CHAPTER IV
FINDING AND DISCUSSION

This chapter consists of two section, namely the findings of research and the discussion of the research. The finding of the research covers the description of the result of data collected through test that can be discussed in the section below.

4.1 Findings

To answer the research questions in the previous chapter, the researcher collected necessary data of students' writing skill before and after being taught by applying guided question technique by using the instruments of the research. Writing Test which was applied in pretest and posttest was used to answer the first and the second research question: is guided question effective to enhance the students' writing skill at the second grade of SMPN 1 Parepare and How is the achievement of the students writing skill at the second grade of SMPN 1 Parepare after being taught by using guided question? the researcher supervised a test that was given twice. A pre-test was given before treatment to know the students' writing skill before doing the treatment, while post-test was given after treatment that is knowing the students' writing skill after doing treatment. The data process and the findings through these instruments are elaborated as follows.

4.1.1 Students' Writing Skill of SMPN 1 Parepare

This part presents the result of data analysis about students' writing skill in descriptive paragraph of SMPN 1 Parepare:

1. The students' score in pre-test

The pre-test had done before giving the treatment. It was conducted on Saturday, January 4, 2020. The students were given a pre-test, the researcher found out the result of students' writing skills in pre-test based on the aspects of writing

before giving guided question technique which were content, organization, vocabulary, language use, as well as mechanics, which were analyzed and resulted in the information as shown in the following table:

Table 4.1 The Students' Score in Pre-test based on Aspects of Writing

C= Content, O= Organization, V= Vocabulary, L= Language Use M= Mechanics

No	Students	The Student's Rate					Score X_1	X^2
		C	O	V	L	M		
1	AK	13	8	9	8	2	40	1600
2	AZS	17	10	11	13	3	54	2916
3	A	17	10	10	10	4	50	2500
4	AANA	17	13	10	13	3	56	3136
5	AAPS	20	14	14	`15	4	67	4489
6	ADA	14	10	10	10	3	47	2209
7	AFHK	18	14	14	14	3	63	3969
8	ATA	17	15	13	14	3	62	3844
9	ADA	17	10	9	11	4	51	2601
10	AR	20	14	14	16	3	68	4624
11	ACM	21	13	15	16	3	68	4624
12	DC	17	13	10	10	3	54	2916
13	ES	19	12	16	15	3	65	4225
14	FH	18	14	17	16	2	67	4489
15	FMH	20	9	10	17	4	53	2809
16	NAA	13	9	9	10	2	44	1936

17	IS	14	11	14	15	3	57	3249
18	IDM	19	14	16	13	3	65	4225
19	JAP	17	14	15	13	3	62	3844
20	MFN	17	9	11	11	3	51	2601
21	MKG	17	13	10	13	3	56	3136
22	NAA	18	14	10	15	3	58	3364
23	NAM	19	13	16	15	2	65	4225
24	NA	13	15	10	13	2	53	2809
25	NM	16	12	10	13	2	53	2809
26	RRT	20	11	13	20	4	68	4624
27	RNS	17	14	14	15	4	58	3364
28	RVT	20	11	13	14	4	62	3844
29	RP	20	11	13	14	4	62	3844
30	SGA	20	14	16	17	2	69	4761
31	SKA	17	10	10	10	4	51	2601
32	WP	19	10	11	16	4	60	3600
							$\sum X_1 = 1859$	109787

The table above shows that the result of students' writing score before applying guided question technique. There were 10 students got poor score, 15 students got fair score, and there was not students got very good score. The total score in pre-test is 1859. It has shown that, the students' skills in pre-test was low, because most of students still got poor score. Furthermore, it was the score of students' prior writing skill before being taught by guided question technique. They

mostly had low score in writing component especially in organization that the text did not well organized.

Thus, the mean score (X_1) of pre-test is 58.09.

Based on the result of standard deviation, it can see that, the standard deviation of the pre-test is 7.6.

