ABSTRACT
The objective of this study was to find out the effectiveness of the use WH-Questions and to find out the significant effectiveness of teaching writing recount paragraph through the use of WH-Questions to the eighth grade students of SMPN 2 Suhaid in academic year 2013/2014. This research was pre-experimental research and used one group of pretest and posttest design. The sample was chosen by using cluster sampling. There were 34 students from 2 classes as the population, while 17 students were taken from class A as the sample. The data was collected by measurement technique in the form of written test. Based on the findings, it was found that teaching recount paragraph writing by using WH-Questions was effective. The effectiveness of WH-Questions technique was analyzed by effect size formula, thus it was categories as high influence. Then, the result of t-test computation is higher than t-table. It means that the null hypothesis (Ho) is rejected and the alternative hypothesis is accepted. Therefore, the researcher recommends that the use of WH-Questions technique can be an alternative way to teach writing, especially in teaching recount paragraph writing. This result hopefully would motivate teachers to use WH-Questions to teach writing in their classroom.

Keywords: writing recount paragraph, WH-Questions

INTRODUCTION
Writing is an activity of using the language to express the writer’s thought or ideas in the written form. The writers are able to discover ideas as well as a way of expressing such as to express of feeling, arguments and thoughts in the form of words and sentences. Writing is one of the important skills in learning English because the ability to write in foreign language is more complicated than the ability to speak, read or listen.
According to Yohanes et al. (2012) in daily learning activity, many students considered that the writing is the hardest skill to be mastered. Students got difficulties to make a written form, because of some factors such as lack of vocabulary, less knowledge about grammar and the other conventions of writing. Here, the students should have ability to express, develop ideas and the ability to write with good generating language use and mechanics in writing. Writing must deal with many issues such as how to determine the importance of correct spelling and punctuation in early drafts.

Based on the researcher’s experience when teaching practice at the eighth grade students of SMPN 2 Suhaid, the students’ problem faced in writing was how to get the idea and develop it. As it is said by the English teacher of SMPN 2 Suhaid, most of the students still have low ability in writing paragraph. The students were not interested in writing especially recount paragraph writing. It is caused by some factors. First, they do not have enough knowledge in writing a recount paragraph derived from its generic (schematic) structure. Moreover, they likely to do some mistakes in using correct tenses. In many cases, they are also weak on mechanics aspect (spelling, punctuation, and capitalization). The last, lack of vocabulary makes the students difficult to express and to develop their ideas. Thus, most of them can’t write good recount paragraph. With the result the students’ difficulties were in starting their writing.

Considering the situation above, in teaching recount paragraph writing, the teacher has to apply the technique in teaching writing recount paragraph. The technique be more effective way to motivate the students in learning English writing. In this case, the researcher was interested to solve the students’ problems in writing by using WH-Questions technique. WH-Questions technique is one of the techniques which can be used to help the students’ ability in writing, because WH-Questions is one of the ways for stimulating the students in writing their ideas. It means the WH-Questions make the answers from the students that help them to make a paragraph because they combine the answers and develop them becomes a good paragraph.
Previous researchers had proven the effectiveness of using WH-Questions technique in teaching learning process. Cenderato (2010) had found the effectiveness of guide WH-Questions in teaching hortatory exposition writing to the students of SMA PGRI 1 Pontianak. Moreover, Yohanes et al. (2012) has proven of teaching speaking through WH-Questions technique is effective to improving speaking to the eighth grade students of SMPN 1 Toba. The research findings have shown that WH-Questions technique is highly effective to help the teacher in teaching learning process.

The researcher implemented WH-Questions technique to teach writing to the eighth grade students of SMP Negeri 2 Suhaid. By implementing WH-Questions technique in the class, the researcher hopes this technique helped the researcher as a teacher in that school to overcome the problems that appears in the class. Furthermore, it makes the students learn effectively and enjoyably during the teaching learning process, especially in teaching writing process. Finally, the researcher expects that on teaching recount paragraph by using WH-Questions will be useful for English teachers who want to apply a different technique in teaching recount paragraph writing.

