable and appropriate idea prewriting technique also can encourage the students to expand their thinking and the most important part of prewriting is to generate as many ideas as possible.

f.   Mind mapping

According to Toni Buzan the mind mapping strategy is one of the teachers' strategies in teaching. Not only Mind Maps show facts, but also show the overall structure of a subject and the relative importance of individual parts of it. It helps students to associate ideas, think creatively, and make connections that might not otherwise.[74] Alamsyah also explained that Mind maps work well as their visual design enables students to see the relationship between ideas, and encourages them to group certain ideas together as they proceed. Mind maps work especially well when created in groups, since the discussion this engenders aids the production of ideas, and makes the task livelier and more enjoyable. The

---

[72]H. Douglas Brown, *Teaching by Principles: An Interactive to language Pedagogy,* p. 350.

[73]Jerry G. Gebhard, *Teaching English as a Foreign or second language. P.*227.

[74]Tony,Buzan. *BukuPintar Mind Mapping*. Jakarta : PT GramediaPustakaUtama. (2009).p.60-62

mind mapping strategycan be used to explore almost any topics in writing and also used in every kind of writing such as : narrative, descriptive, recount, persuasive, argumentative, essay etc. Students can improve their ideas and lend themselves to discussing ideas in groups. Mind Mapping is a useful technique that helps you learn more effectively, improves the way that you record information, and supports and enhances creative.[75]

2. Drafting

Next step is to write drafts, using your outline as a guide. Writer your rough draft as quickly as you can without stopping to think about grammar spelling or punctuation. Just get your ideas down on paper. You will probably see many errors in your rought draft. This is perfectly usual and acceptable-after all; this is just a rough draft. You will fix the errors later.[76] According to Regina Drafting is the actual writing of the paragraph.[77]

3. Revising/Editing

In this stage students look at their papers with fresh eyes and focus on how well their paper reflects what they were thinking.

a. Revising

Writing is a process. It is never perfect after the first attempt. The best part about writing is that there is time to go back and revise and edit the writing before it is submitted. Revising is the first step to improving a first draft. It is best to allow some time to pass between finishing the first draft and beginning

---

[75]Maurizal,Alamsyah. *KiatJituMeningkatkanPrestasiDengan Mind Mapping*.Yogyakarta :MitraPelajar. (2009).p.60-62
[76]Ibid, p.18.
[77]Regina L. Smaley, *Refising Composition Skill Rhetoric and Grammar,* p.8.

the revising process. This allows the author to look at the draft with fresh eyes and, hopefully, more objectively. In revising the writer focus on the organization of ideas; do they have a logical flow? And also focus on the support for the topic. Do the ideas they incorporated support the main topic? Is their support weak? Are any sentences irrelevant to the topic? According to Regina Revising is really rethinking or reseeding your paper. During prewriting and drafting, you are mostly concern with finding ideas and getting them down. You will need sp shift from suspending judgments to making them. Now, you will need to evaluate your writing.[78]

b. Editing

Editing is the last stages in the process writing. In editing the writer focus on the grammar, spelling and punctuation. Here students are looking at the language it self and how well it reflects their ideas. I usually explain that this is the icing on the cake. When there are no mistakes in grammar, punctuation or spelling the reader will not think twice about the language of the paper. But if there are excessive mistakes in grammar, punctuation or spelling, the reader will notice and not want to finis reading, no matter how well organized or well supported the paper is. According to Regina at this stage, the writer may need to rephrase or edit some of their sentences. Rephrase sentences that are not clear or not precies. Then check the sentences to make sure they are grammatically and mechanically correct.[79]

---

[78]Ibid.
[79]Ibid, p.9.

D. Questioning Strategy

1. Definition of Questioning Strategy.

A question is any sentence which has an interrogative form or function.Question strategy is one of the best suited for the students in writing, because question strategy technique allows the teacher to guide the students to generate their own ideas in writing. The term ofquestion refers to the question work in which the students are guided in writing. Walsh and Beth state that "Teacher poses questions help students make new concept and idea"[80].

Questions Strategy can help the students to explore their idea in learning writing skill like Raymond in Muhammad Bagus Nawawi said that questions can be a way of playing with material before decid what you want to make of it, like toying with modelling clay until it takes a vague shape that suggest the final shape it ought to take. If you happen to know in advance what sort of writing you want to do, you can turn directly to the questions that are most suitable for that sort of writing. If you do not know what sort of writing you want to do, working through several sets of questions may lead you to a purpose as well as to information.[81]

---

[80]Walsh, Jackie A. and Beth, Sattes D, *Quality Questioning: Research –Based Practice to Engage Every Learner*. (London : A Joint Publication,2005)p.22

[81]Rise B. Axelrod and Charles R. Cooper, *The ST. Martin's Guide to Writing,* (New York: ST. Martin's press, 1985),p.475

Rise B. Axelrod and Charles R. Cooper on their book that is "*The ST. Martin's Guide to Writing*", they said that asking questions about a problem or topic is a way to learn about it and decide what to do or say. It is a useful and systematic approach to exploring a problem.[82]

They also say that there are several steps in using questions for invention. They are :

a) Think about your subject. (By "subject" it 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 phrase.

c) Write your responses quickly, without much planning.

