

Implementing Wh-Questions Strategy To Improving Students' Writing Ability On Facebook As The Teaching Media

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Abstract.

This study is categorized as a Classroom Action Research (CAR). The goal of this study is to improving the students' writing ability by implementing WH-Question strategy through social media Facebook as the teaching media. tenth grade students of The Islamic Senior High School of Walisongo Rowotengah Sumberbaru - Jember academic year 2020/2021 to solved the students' problems in writing a recount text. As the result of preliminary study indicated that the students' problems toward their writing competence can be grouped into three problems: 1) Students' writing was very low, 2) Students were not interested in learning English, 3) , the students faced a serious problem in arranging the sentences. Hence, the criteria of success were directed to the mention problems. Consequently, the students average in the Cycle I was 70.3, and 81.4 in the Cycle II. The findings revealed that by using WH Question strategy could improved the students' writing skill of recount text through Facebook as the teaching media. In fact, WH-questions strategy became the interesting teaching and learning to make the students easier in understanding English skills. This concepts of teaching strategy could be applied in the classroom and also an online classes. Thus, students awarded new experiences, good communication of relationship, and they did the assignments with their own passions.

Keywords: WH-questions strategy, facebook, writing, recount

I. INTRODUCTION

Writing is one of the language skills which require a person to transfer their thoughts into written form. In the opinion from Patel and Jain (2008: 125) point out that writing is an essential feature of learning a language because it provides a very good means to increase the vocabulary, spelling, and sentence pattern. Teachers who are also called educators have quite heavy and complex tasks, but the results do not seem obvious immediately. They need to concentrate and dedicate that is high and full of responsibility, it is emphasized by Mar'atus Sholihah, et al (2020). In academic field, writing is not just for developing students' language, but writing is a must for students to master it because there are a lot of tasks that requires students to write in order to pass the lesson. It cannot be deny that the position of English is the Lingua Franca for the countries in the world. This means that English is a language to communicating between countries in the world. Therefore, teaching and learning activities have a concept in every activity that will and have been implemented. One of them is the task which given by the educator, said by Y D Permatasari, et al (2021). In academic field, writing is one of the skills that students must achieve. In fact, writing is not a simple activity so that many students face some difficulties to achieve it. A statement has been discussed by Heaton (1991: 135), writing is a complex process and it contains elements of mastery and surprise.

When students want to write something, they should have a lot of information, ideas, and thoughts in their mind so that they will be able to express them into sentences. In her study, Norlaili Damayanti (2020) said

that there are some techniques can be used in teaching writing. One of them is guiding question technique. This is equal to WH Questions strategy which is directing student to get new ideas to writing a text. During a field observation, researcher found the problem by conducting interviews to the teacher, giving preliminary test, and giving questionnaires to the students. The researcher found that the students have a serious problem in writing. Moreover, as a director, teacher should apply questioning strategies for increasing students' ability in the classroom. This is very important for teachers to be able to direct students to the material to be given explained by Annisa Astrid, et al (2019). However, in the process of teaching and learning English writing skill, some strategies which are considered appropriate for a certain group of learners, may not suitable for other groups as each group has its own problems and needs in writing. Stated by Ismiati & Erlin Pebriantika (2021) teaching-learning strategies for English writing require to be continuously developed, it was stated by Ismiati & Erlin Pebriantika (2021). There are several problems in this study which must be solved, those are; First, the researcher found that the students' writing ability in the Islamic Senior High School of Wali Songo Rowotengah Jember 2020/ 2021 academic year was very low. There are only five students who are proficient in English both orally and writing, and they are students who take courses outside of school. The report card also noted that only five students were below the graduation mark. The pass mark limit is 7.5. So, every student who hasn't finished their English grades, they have to take remedial.