**RESEARCH QUESTIONS**

In order to make this research consistent with the topic, the researcher divided the research Questions into specific questions, as follows: (1) Is the use of WH-Questions effective in teaching recount paragraph writing to the eighth grade students of SMPN 2 Suhaid in academic year 2013/ 2014? (2) How significant is the effectiveness of teaching recount paragraph writing through the use of WH-Questions to the eighth grade students of SMPN 2 Suhaid in academic year 2013/ 2014?
WRITING SKILLS

Writing is a how to express feelings, ideas, arguments, and thoughts in the form of words in sentences. Writing is usually thought to be the most difficult skill to acquire and should only be taught after students have learned the other skills. According to Carroll (1990) “Writing provides a relatively permanent record of information, opinion, beliefs, arguments, explanation, theories, and act” (p. 1). Writing encourages students in thinking and learning for motivates communication and thought available for reflection. Furthermore, Heaton (1988:135) asserts, “Writing skills are complex and sometimes difficult to teach, requiring mastery not only of grammatical and rhetorical devices, but also of conceptual and judgmental elements” (p. 135).

Therefore, writing becomes one of the language skills which are very important for any student because by writing the students know the grammatical rules, its can cover all skills. Patel and Jain (2008) says “Writing is essential features of learning a language because it provides a very good means of foxing the vocabulary, spelling, and sentence pattern” (p. 125). From the theories above writing is a complex process that allows writers to explore thoughts and ideas into type in form sentences in other to be good sentences in a paragraph through follow step in writing and also they are requiring to learn spelling and grammar, they are relating to the correct use of words in a sentences well form. In other word, writing is a complex process that allows writers to explore thoughts and ideas, and make them visible and concrete. Here the students are intended to be capable to write a paragraph and to determine the types of paragraph itself based on the rules or convention of writing.

In writing skill, the students are demanded to know the purpose of writing, component of writing to make a paragraph well. It means that the students can choose appropriate word, organize good sentences and master in grammar to develop their ideas. In conclusion, writing is being productive skill that must be learnt and mastered by the students, so that the students can communicate to the readers.
There are the purposes of writing, it have to do with goals of final or aims of writing. Thinking about purposes of writing, a writer should think to motivate people to write. Peha (2003) said “the purpose of a piece of writing is ‘to express ideas’ or ‘to inform’ or ‘to explain’ or ‘to persuade’” (p. 62). Similar with Clementson (2005:3) “the purpose of writing is to inform, to explain, and to persuade” (p. 3).

There are components in writing that will be considered by the students because the components result a good writing. The components consist of the correct tense, the mechanisms and the content of the writing. These components are required by the students in writing a good recount paragraph, according to Kane (2000) “in writing skill there are grammar, usage and mechanics” (p. 13). Furthermore, Heaton (1988) states there are components of writing skill, namely: (1) Language use; (2) Mechanical skill; (3) Vocabulary; and (4) Treatment of content.

Recount Text

According to Siahaan (2008) “Recount is a paragraph that the social function is used to retell events and the purpose of informing or entertaining” (p. 35). Moreover, the characteristics of recount paragraph are focusing on specific participants, using materials processes, circumstance of time and place, using past tense and focusing on temporal sequence. Wardiman (2008) “Recount is to give the audience a description of what occurred and when it occurred” (p. 70). Recount paragraph writing usually tells the reader about the events of someone’s experienced for the reader, which is to give the information or to entertain. The students will enjoy on writing if they retell their past experience. They tell something what had occurred in the past. Furthermore, Derewianka (1990) states that, “when we tell someone what happened, we can call it recount” (p. 11). In a recount, we reconstruct past experience. In writing personal recount paragraph usually uses personal pronoun, such as she, he, we, they, etc and the event that be explained in detail step by step. In recount paragraph, we should be remembers: when, where, who, what and connectives.
Furthermore, Siahaan (2008) said there are three main parts of elements recount paragraph, first is orientation. It gives an information about the setting of the story (where, when, the situation) and introduces the participant (who). Second is series of events which tells what are going in the story. The third is re-orientation. It tells about the conclusions of the story. It can be someone’s opinion about the story (p. 35).

