

**THE EFFECT OF STUDENTS' QUESTIONING SKILLS ON THEIR
WRITING ABILITY IN DEVELOPING IDEAS**

THESIS

*Submitted as a Partial Fulfillment of the Requirements
to Obtain Strata One (S1) Degree*



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ABSTRAK

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Penelitian ini adalah penelitian eksperimen yang bertujuan untuk mengetahui apakah penggunaan *Questioning Skills* dalam pengajaran Bahasa Inggris memberikan dampak yang signifikan terhadap kemampuan siswa kelas XI SMA Negeri 3 Padang Panjang dalam mengembangkan ide secara tertulis. Untuk menjawab pertanyaan itu, dilakukan eksperimen pada dua kelas yang mempunyai kemampuan seimbang.

Desain penelitian ini menggunakan *post-test only design* yang berlangsung selama ± 2 bulan (9 x pertemuan). Penelitian ini dilakukan pada siswa kelas XI SMA Negeri 3 Padang Panjang, dimana kelas XI IPA 1 yang berjumlah 24 siswa merupakan kelas eksperimen dan XI IPA 2 yang juga berjumlah 24 siswa merupakan kelas kontrol. Selanjutnya, siswa diberikan tes akhir berbentuk tertulis dengan pilihan topik dan waktu yang sama. Hasilnya dijadikan sebagai data yang akan digunakan untuk melihat perbandingan hasil kedua kelompok.

Hasil penelitian menunjukkan bahwa nilai rata-rata yang dihasilkan kelompok eksperimen lebih tinggi dari kelompok kontrol yaitu 3.06 : 2.59. Dengan analisis statistik diperoleh nilai t perolehan 2.350 dengan level signifikan 0.5. Jadi, dapat disimpulkan bahwa hipotesis yang menyatakan bahwa siswa yang diajar dengan menggunakan *Questioning Skills* memberikan hasil yang bagus terhadap kemampuan menulis siswa dalam mengembangkan ide secara signifikan daripada siswa yang diajar dengan menggunakan *Sharing Ideas* dapat diterima.

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The writer honestly realizes that in finishing this thesis, there are many mistakes and still needs improvements, so that the writer is pleased to receive critics, suggestions, and comments from the readers. The writer also admits that any mistakes found in this thesis remain to the writer's. The writer hopes that this thesis will be useful for all of us.

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The writer

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CHAPTER I

INTRODUCTION

A. Background of the Problem

Writing is an important skill to be mastered by the students in order to get success in learning especially for foreign language students. As like other skills, writing is taught as one skill that supports students' ability in learning English at Senior High School in Indonesia. It also becomes one of skills that help them in facing an examination.

Unfortunately, most of students still face some problems in writing such as limited vocabulary, lack of grammar mastery, choosing a topic, and developing ideas. Those problems were found through interviews with several students in SMA Negeri 3 Padang Panjang when the researcher did teaching practice. One significance problem faced by the students in writing is developing ideas into sentences. It is not easy for the students to develop their ideas into good paragraph. Most of them get difficulties in developing their ideas because they do not have enough information and knowledge about what they will write down through the sentences.

In fact, it was different when the researcher did some observations. Some teachers only ask the topic, the main idea or the problem of the lesson when they are studying. There is no respond or answer from the students, and they just keep silent, but sometimes only one or two students can answer. In addition, the teacher can not blame the students when they can not write well or even though they do

not writing activity. Sometimes, in teaching process, some of teachers give the topic and ask the students to develop it or find the topic by themselves and improve it. There are some factors that make students difficult in writing. The main factor is less of vocabulary and the other factors are the ideas. Most of students have difficulty to write the idea in written form. The difficulties come out when they try to express their ideas or opinion in written form.

Based on an observation done at SMA Negeri 3 Padang Panjang, it was found that almost all second grade students got difficulties in writing some kinds of texts. It could be seen from their writing result in a daily test. They used to copy texts that they have learned before in reading skill. The other problem was about the use of language features of the text, for example some students did not know which tense that should be used in a kind of texts. Beside that, they also used incorrect grammar and dismissed some words in sentences.

