THE USE OF QUESTION-WORD QUESTIONS AS GUIDELINES IN WRITING NARRATIVE TEXT

(A Case of the Tenth Grade of Senior High School Students at MA Al Asror, Patemon in Academic Year 2009/2010**)**

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in English

by

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PERNYATAAN

Dengan ini saya,

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(A Case of the Tenth Grade of Senior High School Students at MA Al Asror, Patemon in Academic Year 2009/2010**)**

saya tulis dalam rangka memenuhi salah satu syarat untuk memperoleh gelar sarjana ini benar-benar merupakan karya saya sendiri yang saya tulis setelah melalui penelitian, diskusi, bimbingan, dan pemaparan. Semua kutipan baik kutipan langsung maupun tak langsung, yang diperoleh dari sumber pustaka telah disertai keterangan mengenai identitas sumber dengan cara sebagaimana yang lazim dalam penulisan karya ilmiah. Dengan demikian, walaupun tim penguji dan pembimbing penulisan skripsi ini telah membubuhkan tanda tangan keabsahannya, seluruh isi dari skripsi ini tetap menjadi tanggungjawab penulis seutuhnya. Jika kemudian ditemukan ketidakbenaran isi dalam skripsi ini, saya bersedia memperbaikinya.

Demikian pernyataan ini saya buat untuk digunakan sebagaimana mestinya.

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For, believers are those who when Allah is mentioned, feel a tremor in their hearts, and when they hear His signs rehearsed, find their faith strengthened and put (all) their trust in their Lord. (Al Anfaal: 2)

This final project is especially dedicated to:

1. my beloved father and mother, Mr. Fathoni and Mrs. Asih, who always pray and encourage me all the time for my success.
2. my beloved brother and sisters, and
3. all my friends

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Finally, I realize that this final project is still far from being perfect. Thus, I would like to expect any suggestions for the improvement of it. I hope that it would be useful for the readers.

Semarang, Augusts 2010

The writer

ABSTRACT

Permana, Soni. 2010. The Use of Question-word Questions as Guidelines in Writing Narrative (A Case of the Tenth Grade of Senior High School Students at MA AL Asror Patemon Semarang in Academic Year 2009/2010**)**. English Department, Languages and Arts Faculty, Semarang State University. First Supervisor: Widhiyanto, S. Pd., M. Pd., Second Supervisor: Dra. C. Murni Wahyati, M. A.

Key words: question-word questions, guidelines, narrative text

Writing is a difficult subject for senior high school students in Indonesia since the students do not only have to keep their purpose of writing, but also they have to think on how to organize them in the composition. One way that can be used to figure out that problem is by using the appropriate technique to teach that subject. Therefore, I conducted the research about the use of question-word questions as one of techniques in writing narrative text.

The subject of the research is the tenth graders in class X.A of MA Al Asror Patemon in academic year 2009-2010. While, the objective of the research is to help improving students' writing skill especially in narrative text by using question-word-question as guidelines for the students.

The study is an action research consisting of two cycles, which were conducted, in two meetings for each cycle. The activities in the cycles were practicing answering questions, developing the answers, and creating a narrative text, besides the students did the three tests, pretest, formative test, and posttest. Moreover, the students answered the questionnaire I gave to them as the supporting data for the research.

After conducting the activities in the cycles, based on the observation sheet I found that there were differences of students' behavior in the process of teaching and learning in the first meeting up to fourth meeting. The students seemed more ready to join in the teaching and learning process and actively engaged in the activity in meeting III and IV. Moreover, the students used the questions to create the narrative text. Besides, from the questionnaire, I could conclude that the students felt easier creating a narrative text by using questions guidance. Moreover, the result of pretest, formative test and posttest increased, they were 59.96, 68.66, and 71.27.

From the analysis of the activities and the result of the tests, I conclude that the use of question-word questions as guidelines in writing narrative text is effective to improve students' skill in writing narrative text. Therefore, I suggest that the use of questions word questions as guidelines in writing narrative text can be the alternative technique for English teachers in teaching this subject.

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CHAPTER I

INTRODUCTION

1.1 Background of the Study

There are four skills in teaching English that have to be taught at schools, namely listening, speaking, reading, and writing. The students have to master those skills equally in order to give a good result of teaching English. Therefore, teachers have to find appropriate method, materials, and media for teaching each skill since they have their own characteristic. However, teachers may combine those skills in the process of teaching, such as listening with speaking skill and reading with writing skill.

From those four skills, writing belongs to complicated skill that teachers face difficulties in teaching this skill. According to Oshima and Hogue (1991:3) "writing particularly academic writing is not easy, it is a process that takes study and practice to develop that skill for both natives and new learners of English". In line with Oshima and Houge, Noss quoted by Nababan (1982: 40-42) states, "the result of teaching writing is in particularly very poor; as the teacher cannot cope with the necessary correction, load of the students' written work, which includes composition, dictation, and report**."** From the statements above, it is clear that teaching writing is not easy since there are some rules that have to be followed. Moreover, writing skill needs to be practiced regularly because in writing, the students do not only have to keep their purpose of writing, but also they have to think about how to organize them in the composition.

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Besides the statements above, when I was conducting the observation to the tenth grade students of MA Al Asror, I found that the students faced difficulty in writing the texts. They did not know how to begin to write and got confused on how to write the text although they had some ideas in their mind.

There were some problems why the students faced difficulty in writing English text. First, the students' mastery of English grammar was poor especially in using tenses, modals, verbs, articles, prepositions, and possessive pronoun. Second, the students had less English vocabulary, so they got difficulties in arranging the ideas in their text and sometimes used inappropriate words when they wrote a text. Third, the students barely practiced writing English text, so their writing skill was very poor. In addition, their motivation in learning English was low; it may be because they thought that English was a difficult subject.

In my opinion, those problems occurred because there were some factors affected the students' learning, such as teaching technique used by the teacher, the school facilities, the students and the teacher themselves, etc. All of those factors were interrelated to each other affected the result of teaching English.

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In teaching learning process, the teacher emphasized on explaining the theory rather than in practicing the materials; whereas, writing belongs to productive skill that has to be learned by practicing a lot. Some students said that their teacher seldom asked them to practice writing English text although the lesson was writing. As a result, the students were not trained to write the English text. Consequently, the students' writing skill was very poor, they had less vocabulary and were not trained to use the English grammar. Besides, the

students' motivation in learning English was low. They seem unmotivated in learning English especially in writing because they had to work with grammatical rules, vocabulary, and the rules of writing itself. Therefore, they thought that English was the most difficult lesson among others. Another factor was the school facilities, such as library, LCD, language laboratory that would encourage the teaching learning process. In my opinion, MA Al Asror belongs to less developed school. There was no facility or media such as language laboratory or visual aid like LCD used by the teacher in teaching English.

It is not an easy task to develop the students' writing skill since there are some factors influencing the result of teaching this subject as I explained above. The use of media like power point, pictures, movies, flash card etc may help the students to comprehend the materials. An interesting material would also help the teacher getting the students' attention to the teaching and learning process. It can also improve the students' motivation in learning English. In addition, the appropriate technique in teaching English used by the teacher would make the learning process easier.

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In this case, I offer the possible solution that is the use of appropriate technique in teaching English narrative writing, the technique is, the use of question-word questions for guiding the students when they are writing the English narrative text. The questions used have to be arranged based on the structure in order the students know what they have to write by answering those questions. I hope that the students will be easier writing the English text and conveying their thought in the form of written text.

In this research, I try to improve the students' writing skill especially in writing narrative text by using a technique that may be appropriate in teaching writing narrative text. The technique used by the researcher is the use of Question Word-Questions as guidelines in writing narrative text.

By using this technique, I hope that the teacher can explain the materials clearly to the students and the students can improve their ability in writing narrative text.

1.2 Reasons for Choosing the Topic

As I explained above, there are four skills in teaching English that are taught at schools; those are listening, speaking, reading, and writing. From those four skills, writing includes productive skill. By writing, people produce something from their thought in the form of written text. It becomes important since written text is used to communicate and to share ideas by many peoples, such as in the magazine, novel, books, and many more mass media, even; people today use the electronic media such as mobile phone and internet to send message to other people. Therefore I choose the topic about writing, especially narrative text. Moreover, there are two other reasons why I choose this topic:

(1) Writing is not easy subject for senior high school students since they do not only have to keep their purpose of writing, but also they have to think about how to organize them in the composition.

(2) To introduce a method in teaching narrative writing for senior high school students by using question-word question as guidelines.

1.3 Statement of the Problem

The problem of the research can be stated as follows:

How can question-word questions technique help improve writing mastery in narrative text for senior high school students of MA Al Asror?

1.4 Objective of the Study

The objective of this study is to find out if the use of question word questions as guidelines will help students in writing narrative text.

1.5 Significance of the Study

Through this research, I hope that there will be the result that would give a contribution in the development of teaching English especially in writing a narrative text for senior high school students.

(1) For the teacher

The result of the research is expected to be an alternative solution for teaching writing especially for narrative text in class X.A of MA Al Asror, Patemon.

(2) For the students

The students hopefully will be better in writing narrative text by using question word questions as guidelines in the process of writing.

(3) For the Researcher

I hope by conducting the research I can get the new knowledge and I can apply the technique discussed in this study in the process of teaching and learning.

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1.6 Target of Achievement

In this research, I expect that the research will be successfully conducted by passing the target made that is 75% of the students get grade 70 of the test. The target made is based on the KKM (Kriteria Ketuntasan Minimal) of MA Al Asror in narrative subject that is the students have to pass grade minimum 70.

1.7 Outline of the Report

In order to make the research more comprehensible, it is structured into five chapters.

Chapter I is Introduction, includes information about background of the study, reason for choosing the topic, statement of the problem, objective of the study, significance of the study, target of achievement, and outline of the study.

Chapter II presents review of related literature which consists of the previous study, writing as a skill, writing as a process, purpose of writing, narrative text, structure of narrative text, types of narrative text, types of question, form of question-word questions, function of question-word questions, and theoretical framework of study.

Chapter III deals with method of investigation, which consists of Research design, subject of the study, procedure of data collection, instrument, and procedure of data analysis.

Chapter IV discusses the result of the study, which describes the analysis of pretest, description of cycle I, description of cycle II, and discussion.

Chapter V, I end the discussion with the conclusion and suggestion.

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CHAPTER II

REVIEW OF RELATED LITERATURE

This chapter presents the review of related literature which discusses the writing as a skill, writing as a process, the purpose of writing, the concept of narrative text, structure of narrative text, types of narrative text, types of questions, form of question-word questions, and functions of question-word questions.

2.1 The Previous Study

The previous study which is related to this research was conducted by Lestari (2009) entitled *"The Teacher's Use of Basic Questionings in English Classroom Activity (A Study of the English Teachers of the State Senior High School 1 Subah)" in the Year 2009.* The study discussed about the use of the technique of basic questionings offered by Turney (1983). Lestari states in her final project that the technique of basic questionings can be used by the teacher when conducting the teaching and learning process.

She conducted a research in the first grade of the State Senior High School 1 Subah Batang in academic year 2008/2009 to find out the kind of teacher's technique of basic questionings during the teaching and learning process and the advantages of using them. To reach those objectives, she used a qualitative approach.

She gathered the data by observing six meetings of two observed English teachers in the classroom activities (three meeting for each). She collected the data by voice recording, field notes, interview and giving questionnaire. Those kinds of instruments enabled the researcher to record many teachers' and students' talks happening in the classroom, identify and also classify the teachers' techniques of the basic questionings and the advantages of using them.

Based on the observation, she found that the observed teachers employed structuring 10.16%, phrasing and focusing 15.04%, distributing 8.92%, redirecting 8.94%, pausing 23.58%, teacher reacting 25.20%, prompting 6.91%, and changing the level of cognitive demand 2.44%.

Based on the interview and questionnaire, she also found out the advantages of using the technique of basic questionings in teaching and learning process, such as: making the classroom activities active, attracting the students' attention, making the students more understand about the lesson, making the students able to think more, building the students' self confidence, encourage the students to say or do ignoring whether their answers are correct or incorrect, managing the class well , and making the students well prepared.

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Another study which is related to this research is taken from the final project done by Kumala (2009) entitled "*Teaching Narrative Writing for Junior High School Students through Animated Film (An Action Research Conducted at SMP Negeri 1 Mlonggo Jepara in the Academic Year of 2008/2009).*

The subject of this study was the eight graders of SMP Negeri 1 Mlonggo Jepara. While objectives of this study were to identify the students' competency in producing a narrative text and to know the improvement of the students' ability in writing narrative text through animated film as the media.

In collecting the data, roughly Kumala carried out three activities; giving a pre test to measure the students' ability in writing narrative text, watching animated film entitled "Barbie and the Diamond Castle", and giving a posttest.

The average of the students' result in the pre test was 32.97%, the formative test was 52.97%, and the posttest was 69.19%. From the result, we knew that there was improvement of the students' achievement in writing narrative text.

2.2 Writing as a Skill

Most of people believe that the ability in writing is a natural gift that is given by God to the human. The people with this belief think that they are the only ones whom writing is unbearably difficult. They feel that everyone else finds writing is easy or tolerable.

The result of this attitude is that people often avoid writing, and when they do writing, they may not do their best. They think they cannot write well if they do not have a talent in writing.

In order to solve that problem, we have to change the mindset 'that the ability in writing is a natural gift' to the mindset that the ability in writing is a skill that can be learned. As Langan (2001:12) stated that, "a realistic attitude about writing must build on the idea that writing is a skill. It is a skill like driving, typing, or cooking, and like any skill that can be learned".

2.3 Writing as a Process

Writing and speaking belong to productive skills. Both can be used as a medium to communicate. Differ from speaking; writing is more complicated to be organized. Brereton (1982:2) states, “the text has to carry all the meaning because the writer is never around to explain”. He also states, “writing is not at all like in normal situations in which listener can tell you they do not understand, or the writer can use tone of voice or body language to help you explain some points, so the words on the page do it all”. From the statement it is clear that writing is more difficult that speaking. In line with Brereton, Oshima and Hogue (1991:3) also state, “writing particularly academic writing is not easy, it is a process that takes study and practice to develop that skill for both natives and new learners of English”. Langan (2001:13) also states that “writing is a process of discovery involving a series of steps, and those steps are very often zigzag journey”.