After giving pre-test, the activity continued with treatment. To find out the solution of the students' writing skills, the researcher taught guided question technique in treatment to improve the students' writing skills . This treatment was given during 4 meetings.

2. The students' score in post-test

This post-test conducted after treatment activities with 32 students. The post-test was administrated on Saturday, January 18th 2019 in the class at SMPN 1 Parepare after the students got some treatment for four meetings learned about descriptive text through guided question technique. After giving the post-test to the students, the researcher found out the result of the students' writing skill based on the criteria of writing skill which are content, organization, vocabulary, language use and mechanics. The result of the students' writing post-test are presented in the following the table:

Table 4.2 The Students' Score in Post-test based on Aspects of Writing

C= Content, O= Organization, V= Vocabulary, L= Language Use M= Mechanics

No.	Students	Aspects					Score (X_2)	X^2
		C	O	V	L	M		
1.	AK	17	16	16	16	4	69	4761
2.	AZS	21	17	18	18	4	78	6084
3.	A	22	18	16	19	5	80	6400
4.	AANA	20	17	16	16	4	73	5184
5.	AAPS	22	18	19	19	4	82	6724
6.	ADA	22	19	18	19	4	82	6724
7.	AFHK	19	17	17	19	5	77	5929
8.	ATA	22	16	16	17	5	76	5776
9.	ADA	16	13	12	14	4	59	3481
10.	AR	22	17	15	17	5	76	5776
11.	ACM	20	14	14	17	5	70	4900
12.	DC	22	18	18	20	5	83	6889
13.	ES	20	14	13	16	5	68	4624
14.	FH	22	16	18	17	4	77	5929
15.	FMH	20	18	17	16	4	75	5625
16	NAA	16	14	14	13	4	61	3721
17	IS	16	14	14	14	4	62	3844
18	IDM	21	17	17	16	4	75	5625
19	JAP	20	17	16	17	5	75	5625
20	MFN	20	15	20	17	4	76	5776
21	MKG	18	13	17	17	4	69	4761
22	NAA	22	20	20	18	4	84	7056
23	NAM	25	20	20	17	4	86	7396
24	NA	20	13	16	16	4	69	4761

25	NM	21	14	14	17	4	67	4489
26	RRT	22	18	18	20	5	83	6889
27	RNS	24	18	15	22	4	83	6889
28	RVT	20	14	17	18	4	73	5329
29	RP	20	17	20	17	4	78	6084
30	SGA	22	18	17	18	4	79	6241
31	SKA	20	16	18	18	4	76	5776
32	WP	25	18	15	22	5	85	7225
							$\sum X_1 = 2406$	182289

The table above shows that there were a changed of students' score after did the treatment. There were 10 students got very good score, 19 students got good score, and there were 3 students got fair score. The total score in post-test is 2406. It proved that there were increasing of students' score in post-test.

In this, the researcher analyzed the data of students' score in post-test to know whether there is or there is no a significant difference of students' achievement before and after learning process in using guided question technique. Thus, the mean score (X_2) of post-test is 75.19.

Based on the result of standard deviation, it can see that, the standard deviation of the post-test is 6.69.

3. The result of the pre-test and post-test were presented in the following:

The result of the pre-test and post-test showing in the following table.

Table 4.3 The Mean Score and Standard Deviation of the Pre-test and Post-test

Test	Mean Score	Standard Deviation (SD)
Pre-test	58.09	7.6
Post-test	75.19	6.69

The data in table 4.3 shows that the mean score of the pre-test was 58.09 (X_1)

while the mean score of the post-test increased 75.19 (X_2). The standard deviation of pre-test was 7.6 (SD) while the standard deviation of the post-test was 6.69 (SD).

4. The rate percentage of the frequency of the pre-test and post-test

The following table shows the percentage of the frequency in pre-test and post-test.