By studying this paragraph the researcher hopes, the students are able to write recount paragraph through the indicators above. Then, the students are being expected to be able to communicate one another by oral or written, by monologue or interaction, in the form or related with recount paragraph by using schematic structure. In writing recount paragraph the students will be able to write or retell what happen in their past experience.

Based on the frame of theory above the researcher intends to observe by teaching writing recount paragraph through WH-Questions technique. WH-Questions technique is one of technique used to help students of all ability to write what they want to write. WH-Question play a central role in English discourse for requesting content information relating to the person, things, events, time, place, reason, and manner. Besides, WH-Question is one of the ways for the students in stimulating the ideas.

As commonly in teaching recount paragraph writing, the teacher should be aware of how to attract students’ motivation about lesson topic in learning to write because to implementing of WH-Question technique is very important to write recount paragraph, which the students retells past events or experience based on the question have been given. In applying WH-Questions technique in writing class the researcher must have the procedures to be followed in order to apply it successfully. Based on Maggie and Chan (2004:36) the procedures of teaching writing are applied by the researcher as follow: (1) The researcher tells the students about the topic that is going to be studied. Here, the researcher going to study about writing recount paragraph by using WH-Question; (2) The researcher explains to the students what the recount paragraph is; explains the language features and the paragraph organization of recount paragraph; (3) The
researcher gives an example of recount paragraph and students identify the
generic structure of the paragraph; (4) The researcher explains WH-Questions as
guide in writing recount paragraph; (5) The researcher applies WH-Questions
and explains how to answer and develop them into a recount paragraph. It starts
with a simple answer such as: Last Sunday; (6) The researcher explains how to
make own WH-Question, how to answer and develop the answer become a
recount paragraph; and (7) Finally, the researcher asks the students to write
paragraph and answering the WH-Questions as a guide for them to write a good
recount paragraph.

METHOD

In this research, the researcher applied a pre-experimental design to prove
the effectiveness of using WH-Questions technique in teaching recount
paragraph writing. Pre-experimental design refers to a single group pre-test and
post test design. The Pre-Experimental design is a single experimental group. In
addition, (Cohen et al., 2000) stated “pre-experimental design is the one group
pre-test and post test design” (p. 212). In this form of research, the sample group
was observed using particular set of tools of data collecting called pre test. Then
the treatment was conducted to the sample group using the particular technique
or strategy. Finally, the post test (the same test used in pre test) was administered.
The research designs is presented in the following table:

<table>
<thead>
<tr>
<th></th>
<th>Treatment</th>
<th></th>
</tr>
</thead>
<tbody>
<tr>
<td>Pre-test</td>
<td>X</td>
<td>Post-test</td>
</tr>
<tr>
<td>0₁</td>
<td>X</td>
<td>0₂</td>
</tr>
</tbody>
</table>

Notes:
0₁ : Pre test
X  : Treatment
0₂ : Post test
Pre-test was applied to find out the students basic acquisition of the students on understanding recount paragraph before doing the treatment. Pre test was done in order to know the students’ pre-condition in writing a recount paragraph. The treatments were applied to help the students’ understanding about recount paragraph by using WH-Question.

The treatments were given three times to the students. The treatments were given after the pre-test was held. The post-test was also considered as the final evaluation of students’ writing of recount paragraph by using WH-Question whether the test is effective or not.

Population is the subject whose research finding will be applied in this research. According to (Muijs, 2004), “the population is the group you want to generalize your findings.” The population of this research was the eighth grade students of SMP Negeri 2 Suhaid.

The researcher took the sample by using cluster sampling. The total numbers of students in class VIII A were 17 students. The measurement technique is applied to measure the students’ ability in writing recount paragraph by using WH-Questions as a guide to the eighth grade students of SMP Negeri 2 Suhaid. The measurement technique applied twice. First, the researcher conducted pre-test to collect the real condition of the students before conducting experiment. The condition means the mastery of recount paragraph. Second, the researcher conducted post-test after treatment. The purpose of post test is to know whether the students have mastered the recount paragraph writing after treatment.