From the statements above, it is clear that writing is a process where people express their ideas, thought, feeling, and their mind in a form of written text. It is used as a medium to communicate between the writer and the reader and in that process of writing is not easy.

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According to Harmer (2004:4-5) there are four main elements in the process of writing:

(1) Planning

In this step, people have to decide what they are going to write. It may involve making detail note to construct that writing. When planning the writing, the writers have to think about three issues as follows:

a. Purpose

Writing is used for a wide variety of purposes. Its purpose will influence the type of text the writer wish to produce, the language used, and the information choose to include.

b. Audience

Boardman and Frydenberg (1992:2) state that "since the ultimate purpose of writing is communication, all writers need to be aware of their audience, the people who will read what they write". Thus, one of the most important elements in planning is considering the audiences. The writer has to consider the shape of writing, how paragraph constructed, and the choice of language since the text may affect its audience or reader.

c. Content Structure

The writer has to think how best the sequences, the fact, ideas, or arguments which they have decided to include.

(2) Drafting

After having some ideas in planning, we write or type our ideas in the form of free writing. It is a draft, which will be amended in the process of editing.

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(3) Editing

The text have been produced has to reread in order to find whether the information stated in the text is clear or not and the language chosen ambiguous or not.

(4) Final Version

It is produced from the draft that has been edited in the process of writing.

2.4 Purpose of Writing

Writing is used for a wide variety of purposes. The purpose of writing may be different in every person. People may write something in order to give an explanation, tell an event, persuade someone, give guidelines, or just to express themselves. According to Boardman and Frydenberg (1992:1), "writing has some common purposes; to compare two topics, to argue for a solution to a problem, to describe a project, and to report on a laboratory experiment or research". However, the main purpose of writing is to communicate, as stated by Finnochiaro (1974: 86), "writing has been characterized as written thinking."

2.5 Narrative Text

The words narrative derives from the Latin word "narrare" which means to recount, and related to the objective "gnarls" that means knowing or skilled. (http://en.wikipedia.org/wiki/narrative#lyterary)

Narrative is a kind of story genre that describes a sequence of real or unreal event. According to Anderson and Anderson (1997:7) "narrative is a piece of text which tells a story and, in doing so, entertains or informs the reader or listener".

While Gerrot and Wignell (1994:204) explain that “narrative is the text that has purpose to amuse, entertain, and to deal with vicarious experience in different ways”.

According to the statements above, we can conclude that narrative is a communication between the writer and the reader. When the writers tell a story, they try to convey some purposes as Meyers (2005:5) states that “narrative is one of the most powerful ways of communication”.

In telling a story, the writers have to make sure they have included the detail of everything that happened. In doing so, every news story should answer the questions below:

a. Who was involved?
b. What happened?
c. Where did it take place?
d. When did it happen?
e. Why did it occur?

(Boardman and Frydenberg, 1992:3)

In line with Boardman and Frydenberg, Meyers (2005:52) states that “one of the goals of narrative is it introduces the four Ws of a setting-who, what, where, and when within the context of the action”. Therefore, in this study I use question-word questions as guidance when the students write their narrative text. Hopefully, it will be easier for them in writing narrative text.

2.6 Structure of Narrative Text

As any other kinds of genre, narrative also has a structure. There are many structures of narrative. According to Anderson and Anderson (1997:12) the structure of narrative text is:

Orientation	In this paragraph, the narrator tells the audience who is in the story, when it is happening, where it is happening, and what is going on.
Complication	This is the part of the story where the narrator tells about something that will begin a chain of events. These events will affect one or more of the characters. The complication is the trigger.
Sequence of events	This is where the narrator tells how the characters react to the complication. It includes their feelings and what they do. The events can be told in chronological order (the order in which they happen) or with flashbacks. The audience is given the narrator's point of view.
Resolution	In this part of the narrative where the complication is sorted out or the problem is solved.
Coda	The narrator includes a coda if there is to be a moral or message to be learned from the story.

Besides the generic structure of narrative, Anderson and Anderson (1997:12) also explain the language features of narrative as follows:

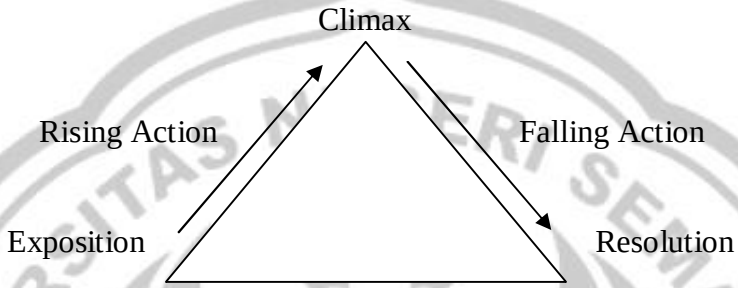
a. specific characters,

b. tine words that connect event to tell when they occur,

c. verbs to show the actions that occur in the story, and

d. descriptive words to portray the characters and setting.

While Ernest (2003:3), represents graphically the structure of narrative namely the Freitag Triangle.



The Freitag Triangle consists of:

a. Exposition

Establish the characters and situation.

b. Rising Action

Refers to series of complications which leads to climax.

c. Climax

The critical moment when the conflict demand something to be done about them.

d. Falling Action

The movement away from the highest peak of excitement.

e. Resolution

Consist of outcome or result.

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2.7 Types of Narrative Text

There are some types of narrative text, which have a difference in the purpose of each type. According to Anderson and Anderson (1997:18), the types of narrative text including:

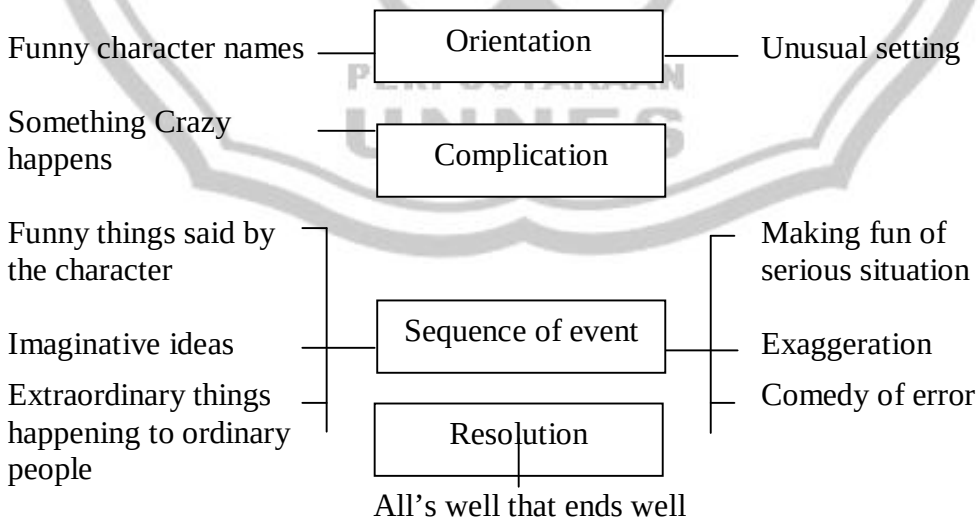
1) Humor
2) Romance
3) Crime
4) Real-life fiction
5) Historical fiction
6) Fantasy
7) Mystery
8) Science Diction
9) Diary-Novels
10) Adventure

In this final project, I would show the purpose and generic structure of some types of narrative above according to Anderson and Anderson:

2.7.1 Humor

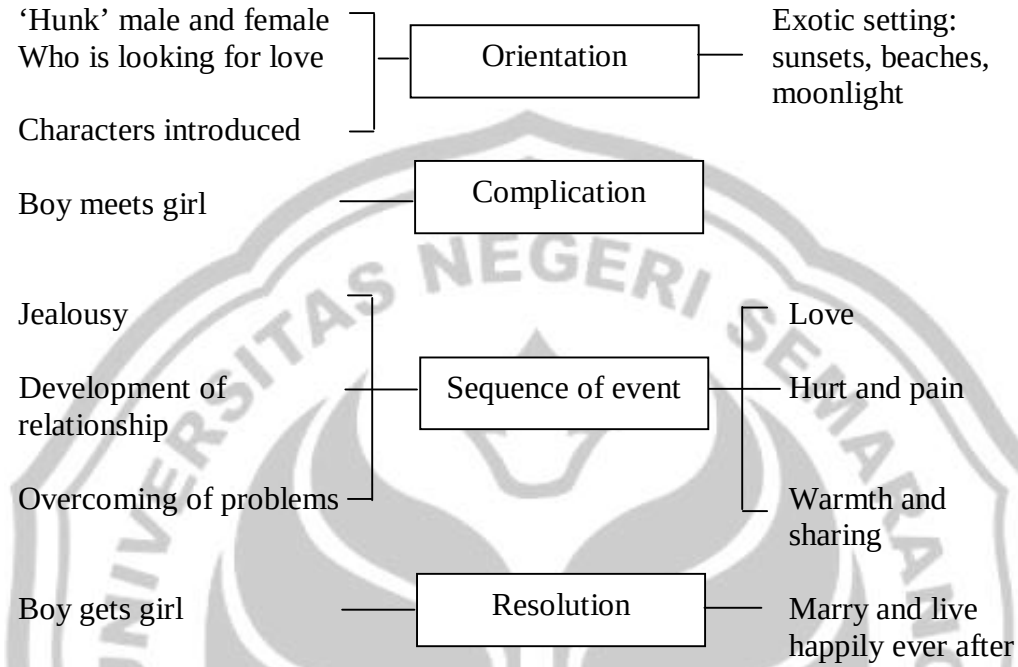
The purpose of humorous narrative is one that aims to make the audience laugh as a part of telling a story.

Generic structure:

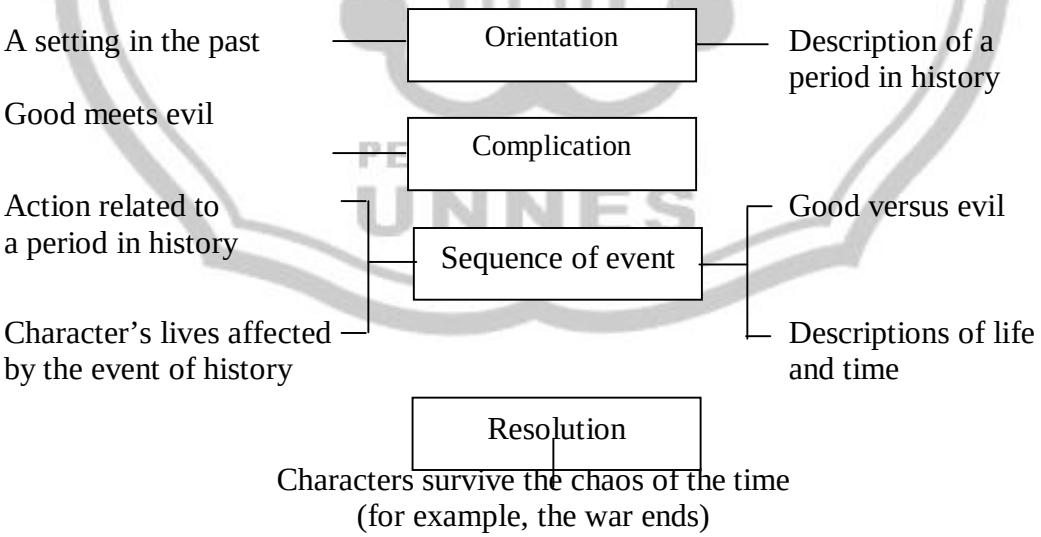


2.7.2 Romance

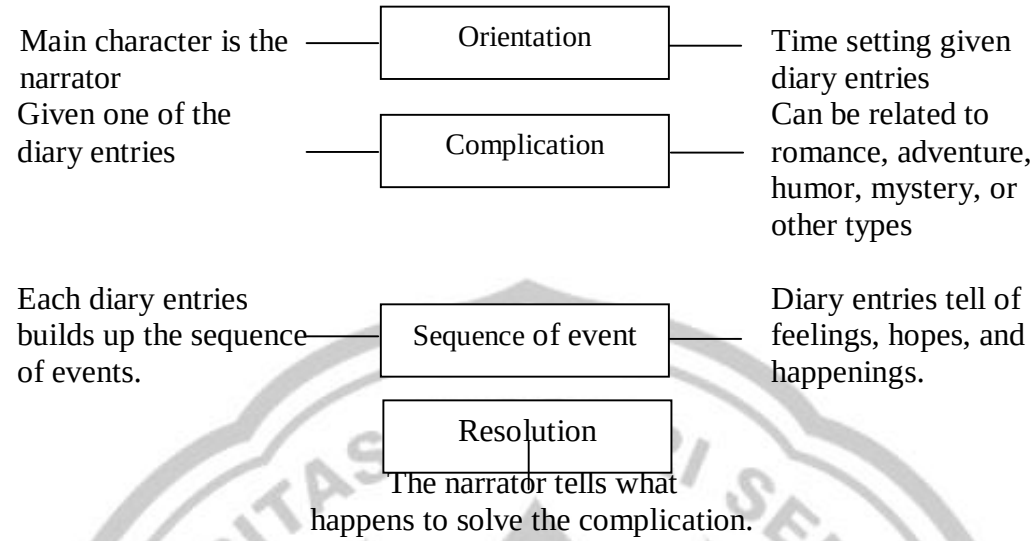
The romance narrative typically tells of two lovers who overcome difficulties to end up together



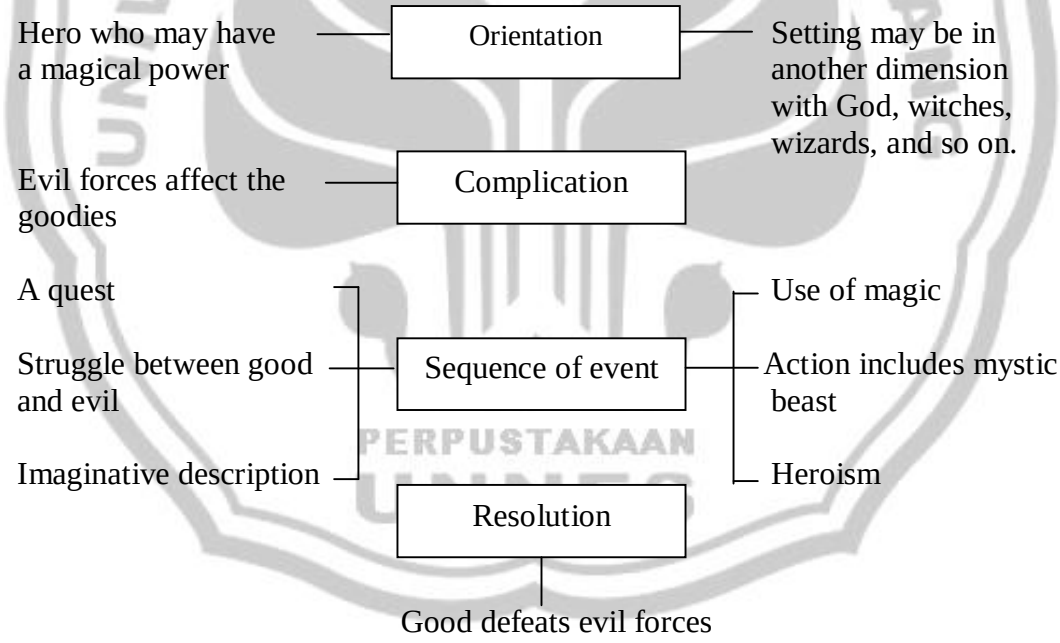
2.7.3 Historical Fiction



2.7.4 Diary-Novel



2.7.5 Fantasy



2.8 Types of Question

In communication, sometimes we need some information or explanation from someone. In doing so, we need to ask what we want to know in the form of interrogative sentence or question.