Based on the observation, most of the teachers in SMA Negeri 3 Padang Panjang used common techniques in teaching writing. For example, teachers only explained to the students how to make a good writing by theory without giving an example how to produce a good written text. In addition, students had lack of practice because some of the teachers only focused on the final of writing without looking a process of writing. The teachers also did not know how the students start to write and organise their ideas.

There are many techniques that can be used by the teachers to improve the students' writing ability in developing their ideas. Out door class activities and sharing ideas are some examples of technique in improving the students' writing

ability. It depends on the teachers which techniques that will be used and how to use the techniques. Questioning skill is one of techniques that can be used before the students start to arrange their ideas into the sentences become good paragraphs.

Questioning is usually used by the teachers to find out whether the students had understood about what they had learnt. Beside that, it is used to know the students' knowledge about something that will be learned. Students only receive and answer the questions that are given by the teacher without understanding about the use of the questions. They also may not realize that questions can be used to activate their thinking about what they will learn.

Actually, questioning is aimed to produce understanding. Through applying questioning skills to the students, it is expected the students will be able to understand about what they will write. They can use questions to stimulate their thoughts in organising ideas before starting to write a certain kind of text.

Questioning skills are also used to identify the issues that are important to the person being appraised, to help the appraised explore the relevant issues, and to clarify their feelings and attitudes and to support the setting of smart objectives to move those issues forward. The use of this skill is expected to help the students in gaining more information and knowledge before they start to write their ideas.

Thus, questioning skills in teaching writing can give a good contribution to the students to improve their ability in developing their ideas. It means that the students are asked to gain much more information through the questioning skills.

It will help them in producing a good written work that is also based on the form of the text.

So, questioning skills can be use in giving a better involvement to the students' writing ability in developing ideas rather than other techniques that are usually used in teaching and learning process. The students are encouraged to develop their ideas through questioning skills before they start to write.

B. Identification of the Problem

Writing is one of skills that should be mastered by the students. The students expect to share their ideas into written form based on what they have learned. Writing also help them to communicate in written form. The students also learnt how to produce their writing pieces by themselves without copy or get it from internet.

Most of the students face some difficulties in writing, especially in developing their ideas. They may know what they will write and share through their sentences that arrange become a paragraph or paragraphs, but they do not able in developing their ideas. It means that the students need a guidelines or suggestion in developing their ideas in order to produce a good meaningful written text.

Questioning is an important life skill and a major learning and thinking skill. By facilitating the students with questioning skills, the teaching and learning process will run optimally. It also gives a positive impact on the students' skills, especially in writing skill. It may help the students in gaining more information

and knowledge in order to developing their ideas in writing a text based on the genre.

Through giving the questioning skills in writing, the students can increase their ability in developing ideas. The students can focus on the topic that they write based on the purpose of the text that they have learned. Their ideas also can be controlled and developed well by questions that should be answered before they start to write down the text.

Based on the assumption that the students need something that can guide them in developing their ideas, the questioning skills expect to be one solution for the students in organizing their ideas becomes more extensive and meaningful. Through giving the questioning skills the students can search and get much more information for their ideas that will be developed in write a text.

C. Limitation of the Problem

Based on the identification of the problem above, this research was limited to the study of the effect of students' questioning skills on their writing ability in developing ideas. The study was conducted on a group of students at SMA Negeri 3 Padang Panjang.

D. Formulation of the Problem

The problem was formulated into the following question:

“Did students' questioning skills give a better effect on their writing ability in developing ideas?”

E. Research Hypothesis

Based on the formulation of the problem above, it was hypothesized that the students' questioning skills gave a better effect on their writing ability in developing ideas than the students whose works did not use questioning skills.

F. Purpose of the Research

The purpose of this research was to know whether the students' questioning skills gave a better effect on their writing ability in developing ideas than the students who were not given the questioning skills.