2. The Purpose of Using – QuestioningStrategy

Based on the definition ofquestioning strategy above the purpose of using guided questions are:

a) To increase students' achievement in writing skills especially in narrative text.

b) To make easier for students' in exploring the topic which they will write about.

3. The Procedures of Teaching Writing by Using - Questioning Strategy

A question is any sentence which has an interrogative form or function. question is one of the best suited for the students in writing, because question strategy technique allows the teacher to strategy the students to generation they own ideas in writing. The term of question strategy refers to the question work in which the students are guided in writing. Walsh and Beth state that "Teacher poses questions help students make new concept and ideas"[83]. In Questioning Strategy, the teacher will guide the students by give the students Questioning Strategy. The teachers use question words to ask certain types of questions.

In questions strategy activities, the students do their writing task based on the teacher guidance. Brown and Wragg state, "Asking questions are to stimulate recall, to deepen understanding, to develop imagination, and to encourage problem solving"[84].

In teaching writing narrative text usingQuestioning strategy, three steps of the process of writing that is stated by Edelstain and Pival can be modified as follows[85]:

1. **Pre-writing**

   In this step, the teacher gives topics and series of questions related to the topic to the students in order to help them generates and organizes their ideas.

[83]Walsh, Jackie A. and Beth, Sattes D, *Quality Questioning: Research –Based Practice to Engage Every Learner*. (London : A Joint Publication,2005)p.22

[84]Brown, George and Wragg, E.C, *Questioning*. London : Routledge Falmer,1993, p.1

[85]Edelstein, Michael. E. and Pival, *The Writing Commitment*. New York: Harcourt Broce Javanovich Publisher, 1988, P.11

2. **Writing**

In this step, the students will be asked to answer series of questions that is given by the teacher. Answering series of questions will help them in putting on paper the ideas in their mind into words, sentences, paragraph and text.

3. **Rewriting**

In this step, the teacher helps the students evaluating their writing in form of:

- Correcting the content and the form
- Correcting the vocabularies, punctuation and grammar
  - Correcting writing errors, words duplication and omission

E. **Quasi -Experimental Study**

a. **The Nature of Experimental Study**

Experimental is to establish a cause and effect relationship between two phenomena. The writer will aim to establish that one variable, the independent variable, causes changes in order variable, the dependent variable. Experimental design is a study design in which the researcher imposes some artifical constraints in the setting, manipulates the indepedent variable to establish cause-effect relationship or both. Experimental design is a plan for an experiment that specifies what independent variables will be applied, the number of levels of each, how subjects are assigned to groups, and the dependent variable. In the present study, the writer typically compare two groups, one of which (the

experimental group) receives the treatment, while the other (the control group) does not.

The writer will randomiz control group pre-test post-test design. There are two groups in this design, they are control group and experimental group. Both groups are give pre-test to measure the score of students before the treatment is given. Then, the treatment is given for experiment group only. The control group is not given the treatment but another conventional strategy as usual. The post-test is give for both groups to measure the difference score of students between control and experiment group.[86]

There are three basic experimental designs, each containing subsets with specifif stregths and weaknesses. These three basic designs include: (1) pre-experimental design; (2) quasi experimental design; and (3) true experimental design. Since this study would use one group pretest-posttest design as in pre-experimental design, here would only discuss about pre-experimental design.

b. The type of quasi-experimental Study

Quasi-experimental designs are so named because the follow basic experimental steps but fail to include a control group. In other words, two group is often studied but no comparison between an equivalent treatment group is made. Examples include the following:

1. The Two-Shot Case Study

In this arrangement, subject are presented with some type of treatment, such as a semester of college work experience, and then the outcome measure is

---

[86]Donald Ary, Lucy Cheser Jacobs, Chris Sorensen and Asghar Razavieh, *Introduction to Research in Education 8th Edition.* (Canada: Nelson Education, Ltd, 2010), p.316.

applied, such as college grades. Like all experimental designs, the goal is to determine if the treatment had any effect on the outcome. Without a comparison group, it is impossible to determine if the outcome scores are any higher than they would have been without the treatment. Ana, without any pre-test scores, it is impossible to determine if any change within the group itself has taken place.