Thus, was revealed directly by the English teacher, who says that the students in this school still be low in Mastering English lesson. In his study, Yaman Suryaman (2018) defined that writing is one of the four language skills that plays a very important role in second language learning. Writing skill is more complex and difficult to teach, requiring the mater not only the grammatical and theoretically devices but also the conceptual. Second, the students were not interested in English. They thought that English was not an interesting lesson and difficult subject. Moreover, teacher did not teach with different methods, techniques, and media in classroom. Consequently, the students felt bored in the class. Teachers also often meet students who sleep in class when the lesson begins, some even deliberately don't come to class. This condition must be followed up immediately, so that the effectiveness of the class is maintained. Explained by Mas Aida Abd Rahim, et al (2017) that creating a comfortable environment in classroom should be create. Such as, fun activities with some Question were also used to make them familiar with the techniques of writing especially in pre-writing stage. Last, the students faced a serious problem in arranging the sentences. It is considering the aspects of content, grammar, organization, vocabulary and mechanic, the result of final examination pointed that was no one passed the exam. The average of the students scores is 54.26. In addition, based on the patterns of the writing product, the researcher assumed that they were cheating so almost the entire writing products were same. The topic of preliminary study was "My holiday", so every student was required to write about their holiday in the form of a recount text. In fact, the result was the sentences of writing products produced by each students almost same although each student discussed different places or a different part of the same place.

As the teaching media Facebook is one of the most popular social media used by students. Students feel enjoy in the process of teaching and learning, expressed by Pungky Ramadhani (2018). In his study Ni Made (2018) suggested that the use of Facebook as a technology-based media in English writing classroom enhances the discussion and participation in teaching-learning activities. The social media has provided students with a better learning process through a variety of multi-media resources which enhance autonomous learning strategies and improves their achievement of English writing. Moreover, Facebook is one of the social media that is very commonly used by the youth. The result of questionnaire shows that all of students were very familiar with facebook. They used this social media as their expression in their daily life, such as writing their feeling, idea, and doing the conversation in the form of chatting. The WH-Question was used during intervention to provide a guide to students, enabling them to generate complete sentences and to combine sentences prior to writing. In teaching English, writing recount text through Facebook, really give a good

response. The Facebook group helped them in the writing process, especially in using correct vocabulary, brainstorming and the necessity to write in Standard English and Grammar, Muhammad Amirza (2019). By using WH questions strategy and Facebook as the teaching media can make the students have a better understanding about recount text, and in the end of teaching and learning process they can write a recount text in a good result.

This study also supported by the previous studies that show a positive result about the use of WH-Questions strategy and Facebook as the media in teaching a recount text. WH-Questions method is an attractive way to improving the students' writing skill in narrative text through pantomime video. The students were able to create a variety of better ways to start a story or narrative, this was stated by Raymond , et al (2021). It is also used to gaining information, and the distinctions between English and Indonesian structures. The question words are: what (for asking thing), where (for asking place), when (for asking time), why (for asking reason), who (for asking people as subject), and how (for asking ways), this was revealed by Masrudin & Karmila (2018). Therefore, researcher believe that by using WH questions strategy, and Facebook as the teaching media can help the students in understanding the way how to make a recount text in a good arrangement. This study will proved that the social media Facebook which usually used by students not only for fun, but also this platform provide many benefits, especially in learning English. The students not only improve their writing skill, but they will get new experiences in learning English with their passion. Consequently, the researchers are interested to examine deeply to this study with the title: "Implementing WH-Questions Strategy to Improving Students' Writing Ability on Facebook as The Teaching Media in The Islamic School of Walisongo Rowotengah Jember Academic year 2020/2021.