Table 4.4 The Rate Percentage of the Frequency of the Pre-test and Post-test

No.	Classification	Score	Frequency		Percentage	
			Pre-test	Post-test	Pre-test	Post-test
1.	Very Good	80 – 100	0	9	0	28.12%
2.	Good	66 – 79	6	20	18.75%	62.5%
3.	Fair	56 – 65	14	3	4375%	9.37%
4.	Poor	40 – 55	12	0	37.5%	0
5.	Very Poor	≤ 39	0	0	0	0
	Total		32	32	100 %	100 %

The data of the table above indicated that the rate percentage of the pre-test six (18.7%) students got good classification, fourteen (43.75%) students got fair classification, twelve (37.5 %) students got poor classification while the rate percentage of the post-test, nine (28.18%) students got very good classification, twenty (62.5%) students got good classification and 3 (9.37%) student got fair classification. The percentage in post-test that students got very good classification was higher than percentage in pre-test. It means that students got improvement in their writing skill after did the treatment and it proved that guided question was effective to enhance the students' writing skill. Furthermore, it was the students' score achievement in writing skill after being taught by using guided question. In

addition, the number of students who gained the highest total score increased and the result of post-test showed that no students got poor and very poor classification.

5. t-test value

The following is the table to find out the difference of the mean score between pre-test and post-test.

Table 4.5 The Worksheet of the Calculation of the Score on Pre-test and Post-test on the Students' Writing Skill in Writing Paragraph.

No	X_1	X_2	$(X_1)^2$	$(X_2)^2$	$D(X_2 - X_1)$	$D(X_2-X_1)^2$
1	40	69	1600	4761	29	841
2	54	78	2916	6084	24	576
3	50	80	2500	6400	30	900
4	56	73	3136	5184	17	289
5	67	82	4489	6724	15	225
6	47	82	2209	6724	35	1225
7	63	77	3969	5929	14	196
8	62	76	3844	5776	14	196
9	51	59	2601	3481	8	64
10	68	76	4624	5776	8	64
11	68	70	4624	4900	2	4
12	54	83	2916	6889	29	841
13	65	68	4225	4624	3	9
14	67	77	4489	5929	10	100
15	53	75	2809	5625	22	484
16	44	61	1936	3721	17	289
17	57	62	3249	3844	5	25
18	65	75	4225	5625	10	100
19	62	75	3844	5625	13	169
20	51	76	2601	5776	25	625

21	56	69	3136	4761	13	169
22	58	84	3364	7056	26	676
23	65	86	4225	7396	21	441
24	53	69	2809	4761	16	256
25	53	67	2809	4489	14	196
26	68	83	4624	6889	15	225
27	58	83	3364	6889	25	625
28	62	73	3844	5329	11	121
29	62	78	3844	6084	16	256
30	69	79	4761	6241	10	100
31	51	76	2601	5776	25	625
32	60	85	3600	7225	25	625
Total	**1859**	**2406**	**109787**	**182293**	**547**	**11537**

In the other to see the students' score, the following is t-test was statistically applied:

Find out D

$$D = \frac{\sum D}{N} = \frac{547}{32} = 17.09$$

Based on the result above, it can be concluded that the t-test value is 11.54

6. Hypothesis Testing

To find out degree of freedom (df) the researcher used the following formula:

Df = N-1

= 32-1

= 31

For the level, significant (p) 0,05% and Df = 31 and the value of the table is 1.6955 while the value of t-test is 11.54

Table 4.6 The Test of Significance

Variable	T-test	T-table value
Pre-test – post-test	11.54	1.6955

The data above showed that t-test is higher than t-table (11.54 $\geq$ 1.6955). thus, it can be concluded that the students' writing skill in writing paragraph through Guided questions in significant 5% is better after getting the treatment. So, the null hypothesis (H_0) is rejected and the alternative hypothesis (H_a) is accepted.

Before getting the data above, the researcher implementing guided question technique for the treatment. For six meeting students are taught to write descriptive paraghraph text by using guided question, which is started by determining the topic, then make the list of ideas from their answer that related to the topic, before developing that ideas into a text. From the first meeting until the last meeting, the implementation of guided question as a technique change classroom more active and the students were able to show a sign of progress especially well began to construct sentences, showed a fairly good link between topic and whole sentences, showed a fairly good connected between sentences each other (organization), and demonstrated level of mastery of convention (mechanic).