G. Significance of the Research

The finding of this research is very important for both students and teachers. It was expected the students' ability in writing in developing ideas could be better through the questioning skills. It was also hoped that the finding of the research can motivate them to be better. Moreover, it gave contribution for the English teachers at Senior High School about the effect of students' questioning skills on their writing ability in developing ideas. In addition, the result of this research could be used as reference by the next researchers. The next researchers could find out more problems and solutions about the use of students' questioning skills on their' writing ability in developing ideas.

H. Definition of Key Terms

- Questioning Skills : the ability of the students in asking and answering questions and understanding about the use and types of the questions
- Students' Writing Ability : the ability of the students to express ideas, to inform, or to share about something and communicate in written form
- Developing Ideas : the ability in expanding the ideas into good written work that are considered based on the writers' knowledge and understanding

CHAPTER II

REVIEW OF RELATED LITERATURE

A. Concept of Writing

Writing is a medium to communicate that consists of complex activities. It also becomes an important part in learning language, because it is used in generating and sharing ideas in written form. Writing can be viewed based on the definitions, processes and purposes. There are several different points of view about writing proposed by some experts.

At the first point, writing can be identified through its definitions. Generally, writing is an act of conveying thinking, opinion, or messages into a written form. Some experts define writing through different point of view.

Weigle (2002) defines that writing is the physical act as the result of cognitive effort on the part of an individual writer. It is also important to be viewed that writing is not only as the product of an individual, but also as a social and cultural act. It means that writing is used as one of way in communication. Through writing, people do a physical act that construct social and cultural acts.

Hamp-Lyons and Kroll (in Weigle, 2002) say that writing is an act that takes place within a context, that accomplishes a particular purpose, and that is appropriately shaped for its intended audience. It means that writing can not be distilled down to a set of cognitive or technical abilities or a system of rules.

Hyland (2003) states that writing is not only a sense both personal and individual, but also interactional and social, expressing a culturally recognized

purpose, reflecting a particular kind of relationship, and acknowledging an engagement in a given community.

At the second point, writing is analyzed through the process. Writing can not happen accidentally, it faces some procedures that are not easy to do. In other words, writing is a skill that needs a process. Some experts explain about writing based on the process of writing itself.

Practically, writing is a skill like driving, typing, or even preparing a good meal that can be learnt like other skills (Langan:1985). He also adds that writing is hard work for everyone, because competent writing results only through plain hard work like strength of mind, sweat, and head-on battle.

Raimes (1987) describes writing as a complex process that can contribute a trouble for the teachers who try to focus on everything at once. He also adds that writing is not only an act that crashes the pen or pencil into the paper, but it contributes an organizing thinking. An idea or opinion can be uttered into the written form through a good contribution of the writer. It shows that writing is not as easy as that we predict generally.

Then, Oshima and Hogue (1988) explain that writing is not a trouble-free process. Many students have incorrect thinking about the writing process. They think that writing can be done only by writing at once the ideas into the first draft without any correction and rewritten the ideas. In fact, they should revise and edit their works until getting the final draft that is clearly expressing their ideas.

Bell and Burnaby (in Nunan, 1989) state that writing is a really complex cognitive activity in which the writer is required to demonstrate control of a

number of variables simultaneously. It means that the writer should develop their ability in writing to convey their ideas and thoughts.

Harmer (2004) explains that writing is a process which is influenced by two things: content and medium. Content means the subject matter or type of writing such as writing letters, novels, a genre, etc. Medium is a kind of equipments used in writing such as pen and paper, computer, etc.

Writing also can be viewed from the purpose. Writing activities can be useless if there is no purpose of the writer in doing writing activities. Generally, the purpose of writing is sharing and expressing ideas in written form.

Ur (1999) says that the purpose of writing is the expression of ideas, the conveying of a message to the reader; so the ideas themselves should arguably be seen as the most important aspects of the writing. It means that expressing ideas is one of purposes in writing beside of sending a message to the readers.

From the description above, it shows that writing is a complex cognitive activity that needs guidelines and consists of stages in the writing process. Through the writing process, the writer can get good result of expressing the ideas into words. Writing is a way to express ideas through words that are arranged into sentences and paragraphs.