Statement of the Research Problem

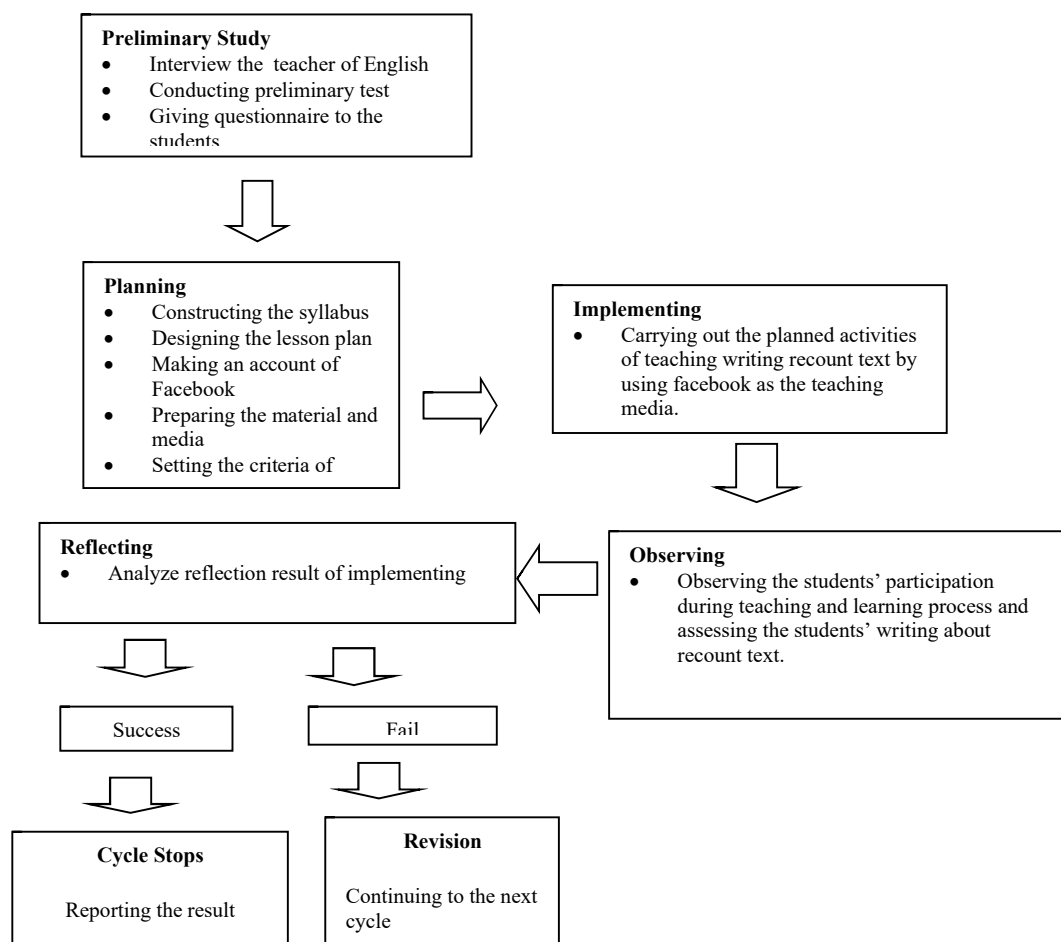
Based on the research background above, the question can be formulated as follows: How can WH-Questions strategy improve the students' writing ability on Facebook as the teaching media in writing a Recount text at the tenth grade students of The Islamic Senior High School of Walisongo Rowotengah Sumberbaru Jember Academic year 2020/2021?

II. METHOD

The researcher used classroom action research as the research design of this study. The researcher asked one of English teacher in The Islamic Senior High School of Walisongo Rowotengah Jember to collaborate in the teaching and learning process. In addition, this research began with planning stage by preparing the steps of implementation. During the final stage, the researcher and the collaborator made a conclusion about the technique implementation. If the conclusion did not meet the criteria of succes the researcher must revise the strategy and conducting the next cycle.

Research Procedures

In this section, the researcher explains the research procedures start from the preliminary study, planning of the action, research implementation, observation and reflection. The explanation could be seen as follows:



Kemis D. Taggart. Class Action Research. 1998

Preliminary Study

In preliminary study, the researcher did four activities. Those were interviewing the teacher of English who taught the tenth grade students of The Islamic Senior High School of Walisongo Walisongo Sumberbaru Jember in Academic year 2020/2021. The researcher used both qualitative and quantitative data in analyzing the preliminary study. The qualitative data are interviewing the teacher and giving questionnaire to the students. In this stage, the researcher tried to get information and identification deeply about the problem faced by the students so that the researcher could prepare the problem solving and design material, technique and other based on the students' problem.

First, from the result of questionnaire, it was found that the students were not interested in English. They were not interested and motivated in learning because the monotonous of teaching and learning activities and there were no variation in media and teaching method and technique in teaching and learning process.