4.2 Discussion

This part elaborates deeply about the findings of this research in accordance with basic theories which were elaborated in chapter II. It aimed to describe the achievement of the objectives of the research after the researcher activities. The first objective is to find out that applying guided question is effective to enhance students' writing skill in at the second grade students of SMPN 1 Parepare. Furthermore, the

second objective is to know how students' achievement in writing skill after being taught by using guided question technique.

4.2.1 The Effectiveness of Guided Question Technique in Enhancing students' Writing Skill

The first meeting was focus to gave the students pretest to know student's skill in writing skill. And at the meeting of the 2nd and 3rd until 5th the students learned to write descriptive text and introduced guided question technique. The students taught to make a draft by using guided question before write a descriptive paragraph. The researcher gave the students a question then the students answered the question as their draft then they made a paragraph from it. The researcher give the different topic each meeting. They are: My pet (meeting 2), My friend (meeting 3), My Best friend (meeting 4), My lovely sister (meeting 5). The sixth meeting the researcher gave the students a posttest to know their achievement after taught guided question technique.

In connection with the finding in every meeting on treatment, the researcher concluded that the students enjoyed the class and they felt easier to write. They could write well because they write a paragraph by their own words. The technique of guided question helped the students easier to write the text. Which this finding supported by Raymond that guided question technique can be a way to help exploring topic in writing skill[1] and the correction of the researcher helped the students did not do the same errors they have made.

The guided question technique was effective in enhancing the students' writing skill. As a fact, based on the finding, The mean score in pre-test before treatment was 58.09 and the mean score of post-test was 75.19 after did the treatment.

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[1]James C Raymond, *Writing is Unnatural Act* (New York: Harper & Row Publisher, 1967), p. 16.

Most students have a very good score in post-test. It meant that, the treatment was success in enhancing the students' writing skill and the students gave positive response in the learning. It is because the researcher used guided question technique. In guided question, first write an answer that the researcher gave related the topic as their draft, then write a paragraph from their answer.

The implementation of guided question as a technique changed classroom situation more active in class and in learning process although there are many students have less of vocabulary, but the students get as long as the process of learning writing through guided question as a technique. After the treatment, the students were able to show a sign of progress because guided question very helpfull in learning writing process. For instances:

1. Guided question help the students to began construct the sentences. Because before they wrote, they make some question related the topic then they answered it and it maked them easier to wrote.

2. Through guided question, the story that they wrote showed a fairly good link between topic and whole content because what they wrote from their question is related with the topic.

3. Guided question help the students to organized the sentence because they arranged the sentences from their answer.

4. In starting to construct the sentcences, the students were able to wrote well. They were not longer dizzy and confused to start in their writing because the researcher always corrected what they wrote.

Based on the findings above, the researcher concluded that the guided question technique was effective to enhance the students' writing skill because the

students were able to enhance their score and did not confused to write after the researcher did the treatment.

4.2.2 The Student's Achievement in Writing Skill after Being Taught by Using Guided Question

Before using guided question technique based on the result finding, it found students' writing skill was low. By the result of it, the researcher used guided question in learning writing process to solved the problem. There were four meeting for doing the treatment in this research.

The first meeting began in January 8th 2020. Where the activity was located at VIII.8 class of SMP Negeri 1 Parepare. The researcher gave explanation about Descriptive text specially in describing people as the material. The researcher gave explanation about the generic structure of it. Then, the researcher explained how to this technique namely guided question technique, and guide the students' to understand the process of strategy. In the learning process, in the first treatment the researcher gave a topic about "Describing My idol". The researcher wrote questions on the whiteboard related the topic then the researcher answered the questions. After that, the researcher gave an example a descriptive text about describing people related the researchers' answer. Then, the researcher gave the students chanced to ask about the material. After that, the researcher gave an assignment to students to wrote descriptive text about describing people by guided question. At the end, the researcher conclude about the material and asked them the difficulties during learning process.

