

**THE EFFECTIVENESS OF BASIC QUESTIONING
TECHNIQUE TOWARD THE STUDENTS' ABILITY IN
WRITING DESCRIPTIVE TEXT AT THE SEVENTH GRADE
STUDENTS OF SMPN 2 SUMBERGEMPOL IN ACADEMIC
YEAR 2015/2016**

THESIS

Presented to

State Islamic Institute of Tulungagung in partial fulfillment of the requirements
for the degree of Sarjana Pendidikan in English Education



By

DESTIN EKA LESTARI

NIM. 2813123048

ENGLISH EDUCATION DEPARTMENT

FACULTY OF TARBIYAH AND TEACHER TRAINING

STATE ISLAMIC INSTITUTE (IAIN) OF TULUNGAGUNG

2016

ADVISOR'S APPROVAL SHEET

This is to certify that the sarjanas' thesis of "The Effectiveness of Basic Questioning Technique toward the Students' Ability in Writing Descriptive Text at the Seventh Grade Students of SMPN 2 Sumbergempol in Academic Year 2015/2016" written by Destin Eka Lestari has been approved by the thesis Advisor for the further approval by the Board of Examiners.

Tulungagung, July 26th 2016

Advisor,

Dr. Arina Shofiya, M. Pd.
NIP. 19770523 200312 2 002

Approved by

The Head of English Education Department

Dr. Arina Shofiya, M. Pd.
NIP. 19770523 200312 2 002

BOARD OF THESIS EXAMINERS' APPROVAL SHEET

This is to certify that the Sarjana thesis of "**The Effectiveness of Basic Questioning Technique toward the Students' Ability in Writing Descriptive Text at the Seventh Grade Students of SMPN 2 Sumbergempol in Academic Year 2015/2016**" written by Destin Eka Lestari has been approved by the Board of Examiners as the requirement for the degree of Sarjana Pendidikan Islam in English Education.

Board of Thesis Examiners

Chair,

Secretary,

Hj. St. Noer Farida Laila, MA.
NIP. 19720115 199903 2 002

Dr. Arina Shofiya, M. Pd.
NIP. 19770523 200312 2 002

Main Examiner,

Emmi Naja, M. Pd.
NIP. 19820107 201101 2 010

Tulungagung, July 26th2016

Approved by
The Dean of Faculty of Tarbiyah and Teacher Training

Dr. H. Abd. Aziz, M. Pd. I.
NIP. 19720601 200003 1 002

MOTTO

“Success needs a process”

DEDICATION

I would like dedicate and give my special thanks to :

- *My beloved parents Seri Efendi and Sutiayah who always pray for my success and thank you for giving me strength to chase my dream.*
- *My advisor, Dr. Arina Shofiya, M.Pd. who always guided me during the completion of this thesis*
- *My close friends who accompanied and supported me during doing this research.*
- *To all my friends especially members of TBI-8B and members of Queen Boarding House thank you for your understanding and encouragment in my many moments. Your friendship makes my life a wonderfull experience. I can not list all the name here, but you are always on my mind.*
- *For my beloved, thank you for your emotional support.*

DECLARATION OF AUTHORSHIP

Name : Destin Eka Lestari
Place, Date of birth : Trenggalek, December 14th 1993
NIM : 2813123048
Departement : English Education Program of IAIN Tulungagung
Semester : VIII

State that the thesis entitled “The Effectiveness of Basic Questioning Technique toward the Students’ Ability in Writing Descriptive Text at the Seventh Grade Students of SMPN 2 Sumbergempol in Academic Year2015/2016” is truly my original work and helped by the expert of this matter. It is written and published as requirement for the degree of Sarjana Pendidikan Islam in English Program, Departement of Islamic College of Tulungagung in 2015/2016 academic year. Due to fact, I am responsible for the thesis, if there is any objection of claim from other.

Tulungagung, July 26th2016

The writer

Destin Eka Lestari

NIM. 2813123048

ABSTRACT

Lestari, Destin Eka. Registered Number Students 2813123048. 2016. *The Effectiveness of Basic Questioning Technique toward the Students' Ability in Writing Descriptive Text at the Seventh Grade Students of SMPN 2 Sumbergempol in Academic Year 2015/2016.* Thesis. English Education Department. Faculty of Tarbiyah and Teacher Training. State Islamic Institute (IAIN) of Tulungagung. Advisor: Dr. Arina Shofiya, M. Pd.