Second, based on the result of interview to the teacher, the researcher found that students' development in English was very low especially in writing. The teacher sometimes used picture as the media and mostly applied a lecturing method. In addition the shortage of vocabulary and grammar knowledge made the students face the difficult in writing. In order to overcome the problems, the teacher guided the students in a group to discuss about how to write effectively by considering the grammar and asked the students to bring a dictionary to enrich their vocabulary. The quantitative data is giving the preliminary test. The result of preliminary test indicated that the students have a very serious problem in writing. Considering the aspect of content, grammar, organization, vocabulary and mechanic, the average of students' writing in recount text was 54.26.

Preparing Criteria of Success

There were two indicators of success in this study. The first was students' mean and the second was based on the percentage of students who passed the standard minimum of the test. The researcher took the standard score based on the school criteria and the curriculum that used by the school that was 75. The second criteria was 75% of students pass the standard score. This criteria were designed based on the discussion between teacher of English who taught the first grade students of MA Walisongo Sumberbaru Jember in Academic year 2020/2021 and the researcher. It was describes as follows:

1. The students average score must be at least 75. This was based on the standard competency that students must achieve in 2013 curriculum.
2. 5% of the students must pass the minimum standard which was 75.

Planning

In this stage, the researcher prepared everything to apply the action of the research. Those were selecting the appropriate strategy, preparing criteria of success, designing teaching scenario, preparing test material and keys, making an account of Facebook, preparing the material and media, setting the criteria of success, and preparing the instrument of the data collection.

Designing Teaching Scenario

The researcher conducted the research by using WH Questions strategy and Facebook as the media in improving the students' writing ability of recount text. Students had make a recount text, then they had to upload their writing in Facebook. Then the other students would giving the comments of the recount text used WH Questions. Here, the students writing ability would be improved. In conducting the research, the researcher was preparing the lesson plans in every meeting in order to make this research well organized. The researcher used WH Question strategy and facebook as a teaching media in conducting this research. WH Question strategy was used to help students in order to develop their writing and they can make their writing in a good arrangement. In addition, by using facebook as a media, the researcher hoped that the ability of students' writing a recount text will improve. The implementation of facebook could motivated the students' interest in learning English, especially in writing a recount text. The steps of implementation of this study could be drawn as follows:

- [1] The researcher collected the student's facebook account
- [2] The researcher add the students' facebook
- [3] The researcher add the students to the group of facebook, the name of the group facebook was "Discussion Online MA Walisongo"
- [4] The researcher explained about recount text
- [5] The researcher asked the students to make a pair group
- [6] The researcher asked the students to write a draft of their recount text, the theme was "My Holiday"
- [7] The researcher asked the students to post their writing in facebook
- [8] The researcher guided the students to open the group facebook
- [9] The students start to write their experience in the wall of facebook and the other students start to ask by using WH questions
- [10] The researcher asked the students to write all of the result of their writing in the facebook to be written in the piece of paper and submitted it to the researcher.

Preparing Instructional Material and Media

In this stage the researcher prepare the material and media in applying the WH Questions strategy and Facebook as the media in teaching.

Making an Account of Facebook

In this stage, the researcher made an account of facebook as the media of teaching and learning activities. An account of Facebook was “Discussion Online MA Walisongo”. This account was close group. It meant that only the member who was accepted by permission could joint this group so that there were no other members beside the researcher, the teacher and the A class of the tenth grade students of The Islamic Senior High School of Walisongo Walisongo Sumberbaru Jember in Academic year 2020/2021.

Preparing the Material

The materials that the researcher prepared was recount texts. In this study the researcher designed the materials based on the topic that was taught in the teaching and learning process on the class. It means that the researcher developed the material based on the English book that was used by the teacher and students. The media that was used in this study was facebook.

Preparing the Instrument of the Data Collection

The instruments that used in this study were questionnaire, observation check list and writing test.

1. Questionnaire

Questionnaire was used to obtain the data about students ‘perception towards the problem that they faced in learning writing, especially in recount text and the use of WH Question strategy and Facebook as the media in learning writing recount text. The questionnaire was distributed twice. First was in the preliminary study and the second was in the last meeting after the test of the last Cycle. In the preliminary study there were seven questions and seventeen questions in the last meeting after the test of the last cycle.