The second meeting began in January 11th 2020. In the second meeting The researcher gave an evaluated by reviewing the material that the researcher gave on the previous meeting. After that, the researcher a topic again about "Describing My

friend" then the researcher write questions related the topic and asked the student to answered the questions. And then, the students wrote a descriptive text related their answered. While the students wrote, the researcher controlled them and corrected their work if there are mistake and give them explanation about it. At the end, the researcher collected their work then gave mark and correction on it.

The third meeting began in January 13th 2020. The researcher reviewed the materials. And then, the researcher gave explanation more again about the materials. After that, the researcher gave a topic about "Describing My Best Friend" and wrote questions related the topic. And then, asked the students to answered the questions an also made a paragraphs related their answers. While the students wrote, the researcher controlled them and corrected their work if there are mistake and gave them explanation. At the end, the researcher collected their work then gave mark and correction on it.

The fourth meeting began in January 15th 2020. The researcher reviewed the materials. And then, the researcher gave explanation more again about the materials. After that, the researcher gave a topic about "Describing My Lovely Sister" and wrote questions related the topic. And then, asked the students to answered the questions an also made a paragraphs related their answers. While the students wrote, the researcher controlled them and corrected their work if there are mistake and gave them explanation. At the end, the researcher collected their work then gave mark and correction on it.

The students were very enthusiastic when the researcher doing the treatment because they felt easier to write. And to know the achievement of students' writing skill to write descriptive paragraph by using guided question technique, the researcher calculated the mean score of the students' writing skill was indicated from

two tests namely pre-test and post-test. The mean score in pre-test before treatment was 58.09 and the mean score of post-test was 75.19 after did the treatment.

The researcher used guided question technique to make the students easier to write their ideas in writing paragraph. Cooper and Axelrod said that asking questions about problem or topic is a way to learn about it and decide what to do or say.[2] Moreover, Robinson called this technique by guided writing or controlled writing. He said that guide or controlled writing is writing in which one cannot make a serious error so long as he follows directions.[3] This technique really helped the students to organize their ideas before they develop in paragraph of descriptive writing. In determining the students score, the researcher checked the students error of writing by focusing on the aspect of writing which are content, organization, vocabulary, language use, as well as the mechanic. The researcher checked the students' error by guiding of them based on the aspects of writing. These aspects also were a guideline of researcher in scoring the students' writing test. Based on the data the students' score in the pre-test before that was 58.09 and categorized as fair classification and after giving treatment that was 75.19 and categorized as Good classification. So, it can be concluded that The students' writing skill enhanced after giving treatment.

By looking at the test finding, from the data provided in classification table based on the aspects of writing, clearly to see that 14 (43.75%) students got fair score, 12 (37.5%) students got poor score and 6 (18.75%) students got good score

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

[3]Lois Robinson, *Guided Writing and Free Writing* (New York: Harper and Row Publisher, 1967), p. 2.

while in the post-test, 9 (28.12%) students got very good score, 20 (62.5%) students got good score and 3 (9.37%) students got fair score. From the result, the researcher concluded that the students' writing skill enhanced from very poor to very good classification.

In addition, to know what was the hypothesis receipt between null hypothesis (H_0) and alternative hypothesis (H_1), the researcher used t-test to calculating result showed that on the t-test value 11,54 was greater than t-table value 1.6955 table ($11.54 \geq 1.6955$) with degree of freedom (df) 31. It means alternative hypothesis (H_1) was concluded that the guided question technique had significant effect to enhance the students writing skill paragraph at the second grade students' of SMPN 1 Parepare. This hypothesis was accepted while the null hypothesis (H_0) was rejected.

Based on the findings above, the researcher concluded that there are improvement of students' achievement at the second grade of SMPN 1 Parepare after being taught by guided question technique because the number of students who gained the highest total score increased. It means the guided question technique was success to enhance their writing skill.