Keywords: Effectiveness, Basic Questioning Technique, Writing Ability

Writing is one of way to express idea, to communicate with other people and to distribute the recent writing experience. The primary goal of writing to communicate is to please the reader in providing new discoveries, information, and perspectives. But many students have difficulties in writing especially descriptive text. Whereas, descriptive text is one kind of genre that has a simple form than other genre. The students' difficulties in writing are caused by some factors such as, the students' interest in writing is low because they are not accustomed to write in English and less positive response on writing assignments. As a teacher, it is important to give interesting lesson about writing so the students will not feel boring when the writing activity is in progress. And the teacher should choose the appropriate technique when teaching writing. Based on the problem above, an appropriate technique used in writing especially descriptive text is Basic Questioning Technique. This technique can give a stimulus for the students to get an idea and what they should to write by guiding them using basic questioning before they start to write.

The formulation of the research problem is “Is there any significant difference on students' ability in writing descriptive text before and after being taught by using basic questioning technique”?

The purpose of the research problem is to know if there is any significant difference on students' ability in writing descriptive text before and after taught by using basic questioning technique”.

Research method applied in this study included: (1) The research design in this study was pre-experimental design with quantitative approach in the form of one group pre-test post-test. (2) The population of this study was all class of seventh grade at SMPN 2 Sumbergempol, Tulungagung. (3) The sample was VII C class which consist of 31 students. (4) The variable were independent and dependent variable. Independent variable was basic questioning and dependent variable was the students' writing descriptive text. (5) The research instrument was a test. (6) The data analysis was using Paired sample t-test with SPSS 16.0.

The result showed that the students' mean score before being taught by using basic questioning technique was 49,35 and the students' mean score after being taught using basic questioning technique was 65,96.

In addition, the result of the statistical computation used Paired sample t-test with SPSS 16.0 shown t_{count} is 14.815 and t_{table} is 2.042 with degree of

freedom is 30 and significance level is 0.05. T_{count} is bigger than t_{table} ($14.815 > 2.042$), it concluded that the null hypothesis (H_0) is rejected and the alternative hypothesis (H_a) is accepted, it means there is significant different of students' achievement in writing ability especially descriptive text before and after being taught by using basic questioning technique. So, this technique was effective use in teaching writing descriptive text.

The researcher suggested to English Learners that the application of a technique in writing it can be used. The aim is to facilitate the author in writing an article as in this research. For the teacher, the researcher suggested to use basic questioning technique as one of alternative technique in teaching writing especially in writing descriptive text. And for the next researcher to conduct further research on the similar area but with different aspect or use this research as a reference for the next researcher studies.

ABSTRAK

Lestari, Destin Eka. Nomor Induk Mahasiswa. 2813123048. 2016. *The Effectiveness of Basic Questioning Technique toward the Students' Ability in Writing Descriptive Text at the Seventh Grade Students of SMPN 2 Sumbergempol in Academic Year 2015/2016.* Skripsi. Tadris Bahasa Inggris. Fakultas Tarbiyah dan Ilmu Keguruan. Institut Agama Islam Negeri (IAIN) Tulungagung. Dosen Pembimbing: Dr. Arina Shofiya, M. Pd.

Kata Kunci: Efektifitas, Teknik Pertanyaan, Kemampuan Menulis

Menulis adalah salah satu cara untuk mengungkapkan ide, untuk berkomunikasi dengan orang lain dan untuk menyalurkan pengalaman kemampuan dalam menulis. Tujuan utama menulis dalam komunikasi adalah untuk menyenangkan pembaca dalam menemukan pendapat, informasi dan pandangan seseorang tentang berbagai macam hal. Tetapi, masih banyak siswa yang mengalami kesulitan dalam pembelajaran menulis khususnya menulis paragraph descriptive. Padahal, teks deskriptif merupakan salah satu genre yang memiliki bentuk teks yang simple daripada genre yang lainnya. Kesulitan siswa dalam menulis disebabkan oleh beberapa faktor seperti, rendahnya ketertarikan siswa dalam menulis sebab mereka tidak membiasakan untuk menulis dalam pelajaran bahasa Inggris dan kurangnya respon positif pada tugas menulis. Sebagai seorang guru, sangat penting dalam memberikan pelajaran yang menarik tentang menulis sehingga siswa tidak akan merasa bosan ketika aktifitas menulis sedang berlangsung. Guru juga harus memilih teknik yang sesuai ketika mengajarkan tentang menulis. Berdasarkan pada masalah diatas, teknik yang sesuai dalam menulis khususnya teks deskriptif yaitu teknik pertanyaan-pertanyaan. Teknik ini dapat memberikan stimulus kepada siswa untuk mendapatkan idea dan apa yang seharusnya mereka tulis dengan memandu mereka menggunakan pertanyaan-pertanyaan sebelum mereka menulis sebuah teks deskriptif.