2. Observation check list

Observation sheet was used as the reseach instrument in the process of observation. It was used as the instrument in order to get data about the students’ participation in the process of implementing the action research. There are four items that the observer must pay attention. First was the students’ attention to the teacher’s explanation. Second was the students’ active participation during the process of teaching and learning. Third was the students’ positive response towards the facebook. Fourth was the students’ interest in the recount text.

3. Writing Test

Writing test were used as the research instrument in this study. In this study, the writing test was the researcher asked the students to write a recount text, so that in the end of the cycle, the students must write a recount text. Besides, writing test was be done in each of cycle so that the researcher would know the improvement of this study. In this study, the researcher scored the students’ writing recount text by using the assessment rubric.

Implementing

The implementation of this research based on the the planned activities of teaching writing recount text by using facebook as the teaching media. The researcher applied the teaching and learning activities based on the syllabus and lesson plan that were prepared. In this study, the researcher acted as the practitioner who applied teaching writing recount text by using WH question strategy and facebook as the media while the collaborator teacher acted as the observer who observed the activities of teaching and learning. The implementation of this research was done in the cycle. It meant that if in the Cycle I the researcher achieved the criteria of success then the researcher would stop the cycle and write the result and conclusion. Besides, if the researcher did not achieve the criteria of success then the researcher would continue to the next cycle. Each cycle consisted three meetings, where in the first meeting was aimed to explain the theoretical basis of making a good recount text. The next meeting was aimed to implement the process of teaching and learning by using WH Question strategy and facebook as the teaching media. The last meeting was for conducting the test.

Observing

In this stage, the researcher and the collaborative teacher observed the process of teaching and learning activities. In addition, in this stage the researcher also conducted the test of writing about recount text.

Reflecting

Reflecting was the process of evaluating the implementation and the observation of the cycle. It meant that the researcher and the collaborative teacher must reflect the result of activities that had been done in the process of the implementation and the observation. In this stage, the researcher and the collaborative discussed whether the cycle was success or fail. If the cycle was successfull then the cycle was stopped but if the cycle was fail then the researcher conducted the next cycle by revising and reflecting what were the causes of the failure in that cycle.

III. RESULTS AND DISCUSSION

The Finding of Cycle I

In the first cycle, the researcher did three meetings on the 4th May 2020, 7th May 2020 and 11th May 2020. The first meeting was the researcher explained about recount text. The second was implementing the use facebook as the media in writing the students' experience. Last, was the students wrote the recount text based on the result of their writing in facebook. Besides, in this case, the researcher acted as the teacher and the collaborative teacher acted as the collaborator. In addition, in the cycle one the researcher did four procedures. Those were planning, implementing, observing and reflecting.

Students' Test Result of Cycle I

In the test of Cycle I, the researcher asked the students to write a recount text based on the result in facebook. They must develop and arrange their writing based on the result in facebook. In the process of scoring, the researcher also considered the process of writing. It meant that the researcher also looked the process of writing from the facebook and the result of writing in the piece of paper. The students' average score of Cycle I was 70.3. From the result of the calculation of the students' writing recount text, the students who were complete only seven students and sixteen students were not complete the test of Cycle I. It meant that sixteen of the students failed in the test of Cycle I. The classification of students' completeness could be seen as follows:

Fig 4.3. Students' completeness of Cycle I

Score	Frequency	Classification	Percent of Completeness
< 75	16	Incomplete	69.5%
75	2	Complete	8.6 %
>75	5	Complete	21.7%

Moreover, in assessing the students' writing the researcher considered five aspects. Those were organization; content; grammar; punctuation, spelling, and mechanic; and Vocabulary.

Students' Active Participation

In getting the data about students' active participation, the researcher used observation sheet as the instruments. Here, the observation activity was done by the observer. The teacher of that class became the observer of this research. Besides, the observation activity was done two times on the 4th May 2020 and 7th May 2020. The researcher only designed the observation activity twice that because in the third meeting 11th May 2020, there was no teaching and learning activities. In this meeting the focus was to test the writing ability about recount text after the implementing of the research.

