

**THE EFFECT OF LEARNING START WITH A QUESTION STRATEGY TO
STUDENT ABILITY IN WRITING RECOUNT TEXT AT GRADE X IN SMA
PANTI BUDAYA KISARAN ACADEMIC YEAR 2018/2019**

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ABSTRACT

This research is intended to examine whether start with a question has significant effect on the students' ability in writing recount text skill of SMA Panti Budaya Kisaran Academic Year 2018/2019. The identification of the study at the students are less interested and less motivated to write recount text. The data were collected by using test. To get the data, the grade X MIA 1 and X IIS 1 of SMA Panti Budaya Kisaran were selected as respondent. After the data were analyzed, can be obtained that $F_{count} = 0.93$, and from the list of F distribution with numerator df $34 - 1 = 33$, df denominator $34 - 1 = 33$, and there a level of $\alpha = 0.05$ and $F_{table} = 1.80$. It appears that the $F_{count} = 0.93$ the smaller than $F_{table} = 1.80$. This means that the data variables X and Y homogenous. Than t_{count} also obtained t_0 is higher than the value t_{table} at significance level of 5% and 1%, namely: $t_0 = 3.14$, $t_{table} 5\% = 2.00$, and $t_{table} 1\% = 2.65$. ($2.00 < 3.14 > 2.16$). Meaning H_0 (Hypothesis Null) stating there is no effect using start with a question to develop the students' ability in writing recount text at grade X of SMA Panti Budaya Kisaran in Academic Year 2018/2019 refused. Based on the result above, there is the effect of learning start with a question on students' ability in writing recount text at grade X of SMA Panti Budaya Kisaran in Academic Year 2018/2019.

Keyword : Learning start with a question, Students' writing ability, Recount text.

INTRODUCTION

The Background of the Study

English is an international language and also the first foreign language

taught at every school in Indonesia. It is used all over the world. For that reason, it is important for people to master English orally and in writing,

in order to be able to communicate and socialize with the world community.

The Indonesia government chooses English as a major subject for the student from elementary school to university student. Student must master four language skills, listening, speaking, reading and writing. Based on the concept and function, English has the purpose to develop those four skills and also the language components: vocabulary, structure and pronunciation (in speech) or spelling (in writing) which support students find problems dealing with language skills and language components as mentioned above. Most students in Indonesia consider English as a difficult subject which makes them frustrated. Many of them failed to graduate from SMP/ Sma because of their mark of National English final examination does not fulfill the requirement at the passing grade score. This research will focus on writing because of the writing is one of the four language skills that play a very important role in second language learning. Writing skill is more complex and difficult to teach, requiring the mastery not only the grammatical and theoretical devices but also the conceptual judgement. Writing is not an ability the students acquire naturally; even in their first language, it has to be taught. However, teaching writing is not considered

only teaching grammar, spelling, or the mechanics of the alphabet, but the learners should also see the new concepts of the conventions of the genre in the new language.

Based on the preliminary research at SMA PANTI BUDAYA KISARAN, this research find that the students could not write a composition. The students usually get stuck on how to start their composition, what they want to write, and tenses that they should use. The students tend to repeat some words many times and they make incomplete sentences. And also the students are less interested and motivated to write, especially in English.

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This study was aimed at developing the ability writing of the tenth year student of SMA PANTI BUDAYA KISARAN by using start a question, especially in writing recount text. The strategy is selected since it can guide

the student to generate idea into a meaningful composition.

Learning model start with a question is a learning strategy where the learning process is directed towards active students in asking before getting an explanation of the material to be learned from the teacher as a teacher. One way to make students learn actively is to make them ask questions about the subject matter before there is an explanation from the teacher. This strategy can provide a stimulus for students to achieve the key to learning, namely asking. This strategy is also possible to make students achieve the main key in learning, namely asking. One way to make students active is to get them to ask questions about the subject matter they are learning.

With this strategy it means forcing students to ask questions, in other words the teacher is only a facilitator. This strategy falls into the category of Innovative Learning Models. Learning Starts With A Question can also be interpreted as a learning model where the learning system starts from the questions of students working in small groups of 4-6 people collaboratively so that they can stimulate students to be more passionate about learning because the students will group together, making questions in completing assignments.

While according to Howard (2008: 63) Learning start with a question (LSQ) is an active learning method in asking.

In order for students to actively ask, students are asked to study the material to be studied, namely by reading in advance, by reading the students have an overview of the material to be studied, so that when reading / discussing the material a misconception will be seen and can be discussed and justified together.

The Objective of the Study

The objective of the study was to find out The Effect of Learning Start With A Question Model to Students ability in Writing Recount Text at Grade X in SMA PANTI BUDAYA KISARAN academic year 2018/2019.

The Hypothesis of the Research

Based on the problem statements that presented that research, the hypothesis is stated as follows:

1. Ha : there is a Effect of Learning Start With A Question Model to Students ability in Writing Recount Text.
2. Ho : there is no Effect of Learning Start With A Question Model to Students ability in Writing Recount Text.

THE RESEARCH METHOD

The location of this research will be conducted at grade X- MIA of SMA PANTI BUDAYA KISARAN in the

academic year 2018/2019. "Population is the object of the research. If someone wants to examine all elements within the study area, the research is the population research". In this research, the population is all the tenth grade students of SMA PANTI BUDAYA KISARAN in the academic year 2018/2019 that consist of 62 students and divided into two classes. "Sample is the part of the population (part or representative of the population studied)."