According to Spencer (1970:1) “generally, there are two types of question in English; verbal question that normally called yes/no question, and pronominal question or specific question”. He explains “verbal question begins with a verb (which must be one of the 24 anomalous finites) and may be answered simply by Yes or No. While pronominal questions begin with one of 9 interrogative/question words and require a more specific answer that Yes and No”.

Besides the two types of question above, Azar (1989:A16) adds Tag-Question as types of question. “Tag-Question is a question added at the end of sentence. It is often used by speaker to seek agreement or to make sure that the information given is correct”.

The examples of verbal question:	**Answer**
• Are you a student?	Yes, I am or No, I am not.
• Have you finished?	Yes, I have or No, I have not.

The examples of pronominal question:	**Answer**
• Why do you come late?	I miss the bus.
• What is your job?	I am a police officer.

The examples of Tag-Question:	**Answer**
• Mary is here, isn’t she?	Yes, she is.
• You like tea, don’t you?	Yes, I do.

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2.9 Forms of Question Word-Questions

According to Spencer (1970:2) there are nine interrogative words that are usually called question words, there are what, who, whom, whose which, where, when, why, and how.

To construct wh-question is not easy as yes/no-question. However, both of them have almost similar form. In constructing yes/no question we just have to move the auxiliary verb (be, do, have, can, etc.) to the front of the sentence. If there is no auxiliary verb, we make a question by putting do or does for present simple and did for past simple in front of the subject.

Example:

Statement : She **was** happy when she lived in France.

yes/no question : **Was** she happy when she lived in France?

Statement : Amel went to Bali last week.

Yes/no question : Did Amel go to Bali last week?

While in constructing wh-question, there are two forms have to be concerned which focus on subject and on object of the sentence. If the question focuses on the object, the question is formed by adding question word to yes-no question.

Examples:

Statement:		**Anne**	**eats**	**banana.**
Yes-no question	**Does**	Anne	eat	banana? (what)
Wh-question	**What**	does	Anne	eat?

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The further explanation in forming wh-question will be illustrated on the following table. The table is taken from Azar's book entitled "Understanding and Using English Grammar" (1989:A10).

Table 2.1. Form of Wh-Question

Sentence	Question Word	Auxiliary Verb	Subject	Main Verb	
(a) She lives there.		does	she	live	there?
	where	does	she	live?	
(b) They live there.		do	they	live	there?
	where	do	they	live?	
(c) He lived there.		did	he	live	there?
	where	did	he	live?	
(d) He is living there.		is	he	living	there?
	where	is	he	living	
(e) They have lived there.		have	they	lived	there?
	where	have	they	lived?	
(f) Marry can live there.		can	Marry	live	there?
	where	can	Marry	live?	
g) He will be living there.		will	he	be living	there?
	where	will	he	be living?	
(h) John lives there.	who	-	-	lives	there?
(i) Marry can come.	who	can	-	come?	
(j) They are there.	-	are	they		there?
	where	are	they?		

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(k) Jim was there.	- where	was was	Jim Jim?	-	there?

From the table above we can see that in forming wh-question there are several things have to be concerned; question word, auxiliary verb, subject, and main verb.

The first thing we have to consider in forming the wh-question is a question word itself. It gives a sign what we are going to ask. For instance, the question word “where” is used to ask about place, the question word “when” is used to ask about time, the question word “how” is used to ask about manner, and so on.

The second thing to concern is main verb. It gives a sign about what kind of tense we use. Besides, we also have to decide what suitable auxiliary used in forming the wh-question. From the sentence, “She lives there.” in point (a), and “He lived there.” in point (c) we can know that the first sentence uses the present tense while the second one uses past tense. Then, in forming wh-question, we have to use the auxiliary “does” for the sentence (a) and “did” for the sentence (b).

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The next thing is related to the auxiliary verb. If a sentence has an auxiliary verb (a helping verb) as stated in (d), (e), and (f), the same auxiliary is used in the question. For instance, in the sentence “She is living there” in point (d), we also use “is” in the question; “Where is she living?” The use of auxiliary will be more complicated if there are more than one auxiliary verb. The sentence “He will be living there.” in point (g), there are two auxiliary verbs; “will” and “be”.

Nevertheless, the first auxiliary “will” is the main auxiliary, which precedes the subject in the question. Therefore, the result is “Where will he be living?”

Besides the several things above, we also have to consider whether the thing asked is a subject or object. If the thing we ask is a subject, we do not have to change or give an auxiliary verb “do, does, or did” in the question. While, if the thing we ask function as an object we have to add auxiliary verb in the question as illustrated below:

Subject		**Object**	**Subject**		**Object**
Ashanty	calls	Amel.	Ashanty	calls	Amel.
↓			↓		↓
Who	calls	Amel?	Who	does	Ashanty call?

2.10 Function of Question Word-Questions

The interrogative words can be divided into two groups; five interrogative pronouns and four interrogative adverbs. The interrogative pronouns are what, which, who, whom, and whose. Three of these are also used as interrogative adjectives; what, which, and whose. The interrogative adverbs are when, where, why, and how. In this final project, I only focus on the 5W and 1H interrogative words, they are when, where, why, what, who, and how.

We usually use the question words to ask about:

Table 2.2: The Function of Question Word-Questions

People	Thing/animal /action	Place	Time	Quantity	Manner	Reason
What Who Whom Whose Which	What Which	Where	When How long What time What time How often	How much How many	How	Why

2.10.1 Interrogative Pronouns

There are five interrogative pronouns according to Spencer (1970: 2-5), what, which, who, whom, and whose.

2.10.1.1 The question word ***"What"*** is used before noun or alone to ask about things, either as subject or as object.

Examples:

What day is it today? Today is Friday.

What is this? This is a fiber.

What make you happy? She makes me happy.

What did she do? She did her homework.

2.10.1.2 The question word "***Who***" is used to ask about people, either as subject or as object.

Examples:

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Who calls Shanty? Amel calls Shanty.

Who is calling Shanty Amel is calling Shanty.

Who did Amel call? Amel called Shanty.

2.10.1.3 The question word "***Whom"*** is used to ask about person as an object.

Examples:

Whom are you talking with? I am talking with Sophia.

Whom did you go with? I went with Bella.

2.10.1.4 The question word ***"Whose"*** is used to express possession.

Example:

Whose pen is this? This is mine.

2.10.1.5 The question word ***"Which"*** is used for people, animal, or things, one/ones, or alone. It is normally used when there is a limited choice.

Examples:

Which car is yours? The black one is mine.

Which is your favorite singer Afgan or Vidi? Afgan is my favorite singer.

What and ***which*** are sometimes both possible.

Example:

What/which day did he leave? He left on Friday.

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2.10.2 Interrogative Adverb

The question words that belong to interrogative adverbs are where, when, why, and how.

2.10.2.1 The question word ***"Where"*** is used to ask about place.

Examples:

Where did you go last week? I went to Bali.

Where is your mother? She is at home.

2.10.2.2 The question word ***"When"*** is used to ask about time.

Examples:
When did you buy your bike? I bought my bike last month.

When will you finish your work? I will finish it tonight.

2.10.2.3 The question word ***"Why"*** is used to ask about reason.

Examples:

Why did she leave? She was sick.

Why do you sale your bike? I need some money.

2.10.2.4 The question word ***"How"*** is used to ask about manner.

Examples:
How do you go to school? I go to school on foot.
How did you get this ticket? My father bought it for me

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2.11 Theoretical Framework of the Study

The problem of this research is the difficulty faced by the tenth grade students of MA Al Asror, Patemon in class X.A in writing narrative text. The students cannot convey the ideas in the form of writing although they have many ideas in their mind.

Narrative is a kind of story genre that describes a sequence of real or unreal event. According to Anderson and Anderson (1997:7) “narrative is a piece of text, which tells a story”. According to Boardman and Frydenberg (1992: 3),”when telling a story, the writer has to make sure they have included the detail of everything that happened”. In doing so, every news story should answer the questions below:

a. Who was involved?
b. What happened?
c. Where did it take place?
d. When did it happen?
e. Why did it occur?

Based on the theory above, I tried to use the question-word questions to guide the students of MA Al Asror when they were writing a narrative text. First, I made some specific questions, which used question-word questions and arranged these questions based on the structure of narrative discussed. Then, I trained the students to accustom them to use question-word questions when they were writing narrative text.

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In this research, I used action research, which is inclined to qualitative approach. Furthermore, to collect the data, I used tests, observation, and questionnaire as the instrument of this research. The data obtained were the description of the activities and the observation done during cycle I and cycle II and the result of the tests in the form of calculation of the average of the tests result. From those data, I can know the improvement of students' writing skill.

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CHAPTER III

METHOD OF INVESTIGATION

This chapter consists of Research Design, Students of the Study, Role of the Researcher, Procedure of Data Collection, Instruments used in the Research, and Procedure of Data Analysis.

3.1 Research Design

In this study, I choose Action research which belongs more qualitative approach, so the data obtained will be in the form of description of the activity and the result of the activity. Wallace (1998:4) states, "Action research is done by systematically collecting data on everyday practice and analyzing it in order to come to some decisions about what the future practice should be."

In this action reseasrch I use two cycles as Carr and Kemmis stated, they are cycle I and cycle II. Each cycle consists of four steps; planning, action, observation, and reflection.

Therefore, before I conducted the first cycle, I gave a pretest which headed for recognising the basic knowledge of the students, that was the tenth grade students of MA Al Asror, in writing narrative text. After they were given a pre test, I conducted cycle I that consisted of giving treatment, and formative test. The activity would be continued to cycle II if the result of the test given in cycle I had not reached the research target.

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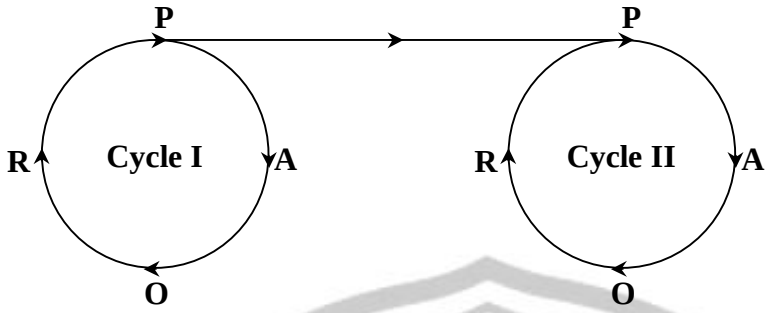
The process of the cycles can be described in the gaph below:



P : Planning O : Observation

A : Action R : Reflection

(Carr and Kemmis, 2004: 186)

3.1.1 Planning

This phase explains about what, why, when, where , by whom, and how the action will be done. In this research, I prepared the materials about narrative and the tenses used in the text, the number of questions that would be used as a guideline for students in writing the text, and the test used to measure the students achievement.

The materials and the questions prepared would be given as a treatment for the studenent, while the tests would be given to measure the improvement of the students' writing skill in writing narrative text.

3.1.2 Action

The next phase is the action, that is the implementation of planning in the action research. In this phase, I did some activities as follows:

3.1.2.1 Pre-test

Pre-test is done to know the basic knowledge of the students that is the ability of the tents grade students of MA Al Asror in writing narrative text. In this activity, I asked the students to write the narrative text about the story I had prepared before.

3.1.2.2 Cycle I

The second activity is the first cycle that consists of four phases; planning, action, observation, and reflection. In this activity I gave a treatment to the students. The treatment given was a number of WH-question as guidelines for the students when they wrote their narrative text.

First, I explained the materials about the narrative text. While explaining the narrative text, I gave the materials about Past Tense since the language feature of narrative text uses past tense. I emphasized the explanation on the generic structure of narrative text, and then made a number of sequential questions based on that structure. After the students understood about the materials, I gave the example of narrative text and explained the vocabulary of the text and the structure through sequential question. I continued the activity by giving practice to the students. In this activity, I guided the students by using the sequential question. At the end of this activity, I would give a test in order to know the significant differences of the students in writing narrative text before and after given a treatment by comparing the result of the pre test and the test given after treatment.

By giving a treatment, I hope there is significant improvement of the students' ability in writing narrative text before and after given a treatment.

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3.1.2.3 Cycle II

The next activity is Cycle II. This activity is almost the same as the cycle I, which is done in the previous activity. It also consists of planning, action, observation, and reflection. The second cycle is done as the revision of the first cycle. I completed the materials given in the previous meeting and reviewed the materials, which had not been understood by the students.

In this cycle, I also gave a writing test like in the previous meeting, which was done at the last activity. The test is done in order to know whether the treatment given to the students works or not. In this test, the students were asked to write the narrative text about the famous story they had heard as they done in the pre-test. If the result of pre-test and post-test have significant differences, it means that the treatment given to the students has an effect in the process of writing narrative by the students.

3.1.3 Observation

The observation is done during the conducting of research. I investigated all of things during the teaching and learning process related to the students' enthusiasm during the lesson, their response, their ability in doing exercises, and their achievement in doing the tests. This observation is used in order to correct the previous activity and plan the strategy that will be done in the next activity.