Rumusan masalah pada penelitian ini yaitu “Apakah ada perbedaan yang signifikan pada kemampuan siswa dalam menulis teks deskriptif sebelum dan sesudah diajarkan menggunakan teknik metode pertanyaan?”

Tujuan masalah pada penelitian ini yaitu “Untuk mengetahui apakah ada perbedaan yang signifikan pada kemampuan siswa dalam menulis teks deskriptif sebelum dan sesudah diajarkan menggunakan teknik metode pertanyaan?”

Metode penelitian yang digunakan dalam penelitian meliputi: (1) Metode penelitian yang digunakan adalah pre-eksperimental dengan satu grup pre-test post-test yang menggunakan pendekatan kuantitatif. (2) Populasi dalam penelitian ini adalah seluruh kelas 7 SMPN 2 Sumbergempol, Tulungagung. (3) Sampel dalam penelitian ini adalah kelas VII C yang terdiri dari 31 siswa. (4) Variabel terdiri dari variabel bebas dan terikat. Variabel bebas yaitu teknik pertanyaan dan variabel terikat yaitu kemampuan menulis deskriptif teks. (5) Instrumen penelitian

yang digunakan adalah test. (6) Analisis data menggunakan Paired sample t-test dengan SPSS 16.0.

Hasil dalam penelitian menunjukkan rata-rata nilai siswa sebelum diajarkan dengan menggunakan teknik metode pertanyaan yaitu 49,35 dan rata-rata nilai siswa setelah diajarkan dengan menggunakan teknik metode pertanyaan adalah 65,96.

Di samping itu, hasil perhitungan statistik menggunakan uji Paired sample t-test dengan menggunakan SPSS 16.0 menunjukkan hasil penghitungan statistik untuk t_{count} adalah 14.815 dan t_{table} yaitu 2.042 dengan $df=30$ dan signifikan level yaitu 0.05. T_{count} lebih besar dari t_{table} ($14.815 > 2.042$), hal ini menunjukkan bahwa hipotesis nul (H_0) ditolak dan hipotesis alternatif (H_a) diterima. Hal ini diartikan bahwa ada perbedaan yang signifikan pada kemampuan menulis siswa pada teks deskriptif sebelum dan sesudah diajarkan menggunakan teknik metode pertanyaan. Jadi, teknik ini efektif digunakan dalam pembelajaran menulis teks deskriptif.

Peneliti menyarankan untuk pelajar bahasa inggris bahwa penggunaan sebuah teknik dalam menulis itu dapat digunakan. Tujuannya yaitu untuk memudahkan penulis dalam menulis sebuah tulisan seperti pada penelitian ini. Untuk guru, peneliti menyarankan untuk menggunakan teknik pertanyaan-pertanyaan ini sebagai salah satu teknik pilihan dalam mengajar tentang menulis khususnya menulis deskriptif text. Dan untuk peneliti selanjutnya untuk mengadakan penelitian lebih lanjut pada bidang yang sama tetapi dengan aspek yang berbeda atau dapat menggunakan penelitian ini sebagai referensi untuk penelitian peneliti selanjutnya.

ACKNOWLEDGEMENT

In the name of Allah SWT The Most Beneficent and The Most Merciful. All praises are to Allah SWT for all the blessings so that the writer can accomplish this thesis. In addition, may Peace and Salutation be given to the prophet Muhammad (pbuh) who has taken all human being from the Darkness to the Lightness.

The writer would like to express her genuine gratitudes to:

1. Dr. H. Abd. Aziz, M.Pd.I., the Dean of Faculty of Tarbiyah and Teacher Training of IAIN Tulungagung for his permission to write this thesis.
2. Dr. Arina Shofiya, M.Pd., the Head of English Education Program and also the writer's thesis advisor who has given some information so the writer can accomplish this thesis and also for her invaluable guidance, suggestion, and feedback during the completion of this thesis.
3. Lecturers in English Education Department of Faculty of Tarbiyah and Teacher Training for valuable knowledge, guidance, and advices during the years of my study.
4. Drs. Sugito, M.M as the headmaster of SMP Negeri 2 Sumbergempol who has given the writer permission to conduct a research at this school.
5. Marsiyah, S.Pd, as the English teacher of SMP Negeri 2 Sumbergempol who helped and provided the necessary data to the writer while conducting the research.