FINDINGS

Before conducting the treatment, the researcher gave the pretest. Pretest which held on January 13\textsuperscript{rd}, 2014 the purpose was to know the students’ achievement before the treatment. The findings of students’ achievement in pretest, the researcher calculated the students’ individual score of the pre-test, it could be seen that the students’ weaknesses were in grammar, mechanics, vocabulary and text organization. The range score for grammar was from 9-16.
but most of students got 9. Then, students’ score was in orientation, the highest score from 6-12, but most of the students’ got 9.

Table 2. The Computation Of Students’ Scores In Pre-Test

<table>
<thead>
<tr>
<th>Score</th>
<th>f_o</th>
<th>Tally</th>
<th>Class boundaries</th>
<th>x_i</th>
<th>f_o . x_i</th>
<th>f_i x_i^2</th>
</tr>
</thead>
<tbody>
<tr>
<td>38-42</td>
<td>3</td>
<td>III</td>
<td>37.5 – 42.5</td>
<td>40</td>
<td>120</td>
<td>4800</td>
</tr>
<tr>
<td>43-47</td>
<td>5</td>
<td>IIII</td>
<td>42.5 – 47.5</td>
<td>45</td>
<td>225</td>
<td>10125</td>
</tr>
<tr>
<td>48-52</td>
<td>5</td>
<td>IIV</td>
<td>47.5 – 52.5</td>
<td>50</td>
<td>250</td>
<td>12500</td>
</tr>
<tr>
<td>53-57</td>
<td>2</td>
<td>II</td>
<td>52.5 – 57.5</td>
<td>55</td>
<td>110</td>
<td>6050</td>
</tr>
<tr>
<td>58-62</td>
<td>2</td>
<td>II</td>
<td>57.5 – 62.5</td>
<td>60</td>
<td>120</td>
<td>7200</td>
</tr>
<tr>
<td></td>
<td>17</td>
<td></td>
<td></td>
<td>825</td>
<td></td>
<td>40675</td>
</tr>
</tbody>
</table>

Post-test which held on January 27th, 2014 was aimed to know the students’ score achievement after the treatment. The range score for grammar was from 19-30 but most of students got 9-16 on pretest, and for posttest most of students got 16-30. Then the range whole score of text organization was from 9-15 but most of students got 6-12 on pretest.

Table 3. The Computation Of Students’ Scores in Post-test

<table>
<thead>
<tr>
<th>Score</th>
<th>f_o</th>
<th>Tally</th>
<th>Class boundaries</th>
<th>x_i</th>
<th>f_o . x_i</th>
<th>f_i x_i^2</th>
</tr>
</thead>
<tbody>
<tr>
<td>62-67</td>
<td>3</td>
<td>III</td>
<td>37.5 – 42.5</td>
<td>64</td>
<td>192</td>
<td>12288</td>
</tr>
<tr>
<td>68-72</td>
<td>5</td>
<td>IIV</td>
<td>42.5 – 47.5</td>
<td>70</td>
<td>350</td>
<td>24500</td>
</tr>
<tr>
<td>73-77</td>
<td>3</td>
<td>III</td>
<td>47.5 – 52.5</td>
<td>75</td>
<td>225</td>
<td>16875</td>
</tr>
<tr>
<td>78-82</td>
<td>3</td>
<td>III</td>
<td>52.5 – 57.5</td>
<td>80</td>
<td>240</td>
<td>19200</td>
</tr>
<tr>
<td>83-87</td>
<td>3</td>
<td>III</td>
<td>57.5 – 62.5</td>
<td>85</td>
<td>255</td>
<td>21675</td>
</tr>
<tr>
<td></td>
<td>17</td>
<td></td>
<td></td>
<td>1.262</td>
<td></td>
<td>94538</td>
</tr>
</tbody>
</table>

Based on the computation of the students’ score in post-test, after having the treatment by using WH-Questions to teach recount paragraph writing the researcher found the highest score achieved by the students was 87 and the lowest score was 62. It can be seen that the range of the scores is 62 up to 87. The mean score is 74.00, the mode is 70, the median is 74.03 and the standard deviation is 7.30.
Hypothesis Testing