3.1.4 Reflection

Reflection aims at assessing the result of the action done by the researcher to the students. The result will be the consideration to move on to the next step in order to revise the previous step.

The result of the first cycle of this research had not been good enough. The result of the test given at the end of the first cycle had not reached the target of achievement although it was higher that the result of the post test. Moreover, the students had not understood the whole materials given at the previous meeting. There were also many mistakes done by the students in doing the test. Therefore, I continued the activity by conducting the second cycle.

3.2 Subject of the Study

In this study, I applied the question-word questions in teaching narrative text to the senior high school students in writing narrative text. The subject of this study was the tenth grade of senior high school students class X.A at MA Al-Asror Patemon, Semarang in academic year 2009-2010. I chose this class since I found that the students of class X.A had difficulty in writing narrative text. They could not convey the ideas in their mind in the form of narrative writing.

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3.3 Procedure of Data Collection

I took the tenth graders of class X.A of MA Al Asror, Patemon, Semarang in the academic year 2009/2010 as the subject of the research. In this research, the students did some activities; those were pre test, cycle I, and cycle II. In those activities, I gave three tests to the students, pretest, formative test that was given at

the end of the first cycle, and posttest that was given at the end of the second cycle. Moreover, the students answered the questionnaire given at the end of the second cycle. The result of the questionnaire would be used to support the data obtained from the tests.

I gave the tests to the students in order to collect the data of the students' achievement in writing narrative text. After getting the result of the three tests, I compared those tests to know the improvement of the students' achievement in writing narrative. Moreover, I gave the questionnaire to know the students' opinion and the students' interest toward writing and the technique used in teaching and learning process.

3.4 Instrument

Instrument is used to collect the data that will be analyzed and interpreted by the researcher. Arikunto (2002:127) explains, "Basically instrument is classified into two kinds, test and non-test." To gather the data, in the study, I used both test and non-test as the instrument.

3.4.1 Observation Sheet

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The observation is used to investigate the students' behavior during the conducting of research. I investigated all of thing during the teaching and learning process related to the students' enthusiasm toward the lesson, their response, their ability in doing exercise, and their achievement in doing the test. This observation was used in order to correct the previous activity and plan the strategy that would be done in the next step.

3.4.2 Test

To colect the data, I gave three tests to the students. They were pre test, test in cycle I, and test in cycle II which is considered as a post test. Those tests were given to know the significant progression of the students.

The test used in this research was written test. In this test, the students were asked to write the narrative text about the story I chose. At the first, the students were given some informative questions based on the story as guidelines for them in doing the test. Then, they were asked to answer those questions, and finally they were asked to develop and to arrange their answers to be a narrative text. The content of the text was analyzed based on the following aspects; organization, content, grammar, punctuation and spelling, and style of writing.

3.4.3 Questionaire

Another instrument for collecting the data is by giving the questionaire to the students. Arikunto (2006:151) states that "questionnaire is a number of written questions used to obtain the information from the respondent". While Elliot (1998:82) states that, "a questionnaire is basically a list of questions one wants to ask other people."

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According to Nunan (1992:142) "question items can be closed and open item. A closed item is which the range of possible responses is determined by the researcher. While, the open item is which the students can decide what they want to say and how to say". In this research, I used closed item since it was more effective, predictable, and I could obtain the answers from the questions made as I expected.

The questionnaire itself consists of ten items with four choices "*sangat setuju, setuju, kurang setuju, and tidak setuju*" that related to the students' interest toward English lesson and writing, students' motivation in learning, students' opinion about English lesson, writing, the technique used by the teacher and the technique used in this study.

3.5 Procedure of Data Analysis

The purpose of this study is to describe the use of question-word questions as guidelines in writing narrative text done by the senior high school students at MA Al Asror. I hope that after giving a treatment, there is a significant improvement of students' skill in writing narrative text. In order to know the improvement of students' skill in writing narrative text, I gave some tests and questionaire to the students that would be analyzed later.

In analizing the students' writing test, I used analytic scale for rating composition tasks as stated by Brown (2004: 244-245). I used this analytic score since the criteria that have to be scored are detail and each criterion is given the same score that is 1 up to 20 for each criterion. There are five criteria based on this analytic score, they are 1) organization: introduction, body and conclusion, 2) logical development of ideas: content, 3) grammar, 4) punctuation, spelling, and mechanics, 5) style and quality of expression. Therefore, the maximum score for all criteria will be 100.

Those five criteria are separated into five levels of score which are arranged from the highest to the lowest in order to know the position of the students' score.

Level of Mastery	Grade
90-100	Excellent
75-89	Good
60-74	Fair
30-59	Unacceptable
5-29	Not college-level work

In order to know the students' achievement in detail I used the following formula to find out the percentage of the students' achievement. Then, to know the progression of the students, I compared the result of pre test, formative test, and posttest.

The formula is as follows:

$$\text{The average of the students result} = \frac{\text{The total of the percentage}}{\text{The number of the students}}$$

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CHAPTER IV

RESEARCH RESULT AND DISCUSSION

This chapter deals with the description of the treatment given to the students, the research result, and the discussion. The treatment given including three activities that were conducted on April, 22^{sd} until May 1st 2010; they are pre test, cycle I, and cycle II.

In this chapter, I would describe those three activities in detail from the pre test activity, giving treatments in the process of teaching and learning in cycle I and cycle II, and giving the tests that were given at the end of the cycles. Furthermore, I would analyze the result of those three tests; pre test, formative test, and posttest by calculating those results using the scoring system taken from "Language Assessment, Principle and Classroom Practice" book written by Brown. Moreover, I would analyze the result of questionnaire that was given to the students in the second cycle as a supporting data for this research.

The treatment given was the materials about narrative and past tense, and the use of question word questions as a technique in teaching narrative text. The result and the analysis of those activities would be the data that were obtained from the tenth grade students of MA Al Asror, Patemon, Semarang in academic year 2009/2010 as the subject of this research.

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4.1. Analysis of Pre Test

Before conducting the first cycle, I gave the students pre test that was conducted on April, 22sd 2010. The pre-test was done to know the basic knowledge of the students that was the ability of the students in writing narrative text. In this activity, there were 34 of 36 students followed the pre test. For the pre test, I gave the topic about Malin Kundang, and I asked them to write the text in 45 minutes since the time allotment for one meeting was ninety minutes, so I divided the time into two times, for explaining the materials and for giving the test to the students.

4.1.1. Description of Pre Test Activity

I began the activity by introducing myself as a researcher to the students. Moreover, I told them my purpose to come to their class that was to conduct the research about the use of question word questions as a technique in teaching narrative text. The introduction was in the purpose of getting along with the students. Thus, the students would enjoy the teaching and learning process they would do in the next activity. I hope that the activity would get maximum result.

Besides the introduction, I told the students the activities that would be done by them. I told the students that there were five meetings, which were divided into three activities; pre test, cycle I and cycle II, which consisted of two meetings for each cycle, and posttest, which would be done at the end of cycle II. I also told the students that there would be a formative test at the end of cycle I, so there would be three tests the students had to do; pre test, formative test, and post test. Moreover, I explained to the students that the test would not affect their school grades, so they would not be afraid doing the test.

After I introduced myself, I explained briefly about narrative text. First, I asked them the concept of narrative based on their own knowledge. Some students answered that narrative was a story. Actually, they had known the general concept of narrative text. Some of the students said specifically that narrative text is a kind of text that tells a fiction story and legend. They also could give the examples of narrative text; they were Cinderella, Snow White, Jaka Tarub etc. After that, I gave them a brief explanation about what exactly a narrative text was the purpose of the text, the structure and some of language features used in narrative text.

After explaining the narrative text, I continued the activity by giving the students pretest. The topic of the pretest was about Malin Kundang. First, I asked them whether they knew the story about Malin Kundang or not, then they said that they had known the story. After that, I distributed the answer sheet to the students and told them not to write anything before I gave the instruction. Then I asked them to write their name, student number, and class. To make the students enjoy writing their test, I emphasized that the test would not affect their school grade. Finally, I asked them to write their writing in 45 minutes and they could consult their work in dictionary to find difficult words.

After the time was over, I asked the students to submit their work in front of the class. Some of them had not finished their work yet, so I gave extra time for about ten minutes to them to finish their work. Then, after all students submitted their work, I told them that we had four meetings left and I would give them the technique in writing narrative text. Finally, I closed the meeting by giving advice to the students to keep learning English.

4.1.2. Result Analysis of the Pre Test

The pre-test conducted on April 22nd 2010 was done to know the basic knowledge of the subjects that were the tenth grade students of MA Al Asror in Class X.A in writing narrative text. Therefore, I could choose appropriate material I would give to them in the activities in each cycle and I would know the significant progression of the students in writing narrative text by comparing the result of pre test, formative test, and posttest.

In analyzing the result of the pre test done by the students, I used Brown scoring system in the "Language Assessment, Principle and Classroom Practice" book. There were five aspects I had to score according to this book; the organization, content, grammar, punctuation and the style of their language use. Every aspect was divided into five categories that were excellent to good, good to adequate, adequate to fair, unacceptable, and not college-level work.

From the result of students' writing, there were three students got 52, four students got 54, six students got 57, two students get 59, two students got 60, eight students got 61, two students got 64, three students got 65, two students got 70, and one student got 72.

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Furthermore, I calculated the students' score to know the average or percentage of the students' achievement that would be compared with the result of formative test and posttest in order to know the progression of the students' achievement.

The average of the students' achievement in doing the pre test was calculated by using the formula below:

$$\text{The average of the students' result} = \frac{\text{the total of the percentage}}{\text{the number of the students}}$$

$$= \frac{1979}{33}$$

$$= 59.96$$

From the calculation above, we could see that the average of students' score was 59.96. Based on the model of analytic scale for rating composition tasks as stated by Brown (2004: 244-245), we can conclude that that students' achievement in doing pre test is unacceptable and the result is lower than the target of achievement. The result of pre test is presented in appendix 7 (page 87).

The average of the students' achievement of pretest was very poor. To my analysis, there were some mistakes made by the students. The mistakes made were in grammar, vocabulary, the use of possessive pronoun, spelling, punctuation, and organization of the text. The mistakes made in grammar such as the use of the word "to" and "for" before verb in the sentence, the use of the word "not" for negative verb, miss order structure etc., for instance, "..there be a child name Malin Kundang", "Malin Kundang and her mother weas por" "..Malin Kundang to go to town...", "Mande Rubiyah to get news...", etc. The mistakes made in vocabulary were the use of inappropriate words in the sentences. While, the mistakes made in organization were the incomplete ideas in the paragraph. Hence, I concluded that I had to give a treatment to the students to improve their writing skill in writing narrative text.

4.2. Description of Cycle I

Cycle I was conducted two times, on April, 23rd and 24th 2010. In this activity, I gave the treatment to the tenth graders of MA Al-Asror, Patemon. The treatment given was the materials about narrative text and grammar, specifically in Simple Past Tense and Past Continuous Tense.

4.2.1. First Meeting

The first activity in the first cycle was conducted on Friday, April, 23rd 2010. The activity was started at 08.40. I divided this activity into four stages; those were Building Knowledge of the Field (BKOF), Modeling of the Text (MOT), Joint Construction of the Text (JCOT), and Independent Construction of the Text (ICOT). The description of teaching and learning process is described in the explanation below.

4.2.1.1. Building Knowledge of Field

I opened the teaching and learning process by greeting the students and praying together, and then I checked the students' attendance by calling them one by one. There were 33 of 36 students joined in this activity. Three students were absent because they were sick.

To begin the lesson, I introduced the materials that would be given to the students, those were about narrative text and Past Tense. I did not check the students' comprehension about narrative text because I had known their knowledge when I conducted pretest and I had concluded that they had known the general concept of narrative text.

After introducing the materials, I continued the activity by explaining the structure of narrative text in detail and the Simple Past Tense and Past Continuous Tense. To make the students easier to understand the materials, I gave them the print out of the materials consisted of generic structure of narrative text, the example of narrative text entitled "The Smartest Animal", the question guidance, and the material about Past Tense. The materials about narrative were taken from "Making Sense of Functional Grammar" book by Gerot and Wignel (1994:204) and "Text Types in English" book by Anderson and Anderson (1997:7).

In this stage, I explained that narrative is a kind of story genre that describes a sequence of real or unreal event. The purpose of the narrative is to amuse, entertain, and to deal with vicarious experience in different ways. After conveying the definition and the purpose of narrative text, I continued the lesson by explaining the generic structure of the narrative text. I emphasized the explanation in generic structure for the reason that the question guidance made, which would be given to the students as guidance in writing narrative text, were based on the generic structure of the text. In other word, we can say that the question guidance represents the generic structure of narrative text.

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The generic structures of narrative text are the orientation, complication, and the resolution. First, I explained the Orientation that tells the audience who is in the story, when the story is happening, where the story is happening, and what is going on in the story. To make the explanation clearer, I changed the Orientation of narrative text into some questions which asked about the characters involved in the story, the time, and the setting of places, they were; "Who were the characters

in the story?, How were the characters in the story? Where did the story probably take place?, and When did the story occur?". The explanation was continued with the Complication. This is the part of the story where the narrator tells about something that will begin a chain of events. These events will affect one or more of the characters. I also changed this point into some questions they were; "What problem did the character have? and Why did the character get the problem?" After that, I explained about Sequence of Event. It is part of structure where the narrator tells how the characters react to the complication. It includes their feelings and what they do. The events can be told in chronological order or with flashbacks. I changed this point into some questions they were; "How did the problem occur? Why did the character get the problem?, and What happened to the character?". The last structure of narrative text was the Resolution. This is part of narrative where the problem faced by the character is solved. I changed the Resolution into some questions, they were; "How did the character solve the problem?, or What did the character do to solve the problem?, What happen to the character after the problem solved?, and How was the ending of the story?"

After explaining the generic structure, I gave the students time to write the materials explained, then I asked them some questions and asked them whether they had any questions or not, but there was no students asked question. After they were considered comprehend the materials about the structure, I continued the material with the language features of narrative those were the use of action verb (walk, work, hit etc), the use of time conjunction (once, one day etc), the use of connectives (after, the next day etc), and the use of Past Tense.