B. Concept of Teaching Writing

Writing is one of skills that should mastered by the students of Senior High School. The competency for English writing is to express meaning in short functional written text and simple essay in narrative, procedure, recount,

descriptive, and news item form for daily life interaction (KTSP Standar Kompetensi Mata Pelajaran Bahasa Inggris untuk SMA/ MA, 2006).

Pardiyono (2005) states that teaching students to write means to teach them to produce written texts with different kinds of purposes. For different kind of communicative purposes, different kinds of texts are produced. He also adds that there are three most important things that should be considered in teaching writing. First, it is started with the decision of intention. Second, it must be rhetorically constructed through particular text elements. And the last, it must be grammatically-correct, realized in a number of lexical items.

Teachers have an important role in developing students' ability in writing. Smith (in Suparno and Mohamad Yunus, 2007) adds that students' experience in writing is depended on the teachers. So, teachers should know the suitable method that they use in teaching English for the students, especially in writing skill.

Harmer (2007) describes that there are many reasons for getting students to write, both in and outside class. One of them is writing gives the students more 'thinking time' than they get when they attempt spontaneous conversation that allows them more opportunity for language processing.

Tribble (in Yan, 2008) states that there are four stages of writing identified in process approach: (1) prewriting, (2) composing/drafting, (3) revising, and (4) editing. The stages are recursive, and they relate each other during the writing process. He also adds that the process approach focus on the correction process to develop a new idea or improve the opinion.

In prewriting stages, students generate ideas for writing. Gardner and Johnson (1997) describes that there are some technique in generate ideas for writing, such as brainstorming, reading literature, creating life maps, and developing word banks. The way of students in generating their ideas depends on the teacher in selecting the technique.

In composing/drafting stages, someone start to write the first draft of his/her idea. Gardner and Johnson (1997) also add that if someone is a new writer, he/she might be surprised that professional authors go through multiple drafts before they are happy with their work. This is a normal part of the writing process, because nobody gets it right at the first time of writing.

In revising, someone should remove a part of sections, rewrite the paragraphs, or add some information that is needed. Hale (2009) states that everyone needs to revise their writing. It means that revising is an important stage before a writer continues to the next stage in writing process.

The editing stage is distinct from revision, and needs to be done after revising. Editing involves the close-up view of individual sentences and words. Hyland (2003) shows that editing is checking and correcting forms, layout, evidence, etc. It means that someone checks and corrects his/her witing in this stage.

So, teaching writing at Senior High Schools is not only giving the materials to the students, but also teaching the students in express their ideas in good organizing. Teaching writing does not only focus on the product done by the students, but it also contributes the process of writing. That is why the teachers

have an important role in guiding the students to write down their opinion and thought.

C. Concept of Questioning Skills

Questioning is an important skill in teaching and learning process, especially for the teachers who have main role in giving the materials. Through questioning skills, the teachers could help the students in understanding the materials completely. Questioning skills also allow the teachers to gather information about the level of students' knowledge.

Raimes (1987) says that asking questions about the material helps someone focus his/her someone's thinking. Questioning also helps to get closer to a plan for a longer and more complex piece of writing. It means that answering the questions that are offered to one topic can aid in developing the ideas.

According to Nurhadi (in Gustin, 2007), questioning is a chief of contextual teaching and learning strategy. It is the beginning of knowledge and the important aspect in learning. Questioning skills take more than just knowledge or understanding of different question types to make someone a good questioner. These are the skills that will increase a student's ability to ask effective questions that will empower them as learners.

Questioning is usually used by the teacher in teaching and learning process. It is used to activate the student' knowledge and know their understanding. Nuttal (1982) adds that the questions are usually used to find out

whether the students have understood about the material. Actually questioning is used to produce understanding. In other words, it is designed to teach.

Sharpe (2001) says that questioning provides the opportunity for the teacher to support the students in absorbing new information into their existing understanding. It means that the students extend their thinking in order to make a response. The teacher also has opportunity to guide the students in the co-construction of knowledge.