Reflecting

Based on the result of the writing test, it shown that the mean score of the students was 70.3 and the percentage of the students who complete the standard minimum score only 30.3 %. It meant that the results of

the Cycle I were not achieving the criteria of success in this study. The research was success if the mean score of the students was 75 and the students who achieved the score at least must be 75% so that the researcher must prepare for the Cycle II by considering some aspects that make the Cycle I was not success.

The Finding of Cycle II

Cycle II was done based on the result of reflecting in the Cycle I. Moreover, in Cycle II the researcher did three meeting. The first meeting was explaining about recount text. The second meeting was implementing facebook. The third meeting was writing the recount text based on the result on the facebook. In addition, in the Cycle II there were four procedures that the researcher did. Those were planning, implementing, observing and reflecting.

Students' Test Result of Cycle II

In the test of Cycle II, the researcher asked the students to write a recount text based on the result in facebook. They must develop and arrange their writing based on the result in facebook. In the process of scoring, the researcher also considered the process of writing. It meant that the researcher also looked the process of writing from the facebook and the result of writing in the piece of paper. After the researcher conducted a test and scored the result of writing, students' average score in Cycle II was 88.4

Moreover, there were twenty one of the students who complete the test and two students were not complete the test of Cycle II. It meant that only two students were failed in the test of Cycle II. The classification of students' completeness could be seen as follows:

Fig 4.4. Students' completeness of Cycle II

Score	Frequency	Classification	Percent of Completeness
< 75	-	Incomplete	-
75	2	Complete	8%
>75	21	Complete	91%

Students' Active Participation

The second observation was done on 21st May 2020. First was about the students' attention to the teacher explanation. Here, the students paid attention to the teacher's explanation. Second was about the students' active participation during the process of teaching and learning. Here, the students were very active and they were very interesting in using facebook in the process of teaching and learning activities. Third was about the students' positive response towards the facebook. Here, the students were very interested in using facebook as the media to lean about recount text. Fourth was about the students' interest in recount text. The students were very interesting in writing recount text. It was proved from the result of their writing of recount text.

Reflecting

Based on the result of the Cycle II, the researcher concluded that the action research of Cycle II was successful. That because the result of the test of Cycle II was under of the criteria of success where the mean of students' score at least 75 and the students who achieved 75 must be at least more than 75%. The result of test in Cycle II was the mean score of the students was 81.4, while the percentage of the students who achieved the score at least 75 was 91%. It could be stated that the result of Cycle II was success and the research was not supposed to be continued to the other cycle.

Discussion

WH Question Strategy and Facebook as Teaching Media in Teaching Recount Text

The purpose of the research was to investigate the use of WH Question strategy and Facebook as teaching media to improve students' writing skill in the recount text. Instruments that were used in this research were writing test and observation sheet. Based on the result of the improvement between the

preliminary study test, test of Cycle I and test of Cycle II, the use of WH Question strategy and Facebook as teaching media was success. In implementing the process of writing, the students unconsciously did the procedure of writing properly. According to Donald Graves (1983), there are five steps of writing processes. Those are prewriting, drafting, revising, editing, publishing and sharing. In this research, the students were guided to do prewriting by doing brainstorming. The second was drafting, here the researcher asked the students to write their experience in the piece of paper. The third activity was publishing; here the researcher must publish their writing to Facebook. After that, the students must revise their writing based on the result on Facebook, here the researcher and the students together to check the mistakes that the students did in their writing. Next was editing, here the researcher asked the students to edit their writing based on their revision of their mistake.

The Requirements for Using WH Question Strategy and Facebook as Teaching Media in Writing a Recount Text

The use of WH Question strategy and Facebook as teaching media was very beneficial. That because in this era, technology was very familiar in human daily activities, especially about the use of technology for connecting people around the world by using social media. One of the most favorite social technologies was facebook. The consideration of choosing facebook as the media social that used as the way to teach recount text was because it was very simple and based on the preliminary study that all of the students commonly used facebook to share their feeling, activities, and other thing. In addition, in implementing facebook for teaching recount text the teacher could arrange three meetings. It could be effective, that because if the teacher only used one meeting to apply all of the procedure, the material would not deliver clearly and the activities would be done in hurry. In the first meeting, the teacher could give the material about recount text. In giving the explanation of the material the teacher must also give them a freedom to ask questions if they got trouble in understanding the materials or if the materials were delivered unclearly. In this meeting, the teacher also should explained about the language features of recount text.