The design is diagrammed as follow:

X   Y

Where:

       X   : Treatment

       Y   : Postest

2. Two Groups Pretest Posttest Study

A benefit of this design over the previously discussed design is the inclusion of a pretest to determine baseline scores. To use this design in our study of college performance, we could compare college grades prior to gaining the work experience to the grades after completing a semester of work experience. We can now at least state whether a change in the outcome or dependent variable has taken place. What we cannot say is if this change would have accurred even without the application of the treatment or independent variable. It is possible that more maturation caused the chnage in grades and not the work experience itself.

The design is diagrammed as follow:

Y_1 X Y_2

Where:

Y_1 : Pretest

X   : Treatment

Y_2 : Posttest

c. The Advantages and Disadventages

In amploying the design, there will be some adventages and disadventages.

As exploratory approaches, quasi-experiments can be a cost-effective way to discern whether a potential explanation is worthy of further investigation. In this case, the study could be very important to be developed in further research.

Quasi-experiments offer few adventages since it is often difficult or impossible to rule out alternative explanations. The nearly insurmoutable threats to their validity are clearly the most important disadventage of quasi-experimental research design. In this case, there would some weakness to the result of study.

F. Teaching Writing in Senior High School Level (SMA/MA)

1. Principles for Teaching Writing.

The following principles can be used to evaluate teaching, learning, evaluate a writing course or the writing section of language course activities,within each strand the principles are ranked with the most important principle first.[87]

a. Meaning - focus input

---

[87] Notion,I.S.P. *teaching ESL/EFL reading and writing,* UK:tylor and francis e-library, 2008,p. 93.

Learner should bring experience and knowledge to their writing.

b. Meaning - focus output

a) Learners should do lots of writing and lots of different kind of writing.

b) Learners should write with a message - focused purpose.

c) Writing should interest learners and draw on their interests.

d) Learners should experience a feeling of success in most of their writing.

e) Learners should use writing to increase their language knowledge.

c. Language - focused learning

a) Learners should know about the parts of the writing process and should be able to discuss them in relation to their own and others' writing.

b) Learners should have conscious strategies for dealing with parts of the writing process.

c) Where the LI uses a different script or where learners are not literate in their LI, the learners should give attention to clarity and fluency in producing the form of the written script.

d) Spelling should be given an appropriate amount of deliberate attention largely separated from feedback on writing.

e) eacher should provide and arrange for feedback that encourages and improves writing.

f) Learners should be aware of the ethical issues involved in writing.

2. Fluency development

Learners should increase their writing speed so that they can write very simple material at a reasonable speed.

3. The role of the teacher

When students are asked to write, the ones that are especially important are asfollows:[88]

a. Motivator: to motivate the students, creating the right conditions for the generation of ideas, persueding them of the usefulness of the activity, and encouraging them to make as much effort as possible for maximum benefit.

b. Resource: especially during more extended writing tasks, we should be ready to supply information and language where necessary. We need to tell students that we are available and be prepared to look at their work as it progresses, offering advice and suggestions in a constructive and tactful way.

c. Feedback provider: giving feedback on writing tasks demands special care. Teacher should respond positively and encouragingly to the content of what the students have written. When offering correction, teachers will choose what andhow much to focus on, based on what students need at this particular stage of their studies and on the tasks they have undertaken.

Fauziati states in Wulandari, there are classroom techniques in teaching writing, such as:[89] first, instruction should be focus on the writing process. Means

---

[88]Jeremy Harmer, The Practice of English Language Teaching (Fourth Edition), Pearson

[89]Noor Anita Wulandari, *The Effectiveness Of Using Audiovisual Media Toward Students' English Achievement In Writing Procedure Text At The Eighth Grade Students Of Islamic Junior High School Of Muslimat NU Palangka Raya*, unpubl ished thesis, Palngka

that students can initiate into the process, and the teacher should prepare to intervene in the students writing process with suggestions and correction to help the students overcome difficulties encountered in each of the stages. Second, the assigned writing task should encourage students to write a variety of modes besides expository writing. This is based on the understanding that people do use different modes of writings, and they do required different processes. Last,conferencing is an important part of the classroom activity. It occurs between teacher and students as well as between students. Such an activity provides students with immediate, meaningful responses to their writing. This will develop students' ability to reflect upon their own writing and the writing of others in a critical and constructive way.

SMA Muhammadiyah 1 Palangka Raya used KTSP (KTSP curiculum) that integrated one to another skill, one subject to another subject, and also consider the characterbuilding, but the writer focused on one subject that is English, and more focus on students' writing skill.

Raya: STAIN Palngka Raya, p. 24