Today, questioning skills are not only for the teachers. The students in the language learning also need questioning skills to improve their knowledge and ability in understanding the material that they have to learn. Fraenkel (in Gustin, 2007) states that questioning is an important skill for students as well as teachers, to band, since the students could use their target language to increase their competence.

Questioning skills should be mastered by the students. James (2009) says that the teachers should not only be the only one who asks questions in the classroom. The students are expected to be able to ask and answer questions well, both from their teachers and classmates. He also adds that the students should be encouraged during their learning to ask questions of themselves.

In writing, questioning skills are used in pre writing activities. Cottrell (2008) shows that one of tricks for getting started on a piece of writing is through questions banks. Questions help to organize, generate and develop ideas in writing.

In this research, questioning skills was applied in prewriting stage, because the purpose of using questioning skills is to help the students to gather many information and activate their thinking before they start to write a piece of writing.

Based on the explanation above, questioning skills are important in language learning to support the teaching and learning process. Through questioning skills, both of the teachers and students can get much more advantages. They can get more information and knowledge, and also gain more ability in thinking. In other words, questioning skills are not only used by the teacher, but it is also applied the students in encouraging their thought and knowledge. Questioning skills can aid the students in activating their thinking about what they want to write down into a piece of writing task.

D. Types of Questions

There are several types of questions that are proposed by some experts. Types of the questions are divided based on different point of view. They can be categorized based on level of difficulties, limitation of the answers, or quality of the questions.

First, questions can be categorized through level of its difficulties. In other words, the questions have different level of complexity in thinking to answer the questions. It needs higher critical thinking when level of the question is more difficult.

Bloom (in Melsoto, 2009) states that there are six types of questions:

1. Knowledge

It includes remembering, memorizing, recognizing, recalling identification and recall of information.

Example: *Who is the president of America?*

2. Comprehension

It contains interpreting, translating from one medium to another, describing in one's own words, organization and selection of facts and ideas.

Example: *Retell by your words about the history of Taj Mahal!*

3. Application

It provides problem solving, applying information to produce some result, use of facts, rules and principles.

Example: *How is smoking related to healthy problem?*

4. Analysis

It encloses subdividing something to show how it is put together, finding the underlying structure of a communication, identifying motives, separation of a whole into component parts.

Example: *What are the parts or features of language?*

5. Synthesis

It contains creating a unique, original product that may be in verbal form or may be a physical object, combination of ideas to form a new whole.

Example: *What solutions would you suggest for the smokers?*

6. Evaluation

It consists of making value decisions about issues, resolving controversies or differences of opinion, development of opinions, judgements or decisions.

Example: *What do you think about the additional classes?*

All types of questions above can be applied to develop students' ability in writing. The questions help the students in activate their thinking and ideas before starting to write a text. It can consist of two or more types of questions. It depends on the purpose, function and form of the text that will be learnt by the students.

For one example is hortatory exposition text that consists of synthesis, evaluation and also knowledge. Other types of questions also can be used to gather much more information. The reason is the purpose of the text that persuades the reader about something is the case. Pardiyono (2007) adds that exposition text is needed in order to express someone's opinion effectively.

In the second view, types of questions can be analyzed from limitation of the expected answer. Some questions need wide answer and higher analysis, but some questions can be answered without deep analysis. It means that questions can be classified through the answers that are expected, whether it needs more analysis or not.

Friedman (2004) puts questioning into two categories:

1. Open-Ended Questions

Open-ended questions are questions without a fixed limit. They help in getting more information. In addition, they often provide opportunities to

gain insight into the other person's feelings. Open-ended questions draw out more information.

Example: *How do you feel government could be more responsive to your needs?*

2. Closed-Ended Questions

Closed-ended questions have a fixed limit. They are often answered with a yes or no, or with a simple statement of fact. Closed-ended questions are used to direct the conversation. They usually get specific information or confirm facts.

Example: *Do you have health insurance?*

Two types of questions above are categorized based on the limitation of the answers. They can be used in creating questions to develop students' ideas in writing a text. Through these two types of questions, students can activate their thinking and knowledge before starting to write.