In selecting the sample, the writer take two classes as sample X-MIA grade as Experimental group, and X-IIS control group.

The Design of the Research

In this research would be used an experiment research design. According to Nunan (1992: 8) experiment studies, on the other hand, control the conditions under which the behaviour under investigation is observed.

This study was about The Effect of Learning Start With A Question Model to Students ability in Writing Recount Text at Grade X in SMA PANTI BUDAYA KISARAN academic year 2018/2019.

The Variables of the Research

In the experiment research, there are two variables that would be manipulated by this research. They were independent variable (X) as an experiment group and dependent variable (Y) as a control group.

1. **Dependent Variable**
The dependent variable (X) is students's ability in writing recount text without using start with a question at grade X- MIA of SMA PANTI BUDAYA KISARAN in the academic year 2018/2019.
2. **Independent Variable**
The independent variable (Y) would be used start with a question in writing a recount text at grade X- MIA of SMA PANTI BUDAYA KISARAN in the academic year 2018/2019.

The Instrument for Collecting Data

Before collecting the data, this research will be made instrument. The instrument was writing text. According to Gay (1987: 127), instrument was an important device for collecting data in a research. Usually, a test was used as the instrument to measure the students' achievement in education.

The instrument for collecting data in this research was a test form of writing a paragraph recount, the writer gave jumble sentences by include start with a question, and asked the students to arrange the sentences into good recount paragraph. After that, the writer classified the score of X Variable and Y Variable, then looking for mean of X and Y variable, deviation standard of X and Y variable, and calculated standard error

of both variable, after that out “t” table score.

DATA AND DISCUSSION

Data Analysis

The data for the research are collected from the X grade students of SMA Panti Budaya Kisaran. The numbers of the sample are 68 student. They are divided into two groups. The first group is experimental class and the second group is control group.

To know the effect of using start with a question on develop students' ability in writing recount text, the writer gave a test to them. Basically, there are two kinds of design, they are pre-test and post-test, pre-test is given for the control class and post-test for the experiment class. In this research the writer used pre-test and post-test, because the writer want to know is there the a effect of using start with a question on develop students' ability in writing recount text at grade X of SMA Panti Budaya Kisaran in Academic year 2018/2019.

Discussion

Based on the above result, it can be seen that. there is effect using start with a question strategy to students' ability in writing recount text at grade X of SMA PANTI BUDAYA Kisaran in the academic year 2018/2019. This can be proved by the result of the acquisition value of F_{count} is smaller than the F_{table} is $F_{count} = 0.93$ and

$f_{table} = 1.80$. It means that the data variables X and Y homogeneous.

Then t_{count} also obtained t_o is higher than the value t_{table} at significance level of 5% and 1%, namely: $t_o = 3.14$, $t_{table} 5\% = 2.00$, and $t_{table} 1\% = 2.65$. ($2.00 < 3.14 > 2.65$). Meaning H_o (Hypothesis Null) stating there is no effect using start with a question strategy to students' ability in writing recount text at grade X of SMA PANTI BUDAYA Kisaran in the academic year 2018/2019 refused. Based on the above results, there is effect using start with a question strategy to students' ability in writing recount text at grade X of SMA PANTI BUDAYA Kisaran in the academic year 2018/2019.

CONCLUSIONS AND SUGGESTION

a. Conclusions

In accordance with the research finding, some conclusions can be staged as the following :

1. The result of the students' score in writing recount text at control class is two students get score 45, four students get score 50, a student get score 55, six students get score 60, six students get score 65, four students get score 70, nine students get score 75, and two students get score 80. The highest score is 80, the lowest score is

45, the average score is 65, and the total number of scores = 2210.

2. The result of the students' score in writing recount text at experiment class is seven students get score 50-60, eight students get score 61-70, thirteen students get score 71-80, five students get score 81-90, and a thirteen students get score 91-95. The highest score is 92, the lowest score is 50, the average score is 73.14, and the total number of scores = 2487.

3. From the calculations in the chapter obtained $F_{\text{count}} = 0,93$, and from the list of F distribution with numerator $df_{34-1}=33$, df denominator $34-1=33$, and the real level of $\alpha = 0.05$ and $F_{\text{table}} = 1.80$. It appears that the $F_{\text{count}} = 0.93$ the smaller than $F_{\text{table}} = 1.80$. This means that the data variables X and Y homogeneous.

4. Then t_{count} also obtained to is higher than the value t_{table} at significance level of 5% and 1%, namely: $t_o=3.14$, $t_{\text{table}} 5\%= 2.00$, and $t_{\text{table}} 1\%=2.65$. ($2.00 < 3.14 > 2.65$). Meaning H_0 (Hypothesis Null) stating there is no effect using start with a question strategy to students' ability in writing recount text at grade X of SMA PANTI BUDAYA Kisaran in the academic year 2018/2019 refused, and H_a (Hypothesis Analysis) is accepted.

b. Suggestions

Based on the findings, the writer would like to offer some suggestions to be considered in teaching English :

1. To the teacher is expected to improve their ability in teaching and in accordance with the competence of teachers.

2. To the teacher is expected to know the strategy, and learning media to students' ability in writing recount text.

3. To the students expected to increase their in acquiring Past Tense and writing recount text.

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