Furthermore, I explained Past Tense and Past Continuous Tense to the students. I chose these tenses since narrative text uses Past Tense. I found there were some mistakes made by the students in their writing of the pretest, such as the use of the words "to" and "for" before verb in the sentence, the use of the word "not" for negative verb, the use of present verb, miss order structure and so on, for instance, "..there be a child name Malin Kundang", "..Malin to go to town...", "..Her mother for went to met Malin", "Mande Rubiyah to get news..", etc. Besides explaining the structure, I also concerned in explaining the tenses.

Before I explained the Simple Past Tense and Past Continuous Tense, I checked the students' comprehension to know their knowledge about these tenses. I pointed two students, Lutfy Hakim and Nuryati, and then I asked them to make the sentence in form of Past Tense. Lutfi made a sentence "Budi wrote a book", while Nuryati made a sentence "Ani to go to school."

Moreover, I explained that the English sentence was almost the same with Indonesian sentence. The common structure of the sentence consists of subject, predicate/verb, and object or complement that could be noun, adjective, or adverb. I told them that there are two formula of Simple Past Tense; *S + Past Verb + Object* and *S + was*/*were + Complement*. While, the formula of Past Continuous Tense is *S + was*/*were + V-ing + Object.* Furthermore, I told that they had to use "was" for singular subject and "were" for plural subject. Then, I gave the examples of those tenses, they were "Anne (S) wrote (Past Verb) a letter (Object = Noun)", "Anne was smart (Adjective)", "Anne was in the class (Complement = Adverb)", "Anne (S) was writing (was + Ving) a letter (Object = Noun)".

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After explaining the tenses, I invited the students to assess the sentences written by Lutfy and Nuryati. Most of them said that both sentences made by Lutfy and Nuryati were correct. Hence, I concluded that the students had not understood the materials yet. Then, I explained that the sentence made by Lutfy was the correct one because he used Past Verb (write = wrote), while the sentence made by Nuryati was false because she did not use Past Verb (go = went) and she added the word "to" before the Verb "go". The mistake made by Nuryati was the same with the mistakes made by most of students when they did pretest.

Furthermore, I explained the materials deeply by giving the small test to the students. The test was in the form of fill in the blank test, as follows:

Hi friend, I want to tell you about my story. It ***happened*** when I _____ 1.(**be**) still in elementary school. I ***had*** two naughty friends, their names_____2**. (be)** Roby and Andy. At Monday after the flag ceremony, my classmate and I ***went*** to the classroom. I ***saw*** Roby and Andy at the classroom and ***kept*** smiling. I ***thought*** they had to _____3**.(do)** something bad, but I _____4**.(care, not)** and straight away to my seat. After a while, I ***felt*** something wrong with my chair. When I ***wanted*** to stand up I_____5**. (feel)** my skirt stuck on the chair and Roby and Andy directly laughed. All students in the class were also laughing. I *knew* days after that they _____6**.(put)**glue on my chair at that day. I ***felt*** so ashamed, angry but there **was** totally unforgettable.

I gave the students ten minutes to do the test and pointed six students to write their answers on the blackboard. The results were disappointing; most of them incorrectly doing the test. They did some mistakes such as the use of "am" for number one, "was" for number two, "did" for number three, and "not care" for

number four. Whereas, the answer must be “was” for number one, “were” for number two, “do’ for number three, and “ did not care” for number four.

When I gave the material about tenses, I found that the students faced difficulty to comprehend the tenses. They were not able to create a sentence well. I thought that the basic ability of the students in using tenses was considered very poor. It can be seen from the result of the small test given and from the result of the pretest given the day before.

4.2.1.2. Modeling of the Text

I continued the activity by giving the students the example of narrative text entitled “The Smartest Animal” and asked them to read the example of narrative text given. After the students read the text, I explained the story and gave the vocabularies related to the text to make the students easier understand the story. Then, I analyzed the structure of the text together with the students.

I analyzed the structure of the text one by one, from Orientation until Resolution. While analyzing the structure, I asked about the structure and the functions of each structure to remind the students about the materials they had learned. First, I asked the structure of narrative text, and then the students answered that the structure of narrative text were orientation, complication, and resolution. After that, I asked the function of each structure and then the students answered the function of orientation was to introduce the character, time, and place, the function of complication was telling about event and the problem the character had, while the resolution was telling about solving problem, the way how the character solves his/her problem.

The text given was telling about the tiger, which was very surprised seeing a big animal (buffalo) was listening to a small animal (the farmer). The tiger wanted to know more about the big animal and the small animal. The tiger asked the buffalo why he did what the small animal said. He also asked how intelligent the small animal was. However, the buffalo did not answer the questions; he told the tiger to ask the questions by himself to the small animal. Then, the tiger asked the small animal why buffalo did what the small animal asked. Finally, the small animal showed his intelligent by cheating the tiger.

4.2.1.3. Join Construction of the Text

In explaining the text, I used the questions that were arranged sequentially based on the story given to the students as I explained before. I wrote those questions on the blackboard and invited the students to answer the questions one by one together orally. Then, I wrote the answers on the blackboard to make the students know the answers. To make the teaching and learning process be alive and make all of the students be engaged in the activity I pointed some students especially the students who sat in the back row to answer the question and asked them to write down the answer on the blackboard.

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After the whole questions answered, I invited the students to arrange and develop the answers into narrative text. I asked them to write a rough story based on the answers written on the blackboard on their book. I told them to discuss their story with their friends and they could consult dictionary to find difficult words. I also reminded them to write the story in the form of Past Tense and I wrote the formula of Simple Past and Past Continuous Tense on the blackboard.

4.2.1.4. Independent Construction of the Text

After practicing rewriting the narrative text entitled “The Smartest Animal”, I asked the students to answer the questions and write their answers on their own book. After that, I asked the students to close the text and notice the answer they had done. I then asked the students to make the narrative text by developing and arranging their answer as I explained before. Indirectly the students had practiced writing the narrative text by using a number of questions, which arranged sequentially based on the structure of narrative text.

While the students were writing the narrative text, I walked around observing the students and helping them write their text. I also told them that they could discuss the work with their friends. Most of the students asked about the vocabularies and the structure of sentences. When I observed them, I found many mistakes done by the students. The mistakes made were about the spelling, the structure of sentence, and the appropriateness of using word. However, to my opinion, they did not find any difficulties in answering the questions, they actually had an idea to answer those questions provided but they could not arrange the words into the sentences well.

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Because of the limitation of the time, I closed the teaching and learning process in the first day of the first cycle. Before I closed the class, I asked the students whether they faced difficulty in understanding the materials or not, but no one asked question. Then I asked them to continue the narrative text the students did and learned the materials had given to them at home.

4.2.2. Second Meeting

The second meeting in the first cycle was conducted on Saturday, April, 24th 2010. The activity was started at 08.20 The materials given were almost the same with the materials given in the previous day, those were about narrative text and grammar, specifically in Simple Past Tense and Past Continuous Tense, but in this activity, I emphasized the material in practicing writing narrative text.

I also divided this activity into four stages; they were Building Knowledge of the Field (BKOF), Modeling of the Text (MOT), Joint Construction of the Text (JCOT), and Independent Construction of the Text (ICOT). The description of teaching and learning process is presented in the explanation below.

4.2.2.1. Building Knowledge of Field

I opened the teaching and learning process by greeting the students and praying, and then checked the students' attendance by calling them one by one. There were 34 students joined in this activity. Two students were absent preparing for a Kartini contest held by Racana Wijaya, Semarang State University.

I began the lesson by asking some questions about narrative and tenses to check the students' comprehension about the materials given before. The answer gave a sign that most of students had understood the material about narrative, but they were still confused creating correct sentences. After that, I invited the students to discuss the assignment given in the previous day. The assignment was rewriting narrative text entitled "The Smartest Animal." I pointed two students to read their work loudly. Then I asked the other students to assess the work.

After discussing the assignment, I explained the material about tenses to make the students understand this material. First, I reviewed the pattern of Simple Past Tense, then I gave the pattern of Indonesian language sentence that was Subject + Predicate + Object (SPO). Then I compared those two patterns and showed to the students that both of patterns were almost the same. To make the explanation clear, I gave the example of each pattern. For Simple Past Tense, I gave the sentence "Budi wrote a letter", and I used the same sentence in Indonesian language "Budi menulis surat." I explained that the pattern of Simple Past Tense was the same with Indonesian language; we just had to change the meaning in English and use past verb (V_2) for the sentence.

When I explained the tenses, I also told the students that creating English sentence was not difficult as they thought. I advised them to keep practicing create sentences to make them understand. I hope they would not be hesitated to start writing.

In this explanation, I emphasized the students that we did not have to use the word "for" and "to" before verb as the students did in their work, because it was incorrect. I also emphasized that we had not to use the word "not" before verb for negative sentence, but we had to use "did not" for negative sentence, we used "not" if the predicate was to be "was/were". In this activity, I gave some examination to make the students understand the material. I gave five sentences in Indonesia and asked them to translate the sentences into English. I also wrote the pattern of Simple Past Tense and Past Continuous Tense on the blackboard to make the students easier doing the exam.

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4.2.2.2. Modeling of the Text

After explaining the materials about tenses, I gave another example of narrative text entitled “The Golden Eggs.” I explained that the story was about the farmer in Central China who lost entire livestock of food and worried that his family would die of starvation. Then, he was given a goose by an old man. A week later the farmer utmost surprised, he found an egg in his yard. This was not an ordinary egg. It was a golden egg. Thereafter, his livelihood had rapidly improved but the farmer had forgotten his earlier hardship. He became lazy, arrogant and spendthrift. Strangely, the goose only laid one golden egg every six months. The greedy farmer lost his patience and slaughtered his goose thinking there were plenty of golden eggs inside its stomach. Finally, he was very much regretted for his foolishness, but it was already too late for him.

After explaining the story, I asked the students the structure of the text and all of students could segment the structure. After segmenting the structure, I segmented the structure into some questions as I did in the previous activity. After that, I asked the students to answer those questions based on the story. By segmenting the structure into some questions, I tried to show the students that the story could be probed by using the sequential questions.

4.2.2.3. Join Construction of the Text

In this activity, I gave the students practice writing narrative text. I hope, the practice would make them understand and be trained writing the text. In this activity, I asked the students to choose the story they knew, and most of them chose Cinderella. Then, I told the students that we would try to write a simple

story about Cinderella by using the questions. I invited the students to remind the questions that consisted in each structure of narrative, the questions in orientation, complication, and resolution. As usual, I wrote the questions on the blackboard and invited the students to answer those questions one by one together. I also wrote the answers on the blackboard, so the students could see the answers. Furthermore, after the whole questions answered, I asked the students to arrange and develop the answers into narrative text together. After the story had been finished, I read the story loudly and asked the students to assess the story. Most of students seemed understand and thought that writing narrative was not really difficult as they thought. Then, to make the students more confidence to write a narrative text, I motivated them that writing narrative text was easy, if they could answer the questions it means that they could write a narrative text.

4.2.2.4. Independent Construction of the Text

Finally, after I explained the whole materials and gave the students to practice to write narrative text, I asked them whether they had any questions or not. It was done to check the students' comprehension about the materials given. However, there were no students asked questions.

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At the end of the lesson, I gave the students formative test (posttest I). I told them that the topic of the test was Snow White. Before the test begun, I asked the students whether they knew the story about Snow White or not, then they said that they had known about it. After that, I distributed the answer sheet, which consisted of question guidance to the students and told them not to write anything before I gave the instruction. Then, I gave the instruction to them, I asked them to

write their name, student number, and class. To make the students enjoy writing their test, I emphasized that the test would not affect their school grade. Finally, I asked them to write their writing in 45 minutes and they could consult their writing in dictionary to find difficult words, but they were not allowed to discuss the test with their friends.

After the time was over, I asked the students to submit their work in front of the class. Then, after all of the students submitted their work, I told them that we still had two meetings left. Finally, I closed the meeting by giving advice to the students to keep learning writing the English text.

4.2.3. Result Analysis of the Post Test I

The Cycle I was conducted in 2 times, on April, 23rd and 24th 2010. At the end of the first cycle, I gave the students posttest I or formative test. For the formative test, I gave the topic about Snow White and the questions to guide the students when they were writing narrative text. The test was done to know the progression of the students' skill in writing narrative text. Therefore, I could decide whether I had to give another treatment or not. To know the improvement of the students' achievement, I compared the average score of pretest and formative test.

In analyzing the result of the formative test, I also used Brown scoring system in the "Language Assessment, Principle and Classroom Practice" book. There are five aspects according to this book that I had to score; the organization, content, grammar, punctuation and the style of their language use. Every aspect is divided into five categories that are excellent to good, good to adequate, adequate to fair, unacceptable, and not college-level work.

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From the result of students' writing, there were one student got 54, one student got 63, two students got 64, one student got 65, one student got 66, six students got 68, five students got 69, six students got 70, seven students got 71, two students got 73, and one student got 74.

Furthermore, I calculated the students' score to know the average of the students' achievement that would be compared with the result of the pretest and posttest II in order to know the progression of the students' achievement. The average of the students' achievement in doing formative test was calculated by using the formula below:

$$\text{The average of the students' result} = \frac{\text{the total of the percentage}}{\text{the number of the students}}$$

$$= \frac{2266}{33}$$

$$= 68.66$$

From the calculation above, we could see that the of students' score was 68.66. Based on the model of analytic scale for rating composition tasks as stated by Brown (2004: 244-245), we can conclude that that students' achievement in doing formative test was still not good enough. The result of the formative test is presented in appendix 8 (page 88).

From the result of formative test, I found that there was an improvement of the students' achievement after they were given treatment. It could be seen from the comparison of the two tests, pre test and formative test. For the pre test, the average of students' score was 59.96, while for the formative test; the average of students' score was 68.66, so the difference of both score was 8.7.

However, to my analysis of the activity in the first cycle and from the result of formative test, there were still many mistakes done by the students. The mistakes made were still about grammar, vocabularies, spelling, punctuation, and organization of the text. The mistakes made in grammar such as the use of present verb in Simple Past Tense, misused of possessive pronoun, the use of the word "not" for negative verb, miss order structure and so on, for instance, "The queen orders the hunter", "Snow White beautiful and The Queen beautiful too", "His beauty made the Queen jealous." While, the mistakes made in organization were the incomplete ideas in the paragraph. Thus, we could conclude that I had to give a treatment to the students to improve their writing skill, especially in grammar and practicing writing narrative text.