From a different point of view, Wilson (1997) states that there are five basic types of questions:

1. Factual

Soliciting reasonably simple, straight forward answers based on obvious facts or awareness. These are usually at the lowest level of cognitive or affective processes and answers are frequently either right or wrong.

Example: *What is the name the Shakespeare play about the Prince of Denmark?*

2. Convergent

Answers to these types of questions are usually within a very finite range of acceptable accuracy. These may be at several different levels of cognition, comprehension, application, analysis, or ones where the answerer makes inferences or conjectures based on personal awareness, or on material read, presented or known.

Example: *On reflecting over the entirety of the play Hamlet, what were the main reasons why Ophelia went mad?*

3. Divergent

These questions allow students to explore different avenues and create many different variations and alternative answers or scenarios. These types of questions often require students to analyze, synthesize, or evaluate a knowledge base and then project or predict different outcomes.

Example: *In the love relationship of Hamlet and Ophelia, what might have happened to their relationship and their lives if Hamlet had not been so obsessed with the revenge of his father's death?*

4. Evaluative

These types of questions usually require sophisticated levels of cognitive and/or emotional judgment. In attempting to answer evaluative questions, students may be combining multiple logical and/or affective thinking process, or comparative frameworks.

Examples: *What are the similarities and differences between Roman gladiatorial games and modern football?*

5. Combinations

These are questions that blend any combination of the above: factual, convergent, divergent, and evaluative.

These types of questions usually used to examine the students understanding, but it also can help the students in reaching new levels of thinking. The questions aid the students in encouraging their creative and imaginative thought. They also can combine the facts and thoughts into new creative ideas through the questions.

In the last view, questions can be categorized based on the quality of the questions itself. The questions are levelled through its feature, whether it has good quality or not. Quality of questions shows quality of the answers. So, if the question is good, the answer is also good.

Lauren (in Gustin, 2007) levels the questions into:

1. A Poor Question

This question simply states that the students do not understand the information. It does not give any indication about what they need to learn.

Example: *What? I don't get it*

2. A good Question

This question is better. It lets the teacher know that you may not understand about the specific material that the teacher has given.

Example: *What did you mean when you said the Medial Collateral Ligament?*

3. A Better Question

This question is better because it gives the teacher insight into the students' level of understanding about the materials.

Example: *I know what the...is...cause... Can you show me what you mean or give me an example?*

The three types of the questions above are usually used by the teacher to know the students' understanding about the material that has been given. However, these questions also can be used by the students in starting to write a text. It can help the students to explore their knowing, thinking and understanding.

Based on several types and levels of questions above, it is viewed that questions are differentiated through different side. It depends on the purposes, functions, and uses of the questions. The main function of all of types and level of the questions are to gain more information about something. For the teachers and students, it is very useful in understanding materials and getting more knowledge.

All of types and level of the questions above were applied in this research. There were several factors that involve in choosing questions that were given to the students. First, it was considered from level of difficulties that was proposed in Bloom's taxonomy. All level of the questions were used in questioning. Second, it was based on the answers that were expected from the questions. Friedman (2004) and Wilson (1997) brought the questions into different types, but the questions also were used in gathering much more information and knowledge

for the students in developing their ideas. The other factor was quality of the questions that was shown by Lauren (in Gustin, 2007). Questions that were used was only a better question, because the other level of questions was considered did not give any contribution for the students in activating their thinking and imagination.

E. Other Relevant Studies

There are some researchers who have done some researches about questioning. Endriani (2001) researched about teachers' questions in SMUN 1 Padang. She found that *Wh-* questions and interpretation questions could direct students to stimulate thinking, understanding the text, encourage students' critical thinking and creativity based on their background knowledge.

Gustin (2007) analyzed level of questions in class discussion that are asked by the third year English Department Students at State University of Padang and the ability of the students in asking questions. The result indicated that only two levels of questions that were used by the students from the six types of questions offered by Bloom. It showed that 52, 4% of the questions were first level, and 46, 7% of the questions were second level.