6. The seventh grade students of SMP Negeri 2 Sumbergempol in academic year 2015/2016 for the cooperation as the sample of this research
7. My entire best friends, especially for the member of TBI-B in action for your support, kindness, and the great and wonderful friendship. Thank you for always being there.
8. Last but not least, those who cannot be mentioned one by one, who have helped and support the writer to finish this thesis.

The writer realizes that this research is far from being perfect. Therefore, any constructive criticism and suggestion will be gladly accepted.

Tulungagung, July 26th 2016

Writer

TABLE OF CONTENT

Cover	i
Advisor's Approval Sheet	ii
Board of Examiners' Approval Sheet	iii
Motto	iv
Dedication	v
Declaration of Authorship	vi
Abstract	vii
Acknowledgement	xi
Table of Content	xiii
List of Tables	xvii
List of Appendices	xviii

CHAPTER I INTRODUCTION

A. Background of the Research	1
B. Research Questions	6
C. Objective of the Research	6
D. Research Hypothesis	6
E. Significance of the Research	7
F. Scope and Limitation of the research	7
G. Definition of Key Terms	7
H. Organization of the Research.....	8

CHAPTER II REVIEW OF RELATED LITERATURES

A. The General Concepts of Writing	10
1. Definition of Writing.....	10
2. Writing Process and Product	11
3. Writing Purposes	13
4. The Requirements for Good Writing	15
5. Writing Test	17
B. Genre	18
1. Definition of Genre	18
2. Kinds of Genre	20
C. Descriptive Text	24
1. Definition of Descriptive text	24
2. Generic Structure	25
3. Language Features	26
D. Basic Questioning.....	26
1. Definition of Basic Questioning.....	27
2. The Aim of Questioning.....	29
3. Types of Question.....	29
4. Guidelines for Writing Questions.....	32
5. The Use of Basic Questioning.....	34
6. Teaching Descriptive Writing by Using Basic Questioning.....	35
E. Review of Previous Studies.....	36

CHAPTER III RESEARCH METHOD

A. Research Design	39
B. Population,Sampling and Sample	41
1. Population.....	41
2. Sampling.....	41
3. Sample.....	42
C. Research Instrument.....	43
D. Validity and Reliability Testing	46
1. Validity	46
2. Reliability	49
E. Normality and Homogeneity Testing.....	50
1. Normality	50
2. Homogeneity	52
F. Variable	54
G. Data Collecting Method	55
H. The Description of Treatment	56
I. Data Analysis	58

CHAPTER IV FINDING AND DISCUSSION

A. The Description of Data	62
B. Data Analysis.....	75
C. Hypothesis Testing.....	82
D. Discussion	83

CHAPTER V CONCLUSION AND SUGGESTION

A. Conclusion	87
B. Suggestion.....	88
References	90
Appendices	93
Other Enclosures	
Curriculum Vitae	

LIST OF TABLES

Table 3.1	Content Validity	48
Table 3.2	Reliability by using Cronbach's Alpha	50
Table 4.1	The students' pre-test score	64
Table 4.2	Descriptive Statistic of Pre-test	65
Table 4.3	Scoring Criteria	67
Table 4.4	The percentage of students' pre-test	68
Table 4.5	Frequency of pre-test	69
Table 4.6	The students' post-test score	70
Table 4.7	Descriptive Statistic of Post-test	71
Table 4.8	The percentage of students' post-test	74
Table 4.9	Frequency of post-test	74
Table 4.10	Paired Sample Statistic	75
Table 4.11	Paired Samples Correlation	77
Table 4.12	The result of pre-test and post-test students' writing ability before and after being taught by using basic questioning with picture ...	78
Table 4.13	Paired Samples Test	81

LIST OF APPENDICES

Appendix 1 : Syllabus	93
Appendix 2 : Lesson Plan	97
Appendix 3 : Instrument of Validation	134
Appendix 4 : Instrument of Pre-Test	142
Appendix 5 : Instrument of Post-Test	143
Appendix 6 : Score of Pre-Test and Post-Test	144
Appendix 7 : Scoring Rubric of Writing Test	145
Appendix 8 : The Table of “T”	147
Appendix 9 : The Table of “F”	148