4.3. Description of Cycle II

The second cycle was conducted two times, on April, 30th and May, 1st 2010. Based on the result analysis of formative test in the first cycle, I found that the result had not reached the target of achievement yet. Therefore, I had to continue the activity to the second cycle to improve the students' writing skill by giving more treatment to the students. In this activity, I tried to improve the shortage found in cycle I. However, I focused on the giving materials about tenses and practice writing narrative.

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In this cycle, I tried to improve students' writing by explaining the materials that had not been understood by the students and gave more practice to them. Moreover, I gave more questions as guidelines when they were practicing write the narrative text. Therefore, they would improve their skill and their vocabulary by answering more questions.

At the end of this activity, I gave the posttest to the students, this test was the last test given to the students. Besides, I gave questionnaire to the students that consisted of ten items with four choices "*sangat setuju, setuju, kurang setuju, and tidak setuju*" that related to the students' interest, students' motivation, and learning process done by the students.

4.3.1. First Meeting

The first meeting of the second cycle was conducted on April, 30th 2010. The activity was started at 08.40, there were 33 students joined the activity. The activity was based on the observation of the previous activity in cycle I. To my observation of the previous meeting, I found that the students got difficulties in constructing the sentences, the use of possessive pronoun, and the past verb used in past sentences. Based on the process of practicing writing and from the result of the pre test and formative test given to the students in the previous meeting, I concluded that the students' ability in grammar was very poor. Therefore, I began the activity by reviewing the materials about grammar.

4.3.1.1. Building Knowledge of Field

I began the activity by asking the students' difficulty in mastering the material about grammar. Some students said that they did not know the past verb used in past tense. Others said that they were confused to use possessive pronoun in the sentence, and on how to arrange the sentence in correct order. I explained to the students that there are two types of verb, regular and irregular verb. For regular verb, they just had to add "ed or d" to the verb, but for irregular verb they had to memorize the changes of that verb and they had to practice creating sentences to make them understand how to create a sentence. Furthermore, I explained that there are seven pronouns, they, we, I, you, she, he, it. Then I told them that the possessive pronoun for each pronoun are their, our, my, your, her, his, and its.

After explaining the possessive pronouns, I explained how to arrange words into sentence. I invited the students to review the pattern of Simple Past Tense and Past Continuous Tense. Then, I pointed three students to write the pattern on the blackboard, the first student wrote the pattern of Simple Past Tense that used a verb, the second student wrote the pattern of Simple Past Tense that used to be, and the last student wrote the pattern of Past Continuous Tense. The third student forgot the pattern, so I allowed her to look up the pattern in her book. After those patterns written, I asked them to pay attention to the explanation. I told that the first thing we had to do is to memorize the pattern. Then, they had to understand the elements of the pattern; they are subject (N), predicate (V), and object (N) or complement (Ajt or Adv). I gave the example of the patterns and I compared the pattern with Indonesian language as I did in the previous meeting.

After explaining the tenses, I gave the students small test to check their understanding. I gave five sentences in Indonesia and five sentences in Present Tense. Then, I asked them to translate the sentences in English and change the sentences in Present Tense into Simple Past Tense and Past Continuous Tense. I asked them to write their answer on the paper and submit it to me, so I could check the mistakes they made. After they submitted their work, I invited the students to do the examination together. I asked some students to write the answer on the blackboard. Some of them incorrectly made the sentence, and then I corrected the mistakes and told them not do the same mistakes again.

4.3.1.2. Joint Construction of The Text

After reviewing the materials about tenses, I reviewed the text the students did for the formative test. I asked them to answer the questions provided for the formative test and wrote the answers on the blackboard. After that, I showed how to develop the answers and arrange them into a narrative text. I told the students that they could develop the answers in their own words, but it did not change the original story.

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4.3.1.3. Independent Construction of The Text

Furthermore, I asked the students to practice writing narrative text. In this activity, I asked the students to rewrite the story about Cinderella as we did in the previous meeting. I just gave sequential questions to the students and did not help them to answer those questions. First, I asked them to answer the questions and then after the whole questions answered, I asked the students to develop and combine the answers into a narrative text.

Because of the limitation of the time, I closed the teaching and learning process before they finished writing their text. Before I closed the lesson, I asked the students whether they understood the materials or not and asked them to continue the narrative text and learn the materials had given to them at home. I reminded them that we still had one meeting left and explained the activity for the last meeting. I told the students that for the last activity they would have a posttest and questionnaire. I also told them that the topic of posttest would be the story entitled "The Legend of Tangkuban Perahu", and I asked them to prepare well for the posttest.

4.3.2. Second Meeting

The second meeting was conducted on May, 1st 2010. In this meeting, I did not give practice to the students; I just reviewed the whole materials about the Past Tense and narrative text briefly because I would give posttest and questionnaire to the students.

4.3.2.1. Building Knowledge of Field

I began the activity by greeting the students and asked them to pray together. After that, I checked their attendance list, there were 35 students joined in this activity. Then, I explained the tenses briefly to the students, I wrote the patterns on the blackboard and wrote the mistakes the students did in the pretest and formative test like the use of adjective after noun to modify the noun, misused of possessive pronoun, the use of present verb in past tense etc. I hoped they did not make the same mistakes for the posttest. Furthermore, I reviewed narrative text by segmenting the text into its structure and probed it by using questions.

Finally, I asked the students' comprehension about the materials by inviting them to ask some questions related to the materials given. Most of students asked about how to use adjective in sentence, the difference between Simple Past and Past Continuous Tense, and about structure of narrative text.

4.3.2.2. Independent Construction of the Text

After reviewing the whole materials, I gave the students posttest. For this test, I asked the students to write a narrative text. The topic of the text was "The Legend of Tangkuban Perahu". For this test, I provided a number of questions as guidance. The text consisted of 15-20 sentences and had to be done in 45 minutes.

As I did in the previous meeting, I distributed the answer sheet and did not allow the students to write anything without my instruction. After all of students got the answer sheet, I asked them to write down their name, student's number, and class. Then, I told them that there were some questions on the answer sheet as guidance for them when they were writing their text. I asked them to answer those questions first and then they had to develop the answers and arrange them into a narrative text. Finally, I asked them to do the test in 45 minutes.

After the students finished doing the test, I asked them to answer the questionnaire. I told them that they had to answer the questions by giving a mark on the column they chose. I also told them that the questionnaire was used to analyze the students' interest toward English lesson, which was used to support the data of my research. Before they answered the questionnaire, I explained the items of the questionnaire to make them understand and did not make mistakes. Finally, I asked them to answer the questions honestly based on their thought.

4.3.3. Result Analysis of Post Test

At the end of the second cycle, I gave the students a test. This test was the last test for the students. For the posttest, I gave the topic about "The Legend of Tangkuban Perahu" and the questions guidance. The result of this test would be compared with the pre test and formative test to know the progression of students' skill in writing narrative text.

From the result of the posttest, there were one student got 59, three students got 64, one student got 67, two students got 69, three students got 70, three students got 71, seven students got 72, two students got 73, five students got 74, five students got 75, and one student got 78.

Furthermore, I calculated the students' score to know the average of the students' achievement that would be compared with the result of the pretest and formative test in order to know the progression of the students' achievement. The average of the students' achievement in doing posttest was calculated by using the formula below:

$$\text{The average of the students' result} = \frac{\text{the total of the percentage}}{\text{the number of the students}}$$

$$= \frac{2352}{33}$$

$$= 71.27$$

From the calculation above, we could see that the average of the students' score was 71.27. Thus, the average of the posttest shows us that the result has reached the target of achievement that was made based on the KKM (*Kriteria Ketuntasan Minimal)* of MA Al Asror in narrative subject. The result of post test is presented in appendix 9 (page 89).

From the result of the posttest, I found that there is a progression of students' achievement after they are given treatments. It can be seen from the comparison of the three tests, pretest, formative test, and posttest. For the pre test, the average of students' score was 59.96; the average of formative test was 68.66, while the average of posttest was 71.27.

4.3.4. Analysis of Questionnaire

At the end of the activity of the second cycle that was conducted on May, 1st 2010, I gave the questionnaire to the students. The result of the questionnaire was used to support the data of the writing tests and for the consideration in concluding the research.

The questionnaire itself consisted of 10 items, which had four choices "*sangat setuju*, *setuju*, *kurang setuju*, and *tidak setuju*". The items were related to the students' interest toward English lesson, students' motivation, learning process done by the students, and students' response toward teaching technique used by the teacher and me.

The results of the questionnaire from the first item which asked about the students' interest toward English lesson were 9.09% of the students really agreed (*sangat setuju*), 24.24% of them agreed (*setuju*), 66.66% did not really agree (*kurang setuju*), and no student disagreed (*tidak setuju*) with the first item. The result indicates that most of students do not really like English lesson; it may be because they think English is a difficult subject.

The second item asked the students' need toward English lesson. The results were 18.18% of the students really agreed, 60.60% of them agreed, 21.21% of them did not really agree, and no student disagreed with the second item. From the result, I can conclude that most of students agree that English lesson is important for the students.

The third item asked about the students' opinion about English lesson. The results were 6.06% of the students really agreed, 36.36% of them agreed, 48.48% of them did not really agree, and 9.09% disagreed. The result shows us that most of students think that English lesson is a difficult subject.

The next item asked the students' opinion about their teacher's technique in teaching English. The results were 24.24% of the students really agreed, 39.39% of them agreed, 48.48% of them did not really agree, and none disagreed. From the result, I can conclude that most of students do not really like their teacher's technique used in teaching English. However, the difference among three choices is a little.

The fifth item asked about the students' opinion toward questions as guidelines in learning. The results were 18.18% of the students really agreed, 54.54% of them agreed, 21.21% of them did not really agree, and 6.06% disagreed. The result indicates that most of students agree that questions can make them easier in comprehend the materials in the process of learning.

The next item asked about the students' interest toward writing. The results were 9.09% of the students really agreed, 42.42% of them agreed, and 48.48% did not really agree. The result indicates that most of students do not really like writing. However, the difference between the students who agree and do not really agree is almost balance.

The seventh items asked about the students' opinion about narrative. The results were 6.06 of the students really agreed, 57.57% of them agreed, 30.30% of them did not really agree, and 6.06% disagreed. From the result, I can conclude that the students think that narrative is not a difficult subject.

The next items asked about the students' opinion toward the use of questions as guidance in learning narrative. The results were 18.18% of the students really agreed, 57.57% of them agreed, 24.24% of them did not really agree, and no one disagreed. The result indicates that the students can write a narrative text easily by using questions as guidance.

The ninth item asked about the effectiveness of using questions as guidance in writing narrative text. The results were 21.21% of the students really agreed, 63.63% of them agreed, and 15.15% did not really agree. The result also indicates that the students feel that the use of questions as guidance in writing narrative is effective.

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The last item asked about the students' interest toward writing, especially writing narrative text after they were given a treatment. The results were 6.06% of the students really agreed, 30.30% of them agreed, 60.60% did not really agree, and 3.03% disagreed. The result shows us that most of students still do not like writing after they are given treatment. The result of questionnaire is presented in appendix 10 (page 91).

4.4. Discussion

I conducted this research in two cycles, cycle I and cycle II. Besides, there were three tests given to the students, pretest, formative test and posttest. I began the research by giving pretest to the students. The test was in the form of writing narrative text which topic was about Malin Kundang. The pre test was given to know the basic knowledge of the students' writing skill, and then I would compare the average of students' achievement of pretest with the formative test and posttest in order to know the students' progression in writing narrative text.

After analyzing the pretest, I got that the average of the students score of pretest was 59.96. Then, I consulted the result to the model of analytic scale for rating composition tasks as stated by Brown (2004: 244-245), so I could conclude that the result of the pre test is considered very poor.

To my analysis, there were some mistakes made by the students. The mistakes made were in grammar, vocabularies, spelling, punctuation, and the organization of the text. Here I present the examples of mistakes made in the pretest made by the students in the table below:

Table 4.3: The Mistakes Made in Pre Test

No.	Incorrect Sentences	Correct Sentences	Explanation
1.	"…there lived a girl **is name** Mande Rubiyah"	"…there lived a girl **was named** Mande Rubiyah"	incorrect use of to be
2.	"..Mande Rubiyah **to get** news…"	"..Mande Rubiyah **got news**…"	The use of "to" before Verb
3.	"Mande Rubiyah very sad"	"Mande Rubiyah was very sad"	Miss use of to be
4.	"..Malin Kundang come back.."	"..Malin Kundang came back.."	Miss use of past verb
5.	"..her body became a stone"	"..his body became a stone"	Miss use of possessive pronoun
6.	"..Malin come in her village"	"..Malin come in his village"	Miss use of possessive pronoun
7.	"..there be a child name Malin Kundang"	"..there was a child named Malin Kundang"	Miss use of to be
8.	"they lived very poor"	"they lived very poorly"	Miss use of adverb
9.	"..her mother very lovely a son"	"..his mother very loved her son"	Miss use of verb
10.	"Malin Kundang and his mother weas por"	"Malin Kundang and his mother were poor"	Misspelled words
11.	"..her mother for went to mith Malin Kundang"	"..his mother went to meet Malin Kundang"	The use of "for" before verb and misspelled word
12.	"..lived in small villed"	"..lived in a small village"	Missing article and misspelled word
13.	"..he is people brother your name Malin Kundang"	"..he was a boy named Malin Kundang"	Miss use of words and to be
14.	"..her saw his son.."	"..She saw her son.."	Miss use of possessive pronoun
15.	"..his mother was not permit him"	"..his mother did not permit him"	The use of to be for negative sentence

After giving pretest to the students, I continued the activity with cycle I in the next meeting. I conducted cycle I in two meetings, which consisted of giving treatment to the students and giving the formative test. The treatment given was the materials about Past Tense, narrative text and the use of question guidance as a technique in teaching narrative text. At the end of cycle I, I gave the students formative test to know the students' progression in writing narrative text before and after being given treatment.

The average of students' score of the formative text was 68.66. The result indicated that there was an improvement of the students' achievement after being given treatment. Hence, I concluded that the use of question guidance as a technique in teaching narrative can improve the students' writing skill. However, the result of the formative test had not reached the target of achievement yet. Therefore, I had to give more treatment to the students that would be done in cycle II.