Wood (2009) conducted about whether the improvement of teachers' questioning skill can enhance the students' critical thinking. There were several factors should be considered: opportunities occur for both low and high levels of cognitive experiences, the writing-to-learn questionnaire leads to clear and

succinct responses, and the teacher should prepare a series of open-ended and probing discussion questions.

From several relevant studies above, the questioning skills are focused on the teachers not the students. The students need to learn about questioning skills to improve their ability in understanding and analyse the material being given by the teachers in the classroom. Questioning skills help the students in teaching and learning process to gain more information about what they want to know more deeply.

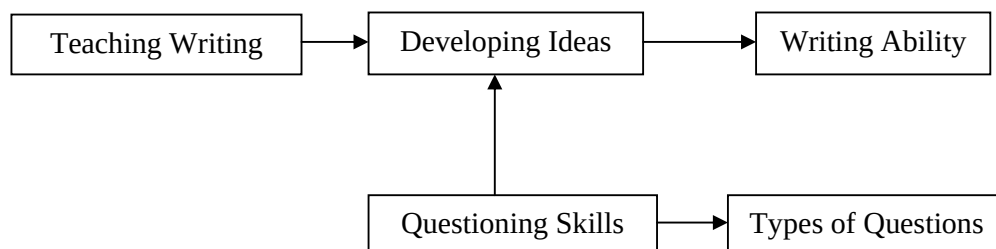
Beside that, Gustin was analyzed about level of questions that were used by the students in class discussion. It means that questioning skills were used in speaking activity. In this research, questioning skills were applied in writing activities that help the students in developing their ideas.

In addition, the teachers do not realize that they have used questioning skills to the students in teaching and learning process. In writing activities, the teachers usually give some questions that indirectly train the students in using questioning skills for themselves.

So, the researcher wants to find out whether questioning skills help the students in understanding the material in learning English, especially in writing. Questioning skills were expected in facilitating the students in developing their ideas in writing a kind of texts.

F. Conceptual Framework

Conceptually, students writing ability could be more successful through good developing ideas. In order to help the students in developing their ideas, questioning skills may help them in getting much more information and knowledge. In this research, the researchers tries to find the effectiveness of giving questioning skills toward the students' writing ability in developing ideas by comparing it to the common technique, sharing ideas, that was used to be done in the classroom. This assumption is supported by the theories and research finding which are previously discussed.



CHAPTER V

CONCLUSIONS AND SUGGESTIONS

A. Conclusions

Based on the findings of the research in chapter IV, there are some conclusions of the research that are described as follows.

First, questioning skills gives a better result on students' ability in writing especially in developing ideas than sharing ideas. It is better rather than students who use sharing ideas.

Second, questioning skills could help the students in developing ideas. The students could make and answer questions creatively, guide them in write down their ideas into a certain text, by themselves. They also become more focus on what they want to write. It also improves the student competence in writing, especially in developing their ideas.

Third, sharing ideas could make the students more active, because they have to give response and comments to the other students' ideas. Unfortunately, not all the students really give good response and comments. Some students take the time to talk about other topics that are not related with the material. Only a few of students share their ideas seriously.

And last, it was found a weakness in this research. Treatments that were given to both of the group, sharing ideas and questioning skills, are not balance. They should get treatments that are balance in order to see whether the treatment is better than other technique usually used by the teachers in writing activities.

B. Suggestions

After finishing this study and also based on the conclusions, there are some suggestions that are explained as follows.

First, it is suggested to the teachers apply questioning skills on students' writing activity as one technique in helping the students in developing their ideas well. Through questioning skills, the students have more valuable chance in the teaching and learning process.

Second, the school or Department of National Education is suggested to hold workshops about the effectiveness of questioning skills that is not only useful for the teachers but also for the students. It also can talk how to improve students' writing ability, especially through applying questioning skills. The English teachers are actually interested in implementing this technique, but they have lack of knowledge about questioning skills.

And finally, it is suggested for the next researchers to study the other aspects such as grammar or vocabulary. It would better to conduct a research by applying questioning skills to the students in improve their writing ability. Thus, the students will learn to think and become creative in using questions. Then, both of the groups in the next research should get balance treatments in order to defend weaknesses of the research.

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