The hypothesis testing in this research used $t$– test. Based on the result of computation of $t$– test, the obtained $t$- value is higher than $t$- table. It means that there are significant changes in post-test toward pre-test score. It was seen by the mean score of the pretest that was 48,70 and 74,00 at the post-test. Then, based the result of the data computation, it was obtained that the $t$-test score (5,00) was higher than $t$-table (2.120) at 0,05 the degree of freedom (df)= N-1 (17-1=16). It could prove that teaching recount paragraph writing by using WH-Questions was effective to improve the students’ ability in writing recount paragraph. Therefore, the alternative hypothesis (Ha) which stated “teaching recount paragraph writing by using WH-Questions to eighth grade students of SMPN 2 Suhaid in academic year 2013/2014 is effective “is accepted”. While, the null hypothesis (Ho) that stated “Teaching recount paragraph writing by using WH-Questions to eighth grade students of SMPN 2 Suhaid in academic year 2013/2014 is not effective “is rejected.”

DISCUSSION

Based on the research findings above, the achievement of the students were influenced not only by the students themselves, but also by the process of teaching and learning or through WH-Questions as a technique in teaching recount paragraph which has positive effect to the students' achievements. The effect of WH-Questions in teaching writing helps the teacher to create an enjoyable classroom condition that gave positive outcomes for the students.

In this research, the researcher taught recount paragraph by using WH-Questions to the eighth grade students of SMP Negeri 2 Suhaid in academic year of 2013/2014. The research was followed by 17 students from class VIII A. From the final result of the research, it could be concluded that there was significant result between teaching recount paragraph after and before using WH-Questions technique. Teaching recount paragraph after using WH-Questions technique was effective than teaching recount paragraph before using WH-Questions technique. It could be seen by the result of the test where the students’ score was higher

47
after giving the treatment. To support the data, the researcher conducted this research for five meetings where the two meetings were for test namely the pre-test and the post-test and the three meetings were for implementing the treatment.

In this research, the researcher found the effect of WH-Questions technique in teaching recount paragraph. During the treatments, the students recognized the structures of recount paragraph so that they were able to express their opinion into each structure of paragraph, then the students were enthusiastic and more interested in learning paragraph especially writing of recount paragraph because WH-Questions could help the students to write recount paragraph easily. Even they could develop their writing as well by using their own ideas or experiences. Furthermore, the students had knowledge about how to write a good recount paragraph and how to arrange the answers of the Questions have given in the paragraph writing.

Ultimately, based on the data analysis, the researcher found that there was an increasing of students’ achievement in writing recount paragraph. It could be proven by comparing the mean score of pretest and the mean score of posttest. With regard to the score, it was indicated that the students’ performance in posttest was better than in pretest. This finding showed that there was different score of pretest and posttest after receiving the treatment. From the explanation above, it can be said that teaching recount paragraph by using WH-Questions is very useful in helping students writing the paragraph.

CONCLUSIONS

Referring to the research findings and the analysis of the students’ test result after finishing the treatments, students improved in writing paragraph, it shows that WH-Questions technique looks like to be a good technique in improving the students’ writing. It is shown by the result of pre-test and post-test, the mean score of post-test is higher than pretest. While teaching recount paragraph writing by using WH-Questions can develop students in writing especially writing recount paragraph. In other words, it was effective to teach
writing through WH-Questions technique to the eighth grade students of SMPN 2 Suhaid.

On the other hand, the students give responses toward WH-Questions technique for improving writing in learning English. They urged that WH-Questions technique makes easier in writing. In short, this technique can improve their self confidence and then, they were understood to express their ideas through WH-Questions.

REFERENCES


Patel, M. F and Jain M. Praveen. (2008). *English Language Teaching (Methods, Tools and Techniques)*, Vaishali Nagar, Jaipur

Yohanes, et al. (2012). *Teaching Speaking Through WH-Questions to the Eighth Grade Students of SMPN 1 Toba*