In the first cycle, the mistakes made by students were still about grammar, vocabulary, spelling, punctuation, and organization of the text. Here I present the examples of mistake in formative test made by the students in the table below:

Table 4.4: The Mistakes Made in Formative Test

No.	Incorrect Sentences	Correct Sentences	Explanation
1.	"…her name Snow White.."	"…her name was Snow White.."	Missing to be
2.	"..queen to torture Snow White…"	"..queen tortured Snow White…"	Misuse of "to" before Verb
3.	"Snow White next to go from kingdom"	"Next, Snow White went away from kingdom"	disorder structure, miss use of verb
4.	"..prince wish had married with Snow White.."	"..prince who wished to marry Snow White.."	Miss used of relative pronoun

5.	"..Queen ordered hunt man to killed Snow White"	"..Queen ordered hunt man to kill Snow White"	Misused of verb
6.	"Once upon a time, their was a princess…"	"Once upon a time, there was a princess…"	Inappropriate use of word
7.	"..but he relesed her in…"	"..but he released her in…"	Misspelling
8.	"..Snow White wake up.."	".Snow White woke up"	Miss use of verb
9.	"He was kissed her."	"He kissed her."	Miss use of to be
10.	"The Queen jealous with Snow white's beauty"	"The Queen was jealous with Snow white's beauty"	Disorder structure
11.	"..they lived hapelly ever after."	"..they lived happily ever after."	Misspelling
12.	"..She live together a king and queen."	"..She lived together with a king and queen."	Miss used of verb and missing word
13.	"..Long time ago, be kingdom lived princess.."	"..Long time ago, in a kingdom lived princess.."	Miss used of to be
14.	"..the queen ordered the hunter for killed Snow.."	"..the queen ordered the hunter to kill Snow.."	Miss used of preposition
15.	"..Because Snow white beauty the Queen jealous"	"..The Queen jealous because of Snow white beauty"	Disorder structure

Furthermore, after conducting the first cycle, I continued the activity with cycle II, which was also divided into two meetings. I conducted cycle II since the result of cycle I had not reached the research target yet. In the second cycle, I also gave the treatment, which was also the same with the treatment given in cycle I that was the materials about Past Tense, narrative text and the use of question guidance as a technique in teaching narrative text. At the end of cycle II, I gave the students posttest to know the students' progression in writing narrative text before and after being given treatment. The average of posttest was 71.27, which means that the result has reached the research target. In addition, I gave questionnaire to the students, which was used to support the data of my research.

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The result of the tests indicates that the average of the students' score of pretest, formative test, and posttest increases. Moreover, the result of the posttest has reached the target of the achievement, so I do not give another treatment.

Beside the result of the three tests given, based on the observation sheet I found that there are differences of the students' behavior in the process of teaching and learning in meeting I until meeting IV. It can be seen from the amount of the students in each item of the observation sheet. The students seemed more ready in the teaching and learning process in meeting III and IV. The students were also actively engaged in meeting III and IV. There were many students asked questions and answered the questions I gave to them.

Moreover, from the result of the questionnaire I could conclude that there are some factors influence the result of teaching writing. The factors are the students' interest toward English lesson and writing subject especially narrative text and the technique used by the teacher in teaching English. The first item of the questionnaire indicates that most of students do not really like the English lesson and the third item shows that they think English lesson is a difficult subject. Furthermore, the sixth item shows that most of students do not really like writing subject although they think that English lesson is important and writing especially writing narrative is not a difficult subject as stated in the second and the seventh items. However, the students feel that the use of questions as guidance in writing narrative is effective, so they can write a narrative text easily by using questions as guidance. This is in line with the average of the students' score, which increases after being given treatments.

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The result of questionnaire above indicates that most of students are not interested in English lesson; they think that English is a difficult subject, so they seem unmotivated in learning English. Logically, if the students are not interested in learning a lesson, they will not learn the subject seriously, so the teaching and learning will not get maximum result.

In addition, the teacher technique used in the process of teaching will also affect the result of teaching. If the technique used by the teacher is effective, the teaching and learning will get maximum result. Otherwise, if the technique used is not effective, the teaching and learning process will not get maximum result.

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CHAPTER V

CONCLUSION AND SUGGESTION

5.1. Conclusion

Based on the activity analysis and the analysis of the results discussed in chapter IV, I can conclude that the use of question word questions as a technique in teaching narrative text can effectively improve students' writing skill. The students can create a narrative text by answering the questions, which are arranged based on the structure of narrative text.

The effectiveness of the technique used in improving the students' writing skill can be seen from the result of the tests given to the students. There were three tests given in this study, pretest, formative test, and posttest. The average score of the pre test was 59.96. The result of the pre test was lower than the target of the achievement that was made based on the KKM (*Kriteria Ketuntasan Minimal*) of MA Al Asror in narrative subject. Therefore, I tried to improve the students' writing skill in cycle I by giving them the materials about narrative text and Past Tense, and asking them to practice writing narrative text by using the question word questions. At the end of this cycle, I gave the students the formative test and the average score was 68.66. The result was higher than the result of the pre test, but it had not reached the target of the achievement yet. Therefore, I continued the activity in cycle II by giving the students more practices in writing a narrative text by using the question word questions. Moreover, I gave more questions as guidelines to the students to develop their ideas and to improve their vocabulary.

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Furthermore, I gave the students the post test at the end on the cycle II and the average score of the post test was 71.27. The result shows us that there is an improvement of the students' achievement before and after being given treatments.

Furthermore, the result of the questionnaire shows us that the students do not like English lesson because they think that English lesson is a difficult subject. They also do not like writing and the technique used by their teacher in teaching English lesson, so their motivation in learning English lesson is low. However, the students agree that the use of question word questions make them easier to comprehend the lesson and the use of question word questions is effective to be used in writing narrative text.

5.2. Suggestion

The conclusion of this research states that the use of question guidance as a technique in teaching narrative text can effectively improve students' writing skill. Therefore, I offer some suggestions as follows:

(1) The question guidance can be the alternative technique for the English teacher in teaching narrative text.

(2) The teacher must state the questions clearly, so the students can easily understand the questions.

(3) The story of narrative text may be different in combination of structure, so the teacher must arrange the questions based on the text discussed.

(4) The teacher must give a lot of practices in writing the text, so the students will improve their writing skill and vocabulary.

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Lesson Plan

SMA/ MA : MA Al Asror
Subject : Bahasa Inggris
Class/Semester : X/ 2
Text Type : Essay Narrative
(Reading and Writing)
Time Allocation : 3 meetings

A. STANDAR KOMPETENSI:

Membaca

11.Memahami makna teks fungsional pendek dan esei sederhana berbentuk **narrative**, *descriptive*, dan *news item* dalam konteks kehidupan sehari-hari dan untuk mengakses ilmu pengetahuan.

Menulis

12. Mengungkapkan makna dalam teks tulis functional pendek dan esei sederhana berbentuk **narrative**, *descriptive,* dan *news item* dalam konteks kehidupan sehari-hari.

B. KOMPETENSI DASAR:

11..2 Merespon makna dan langkah-langkah retorika dalam esei sederhana secara akurat, lancar dan berterima dalam konteks kehidupan sehari-hari dan untuk mengakses ilmu pengetahuan dalam teks berbentuk **narrarive**, *descriptive*, dan *news item*

12.2 Mengungkapkan makna dan langkah retorika dalam esei sederhana secara akurat lancar, dan berterima dalam konteks kehidupan sehari-hari dalam teks berbentuk **narrative**, *descriptive,* dan *news item.*

C. THE OBJECTIVES

By the end of the lesson, Students are able to:

1. Identify the generic structure of the narrative text
2. Comprehend any information from the narrative text
3. Identify and make a use of simple past and past continuous tense
4. Write their own written narrative text (correct punctuations, capital letters, and grammar)

D. THE MATERIAL OF LEARNING

1. The main material : Narrative text (generic structure: Orientation, Complication, Sequences of Events, Resolution)
2. The grammatical feature: Simple past tense, focus on specific individualized participants, use of material processes (live, talk), relational processes (were, was), mental processes (wanted), and temporal conjunctions.
3. Skills: Reading and Writing
4. Learning Source: Inter-language Book: English for Senior High School grade 1, page 110
5. Media: Handout and text of narrative.

The main material: Narrative Text

For example:

The Smartest Animal

Once there was a farmer from Laos. Every morning and every evening, he ploughed his field with his buffalo.

One day, a tiger saw the farmer and his buffalo working in the field. The tiger was very surprised seeing a big animal listening to a small animal. The tiger wanted to know more about the big animal and the small animal.

After the man went home, the tiger spoke to the buffalo; “you are so big and strong. Why do you do everything the man tells you?” The buffalo answered; “oh, the man is very intelligent”.

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The tiger asked; “can you tell me how intelligent he is?”. “No, I can’t tell you”, said the buffalo; “but you can ask him”

So the next day the tiger asked to the man; “Can I see your intelligence?”. But the man answered; “it’s at home”. “Can you go and get it?” asked the tiger. “Yes” said the man; “but I am afraid you will kill my buffalo when I am gone. Can I tie you to a tree?”

After the man tied the tiger to the tree, he didn’t go home to get his intelligence. He took his plough and hit the tiger. Then he said; “Now you know about my intelligence even you haven’t seen it.

Generic Structure Analysis

1. **Orientation :** introducing specific participants; farmer and his buffalo, once in Laos
2. **Complication** : revealing a series of crisis: the tiger wanted to know more about the farmer and the buffalo, the tiger wanted to know about the farmer's intelligence.
3. **Resolution** : the crisis is resolve: the farmer hit the tiger

Language Feature Analysis

- Using saying verb; answered
- Using thinking verb; saw, was surprised to
- Using action verb; tie, hit
- Using time conjunction; once, one day
- Using connectives; after, the next day
- Using past tense; there was a farmer, the man tied the tiger

The social function of Narrative text:

- ❖ To amuse, to entertain, and to deal with actual experience in different ways; can deal with problematic event which lead to crisis and which in turn finds a resolution (to amuse the reader with the story of Beowulf)

The generic Structures:

- ❖ Orientation, sets the scene and introduce the participants
- ❖ Complication, a crisis arises
- ❖ Resolution, the crises is resolved
- ❖ Re-orientation, optional

The grammatical Features:

- ❖ Focus on specific individualized participants
- ❖ Use of material processes (live, talk), Relational process(were, was), Mental processes (wanted), and temporal conjunctions
- ❖ Use of past tense

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E. METHODS OF THE STUDY/ TECHNIQUES

1. Showing picture
2. Asking and answering activities
3. Reading the text
4. Exercises
5. Writing activities
6. Writing their own narrative text

F. STEPS OF LEARNING ACTIVITIES

❖ Opening Activities

1) Greeting, students response teacher's question in order to become more friendly and comfortable with the condition
2) Checking the attendant list.
3) Teacher tells the subject will be taught to the students, that is narrative text.
4) Teacher asks some question in order to check the students' comprehension about narrative.

❖ The Main Activities

➢ Meeting I

1) Teacher explains briefly about the narrative text.
2) Teacher gives the copied of materials to the students
3) Teacher explains specifically the generic structure of narrative, which consists of orientation, complication, and resolution through questions.
4) Teacher gives the example of narrative text entitled "The Smartest Animal" and asks them to read and identify the structure.
5) The teacher explains the text given; the structure and the vocabularies of the text and guides the students to practice write narrative text.
6) Teacher explain the grammar used in narrative text and give small exercises.

➢ Meeting II

1) Reviewing the material of the first meeting.
   - Students make a group to identify the generic structure of text given by the teacher and answer the questions.

2) Teacher review the materials about simple past and past continuous tense and do exercises

3) Teacher gives practice answering the questions and developing the answers to be a narrative text

➢ Meeting III

1) Teacher reviews the materials given in the previous meeting.

2) Teacher gives the test to the students in the form of writing narrative text.

❖ The Closing

1) Teacher gives the summary of the materials given and gives the Students an assignment.

2) Teacher gives the students an advices and wishes.

G. SOURCES AND MEDIA OF THE STUDY

1. Textbook which is relevant to the students
2. Hand out
3. The example of narrative text

H. STRUCTURE OF EVALUATION

1. Students read the narrative text, then discuss about the generic structure and answer the questions.
2. Students do some exercises about simple past tense, adjective clause, punctuations and capital letters.
3. Students write their own narrative text about Sangkuriang.

I. EVALUATION

1. technique : written test
2. form : writing a narrative text and answering the questions
3. Instrument : sequential questions and a number of qoestions

Semarang, … April 2010

Mengetahui,
English Teacher

Masud, S. Pd

Guru Mata pelajaran

Soni Permana
NIP. 2201406080

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Instrument of Pre Test

Name : _____
Student's Number : _____

Class : _____

Instruction :

1. Write down your name, student number, and class
2. Write the narrative text based on the topic below.
3. The text written in the past tense
4. The text consists of 15-20 sentences

======

Topic : Malin Kundang

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Instrument of Formative Test

Subject : English

Material : Narrative Text

Grade : X/2

Time allotment : 45 minutes

Instruction:

1. Write down your name, student's number, and Class
2. Write a narrative text based on the following topic and the questions provided as guidance when you write your text below.
3. Text is written in the past tense.
4. The text consists of 15-20 sentences.

=========

Topic : Snow White

Questions

1. Who were the characters in the story?
2. How were the characters in the story?
3. Where did the story probably take place?
4. When did the story occur?
5. How was the situation when the story happened?
6. What problem did the characters have?
7. How did the problem occur?
8. Why did the character get the problem?
9. What happened to the character?
10. How did the character solve his/her problem?
11. What happened to the characters after the problem solved?
12. How was the ending of the story

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Instrument of Post-Test

Subject : English

Material : Narrative Text

Grade : X/2

Time allotment : 45 minutes

Instruction:

5. Write down your name, student's number, and Class
6. Write a narrative text based on the topic and the questions as guidance when you write your text below.
7. Text is written in the past tense.
8. The text consists of 15-20 sentences.

========

Topic : The Legend of Tangkuban Perahu.

Questions

13. When did the story happen?
14. Where did the story probably take place?
15. Who were the characters in the story?
16. What problem did the character (sangkuriang) have?
17. what did the character (sangkuriang) do to solve the problem?
18. what happened to the character (sangkuriang)?
19. what did the character (sangkuriang) after that?
20. what problem did the character (dayang sumbi) have?
21. what did the character (dayang sumbi) do to solve the problem?
22. what did the character (sangkuriang) do?
23. how was the problem solved?
24. how was the ending of the story?