Those were about the introducing personal participant to show who, where and where, past tense, the use of chronological connection, the use of linking verb, the material about the use of action verb. In each of the explanation then the teacher could ask the students to practice in writing three sentences which indicate the point of the material. For example, after the teacher explained about past tense then the students must practice to write three sentences which indicate the use past tense. After the teacher explained the five points of materials and the students practiced to write three sentences in each points then the researcher closed the class. The teacher also could give them a home work. The home work was the students must write the draft of recount text that consisted of five language features that had been explained in this meeting. The second meeting was the activity of implementing of WH Question strategy and Facebook as teaching media. In this meeting, the teacher could explained the procedures that the students must do. In this stage, the teacher should divide the students in pairs. It meant each of the group consisted of two persons. Here, the teacher gave the students a freedom to choose their classmate as their pair. The role of the implication was one of the students must write their story in the wall of facebook while the other students must ask WH-questions related on his/her friends' experience. In the last of the activity, the teacher asked the students to write the result of their facebook in the piece of paper. The last meeting was the students write their experience become a recount text based on the result in the facebook.

Before the students started to write their recount text, the teacher should remind them about recount text in short explanation, so that they will be easy to write their recount text. In this stage, after the teacher gave the result of writing that they collected in the previous meeting, the teacher asked them to identify the five features of recount text. The students can make a cycle mark, or giving the line mark under the sentence that indicated that five features of recount text. After the students identify the five features of their writing then the researcher

asked them to develop their writing. Then, after all of the students finished to write their recount text the teacher could ask them to collect it and the teacher began to close the class by concluding the activities that had been done for today. In implementing of WH Question strategy and Facebook as teaching media in teaching and learning activities, especially for writing skills and recount text as the genre, the most important point that the teacher must prepare was about the facilitate that could be used in the process of teaching and learning. That was related on the internet connection and computer. The teacher could use computer laboratories in implementing Facebook to teach English. It would be interesting, that because the students could get new way of teaching and learning English. In addition, if the school did not facilitate of internet connection and computer laboratories, the teacher could ask the students to use their smart phone.

The Benefits and Weaknesses of Using WH Question Strategy and Facebook as Teaching Media in Writing a Recount Text

There are advantages and weaknesses of WH Question strategy and Facebook as teaching media in teaching recount text. The advantages are the students will be motivated in learning that because they like to use facebook in teaching and learning activity. Besides, by using facebook, they can share their idea freely, so that the students can be imaginative and creative in writing. Moreover, by using facebook, the students are easier to reduce the difficult in writing a recount text, for example finding idea, the use of correct grammar and structure, finding new vocabularies and also they can improve their writing by giving comment, questions and other ideas of their friends' writing on Facebook. Furthermore, students can review together their writing, so that teacher or other friends can help each other in noticing their errors. The weaknesses of using Facebook in teaching and learning activity are the teacher must consider the condition of the school. It means the school must provide the internet access and computers. In addition, the teacher must be aware with plagiarism, that because the students can be easy to get a recount text in internet. Besides, in the process of teaching and learning by using Facebook can be ended if the electricity is off, so that the teacher must prepare the alternative activity if the electricity is off.

IV. CONCLUSION

This study investigated about the way how to improving the students' writing ability of recount text by using WH Question strategy on Facebook as the teaching media could solved the students' difficulties in learning English. There were two cycles in this study, the score of the first Cycle was 70.3 and 88.4 of the second Cycle. It concluded that the use of WH Question strategy and Facebook as teaching media in tenth grade students of The Islamic Senior High School of Walisongo Rowotengah Jember Academic year 2020/2021 could improve the students' writing skill in recount text. There was a significance improvement from the first Cycle to the second Cycle. Researcher recommended to the English lecture to implement this WH- Questions strategy in the process of teaching and learning English. In consequence, the combination between learning strategy and teaching media should be thinking first. So, the process of teaching and learning produced the perfect results.

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