THE QUESTIONNAIRE

- Jawablah pertanyaan-pertanyaan di bawah ini sesuai dengan pendapat anda
- Jawaban anda tidak akan mempengaruhi nilai anda di sekolah
- Berilah tanda (√) pada kolom jawaban sesuai dengan jawaban yang anda pilih

No.	**Pertanyaan**	**Sangat Setuju**	**Setuju**	**Kurang Setuju**	**Tidak Setuju**
1.	Pelajaran bahasa Inggris adalah pelajaran yang anda sukai?				
2.	Pelajaran bahasa Inggris adalah pelajaran yang penting bagi anda?				
3.	Pelajaran bahasa Inggris bukan termasuk pelajaran yang sulit bagi anda?				
4.	Anda menyukai model pengajaran oleh guru bahasa Inggris anda?				
5.	Anda lebih mudah memahami pelajaran dangan dipandu pertanyaan-pertanyaan sebagai rangsangan.				
6.	Pelajaran menulis adalah salah satu pelajaran yang anda sukai.				
7.	Pokok bahasan narrative bukan merupakan materi yang sulit bagi anda?				
8.	Anda lebih mudah membuat karangan narrative dengan menggunakan pertanyaan-pertanyaan sebagai panduan?				
9.	Penggunaan pertanyaan-pertanyaan sebagai panduan dalam membuat karangan narrative sangat efektif bagi anda.				
10.	Anda sekarang lebih menyukai pelajaran menulis, khususnya menulis narrative dari pada sebelumnya?				

The Result of Pre Test

No.	Students' Code	Criteria of Writing Score					Score	%
		O	C	G	P	S		
I	II	III	IV	V	VI	VII	VIII	IX
1.	S-01	11	12	7	12	10	52	52%
2.	S-02	12	12	12	13	12	61	61%
3.	S-03	13	13	13	13	12	64	64%
4.	S-04	-	-	-	-	-	-	-
5.	S-05	11	10	9	11	11	52	52%
6.	S-06	14	15	14	15	14	72	72%
7.	S-07	12	13	12	12	12	61	61%
8.	S-08	10	11	10	11	10	52	52%
9.	S-09	12	13	12	12	12	61	61%
10.	S-10	13	13	14	13	12	65	65%
11.	S-11	12	13	12	13	11	61	61%
12.	S-12	12	12	10	12	11	57	57%
13.	S-13	-	-	-	-	-	-	-
14.	S-14	13	13	13	13	13	65	65%
15.	S-15	12	13	11	13	12	61	61%
16.	S-16	12	13	12	12	12	61	61%
17.	S-17	12	12	10	12	11	57	57%
18.	S-18	10	11	11	12	11	55	55%
19.	S-19	11	10	11	11	11	55	55%
20.	S-20	12	12	10	12	11	57	57%
21.	S-21	12	12	10	12	11	57	57%
22.	S-22	11	12	9	12	11	55	55%
23.	S-23	12	12	11	12	12	59	59%
24.	S-24	12	12	10	13	12	59	59%
25.	S-25	13	13	12	14	12	64	64%
26.	S-26	13	13	13	13	13	65	65%
27.	S-27	12	12	12	13	12	61	61%
28.	S-28	14	15	14	14	13	70	70%
29.	S-29	12	11	10	11	10	55	55%
30.	S-30	11	12	13	12	12	60	60%
31.	S-31	11	12	11	12	11	57	57%
32.	S-32	11	12	13	13	12	61	61%
33.	S-33	14	15	14	14	13	70	70%
34.	S-34	12	11	11	12	11	57	57%
35.	S-35	12	12	11	13	12	60	60%
36.	S-36	-	-	-	-	-	-	-
TOTAL		**396**	**407**	**377**	**412**	**385**	**1979**	**1979%**

The Result of Formative Test

No.	Students' Code	Criteria of Writing Score					Score	%
		O	C	G	P	S		
I	II	III	IV	V	VI	VII	VIII	IX
1.	S-01	10	13	7	12	12	54	54%
2.	S-02	13	14	12	13	13	65	65%
3.	S-03	14	15	13	14	12	68	68%
4.	S-04	-	-	-	-	-	-	-
5.	S-05	12	14	13	13	12	64	64%
6.	S-06	15	16	14	15	14	74	74%
7.	S-07	14	15	13	14	13	69	69%
8.	S-08	14	15	13	15	14	71	71%
9.	S-09	14	15	13	15	14	71	71%
10.	S-10	14	15	14	14	14	71	71%
11.	S-11	15	15	13	14	14	71	71%
12.	S-12	14	15	13	14	13	69	69%
13.	S-13	-	-	-	-	-	-	-
14.	S-14	15	15	15	14	14	73	73%
15.	S-15	14	15	13	14	14	70	70%
16.	S-16	14	15	13	14	13	69	69%
17.	S-17	14	14	12	13	13	66	66%
18.	S-18	14	15	13	14	13	69	69%
19.	S-19	13	15	13	14	13	68	68%
20.	S-20	14	14	13	14	13	68	68%
21.	S-21	14	15	13	14	14	70	70%
22.	S-22	12	13	13	13	13	63	63%
23.	S-23	14	14	13	14	14	69	69%
24.	S-24	14	15	13	14	14	70	70%
25.	S-25	13	13	13	13	12	64	64%
26.	S-26	14	15	13	14	14	70	70%
27.	S-27	14	15	13	13	14	68	68%
28.	S-28	15	15	14	14	14	73	73%
29.	S-29	14	15	14	14	14	71	71%
30.	S-30	14	15	13	14	14	70	70%
31.	S-31	14	14	13	14	13	68	68%
32.	S-32	14	15	14	14	14	71	71%
33.	S-33	14	15	14	15	13	71	71%
34.	S-34	13	14	13	14	14	68	68%
35.	S-35	14	15	13	14	14	70	70%
36.	S-36	-	-	-	-	-	-	-
TOTAL		**454**	**483**	**429**	**458**	**443**	**2266**	**2266%**

The Result of Post Test

No.	Students' Code	Criteria of Writing Score					Score	%
		O	C	G	P	S		
I	II	III	IV	V	VI	VII	VIII	IX
1.	S-01	11	14	8	13	13	59	59%
2.	S-02	13	15	14	15	12	69	69%
3.	S-03	15	16	13	14	14	72	72%
4.	S-04	-	-	-	-	-	-	-
5.	S-05	13	14	11	13	13	64	64%
6.	S-06	17	17	14	15	15	78	78%
7.	S-07	15	16	13	13	13	70	70%
8.	S-08	15	15	13	15	14	72	72%
9.	S-09	16	15	13	15	16	75	75%
10.	S-10	16	16	14	14	14	74	74%
11.	S-11	15	15	13	14	14	71	71%
12.	S-12	14	15	13	15	14	71	71%
13.	S-13	-	-	-	-	-	-	-
14.	S-14	15	16	15	14	15	75	75%
15.	S-15	15	16	14	14	14	73	73%
16.	S-16	15	16	14	15	14	74	74%
17.	S-17	14	15	12	13	13	67	67%
18.	S-18	15	16	15	14	14	74	74%
19.	S-19	15	15	14	15	13	72	72%
20.	S-20	14	15	13	14	14	70	70%
21.	S-21	16	16	13	15	15	75	75%
22.	S-22	12	14	13	13	13	64	64%
23.	S-23	14	16	13	15	14	72	72%
24.	S-24	15	16	14	14	14	73	73%
25.	S-25	13	13	13	13	12	64	64%
26.	S-26	15	16	14	15	14	74	74%
27.	S-27	14	15	13	15	14	70	70%
28.	S-28	16	16	14	15	14	75	75%
29.	S-29	16	15	14	15	14	74	74%
30.	S-30	15	15	13	15	14	72	72%
31.	S-31	14	15	13	14	13	69	69%
32.	S-32	14	16	14	14	14	72	72%
33.	S-33	15	16	14	16	14	75	75%
34.	S-34	14	16	13	14	14	71	71%
35.	S-35	15	16	13	14	14	72	72%
36.	S-36	-	-	-	-	-	-	
TOTAL		**481**	**508**	**437**	**472**	**456**	**2352**	**2353%**

THE QUESTIONNAIRE

- Jawablah pertanyaan-pertanyaan di bawah ini sesuai dengan pendapat anda
- Jawaban anda tidak akan mempengaruhi nilai anda di sekolah
- Berilah tanda (√) pada kolom jawaban sesuai dengan jawaban yang anda pilih

No.	Pertanyaan	Sangat Setuju	Setuju	Kurang Setuju	Tidak Setuju
1.	Pelajaran bahasa Inggris adalah pelajaran yang anda sukai?	9.09%	24.24%	66.66%	-
2.	Pelajaran bahasa Inggris adalah pelajaran yang penting bagi anda?	18.18%	60.60%	21.21%	-
3.	Pelajaran bahasa Inggris bukan termasuk pelajaran yang sulit bagi anda?	6.06%	36.36%	48.48%	9.09%
4.	Anda menyukai model pengajaran oleh guru bahasa Inggris anda.	24.24%	39.39%	48.48%	-
5.	Anda lebih mudah memahami pelajaran dangan dipandu pertanyaan-pertanyaan sebagai rangsangan.	18.18%	54.54%	21.21%	6.06%
6.	Pelajaran menulis adalah salah satu pelajaran yang anda sukai.	9.09%	42.42%	48.48%	-
7.	Pokok bahasan narrative bukan merupakan materi yang sulit anda.	6.06	57.57%	30.30%	6.06%
8.	Anda lebih mudah membuat karangan narrative dengan menggunakan pertanyaan-pertanyaan sebagai panduan.	18.18%	57.57%	24.24%	-
9.	Penggunaan pertanyaan-pertanyaan sebagai panduan dalam membuat karangan narrative sangat efektif bagi anda.	21.21%	63.63%	15.15%	-
10.	Anda sekarang lebih menyukai pelajaran menulis, khususnya menulis narrative dari pada sebelumnya.	6.06%	30.30%	60.60%	3.03%

OBSERVATION SHEET

Subject : Writing Narrative

No.	Aspect of Observation	Meeting I	Meeting II	Meeting III	Meeting IV
I	II	III	IV	IV	V
1	Students are ready to join in the teaching and learning process	Around 13 students	Around 17 students	Around 22 students	Around 22 students
2	Students are actively engaged in the teaching and learning process.	Around 13 students	Around 23 students	Around 25 students	Around 25 students
3	Students seriously follow the explanation given by the teacher	Around 15 students	Around 23 students	Around 28 students	Around 28 students
4	Students ask questions to the teacher.	1 student	5 students	7 students	5 students
5	Students answer the questions from the teacher	3 students	7 students	Around 19 students	Around 17 students
6	Students bring dictionary in the English lesson	3 students	11 students	11 students	14 students
7	Students look up the difficult words in the dictionary	6 students	Around 22 students	Around 22 students	The whole students
8.	Students actively do the instruction given by the teacher.	Around 17 students	Around 23 students	Around 28 students	Around 28 students

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9.	Students use the questions in writing the test.	-	all students	The whole students	The whole students

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Analytic Scale for Rating Composition Tasks

CRITERIA	20-18 Excellent to Good	17-15 Good to Adequate	14-12 Adequate to Fair	11-6 Unacceptable	5-1 Not College-Level Work
Organization: Introduction, body, and conclusion	Appropriate title, effective introductory paragraph, topic is stated, leads to body, transitional expression used; arrangement of material shows plan (could be outlined by reader); supporting evidence given for generalization; conclusion logical and complete.	Adequate title, introduction and conclusion; body of essay is acceptable, but some evidence may be lacking, some ideas are not fully developed; sequence is logical but transitional expression may be absent or misused.	Mediocre or scant introduction or conclusion; problems with the order of ideas in body; the generalizations may not be fully supported by the evidence given; problems of organization interfere.	Shaky or minimally recognizable introduction; organization can barely be seen; severe problems with ordering of ideas; lack of supporting evidence; conclusion weak or illogical; inadequate effort at organization.	Absence of introduction or conclusion; no apparent organization of body; severe lack of supporting evidence; writer has not made any effort to organize the composition (could not be outlined by the reader)
Logical development of ideas: content	Essay addresses the assigned topic; the ideas are concrete and thoroughly developed; no extraneous material; essay reflects thought.	Essay addresses the issues but misses some points; ideas could be more fully developed; some extraneous material is present.	Development of ideas not complete or essay is somewhat off the topic; paragraphs aren't divided exactly right.	Ideas incomplete; essay doesn't reflect careful thinking r was hurriedly written; inadequate effort in area of content.	Essay is completely inadequate and does not reflect college level work; no apparent effort to consider the topic carefully.
Grammar	Native like fluency in	Advanced proficiency	Ideas are getting	Numerous serious	Severe grammar

	English grammar; correct use of relative clauses, prepositions, modals, articles, verb forms, and tenses sequencing; no fragments or run-on sentences.	in English grammar; some grammar problems don't influence communication, although the reader is aware of them; no fragments or run-on sentences.	through to the reader, but grammar problems are apparent and have a negative effect on communication; run-on sentences or fragments present.	grammar problems interfere with communication of the writer's ideas; grammar review of some areas clearly needed; difficult to read sentences.	problems interfere greatly with the message; reader can't understand what the writer was trying to say; unintelligible sentence structure.
Punctuation, spelling, and mechanics	Correct use of English writing conventions: left and right margins, all needed capitals paragraph intended, punctuation and spelling; very neat.	Some problems with writing conventions and punctuation; occasional spelling errors; left margin correct; paper is neat and legible.	Uses general writing conventions but has errors; spelling problems distract reader; punctuation errors interfere with ideas.	Serious problems with format of paper; part of essay not legible; errors in sentence punctuation; unacceptable to educated readers.	Complete disregard for English writing conventions; paper illegible; obvious capitals missing, no margins, and severe spelling problems.
Style and quality of expression	Precise vocabulary usage; use of parallel structures; concise; register good.	Attempts variety; good vocabulary; not wordy; register ok; style fairly concise.	Some vocabulary misused; lacks awareness of register; may be too wordy.	Poor expression of ideas; problems in vocabulary; lacks variety of structure.	Inappropriate use of vocabulary; no concept of register or sentence variety.

(Brown, 2004: 244-245)