

ARTICLE

**TEACHING WRITING DESCRIPTIVE TEXT USING GUIDED
QUESTIONS TO THE SEVENTH GRADE STUDENTS OF SMP
PAWYATAN DAHA 1 KEDIRI IN ACADEMIC YEAR 2016/2017**



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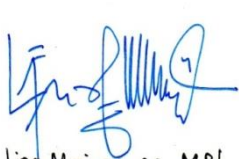

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TEACHING WRITING DESCRIPTIVE TEXT USING GUIDED QUESTIONS TO THE SEVENTH GRADE STUDENTS OF SMP PAWYATAN DAHA 1 KEDIRI IN ACADEMIC YEAR 2016/2017

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Abstract

This study research aimed to know the effectiveness of Guided questions to the students' writing ability in the seventh grade. The type of this research was quantitative research used pre-experiment. The design of pre-experimental is one- shot case study. This research took place in SMP Pawyatan Daha 1 Kediri on May 2017. The subject of this research was the seventh grade students of SMP Pawyatan Daha 1 Kediri consists of 24 male and 20 female. The researcher choose 7B consist 44 students as the sample. The researcher analyzed data used statistical formula. He used test to get the data. Based on the classification of the score after accumulated the mean of total score show that 55.91 score was effective enough level that the meaning 55-70 score was approach the standard. The result of each aspect was sentence structure got higher score was 58. It could be concluded that there was effectiveness in teaching writing after being taught using Guided Questions, students writing skill is improve for developing idea.

Keyword: Teaching writing, guided questions, Descriptive text.

A. Introduction

Writing is a process organizing the idea, opinions, and feelings into written form. It is a complex activity with the control language both of the sentences level (grammatical, structure, vocabulary, punctuation, spelling, and later information) and beyond the sentence rank (organizing and integrating information into cohesive and coherent paragraph or text). It has purpose not only for media but

also giving information, and then it can be act of forming some symbols. According to Hammer (2001:79), writing is a form of communication to deliver though or to express feeling through written form. It means that writing is a form to express feeling to communicate in written form. Moreover, writers can express their ideas, emotions, opinions, and they can get many vocabularies in learning writing. They can

also know how to use grammar in making sentence and text.

Writing is complex skill to be learned, a writer has to master the concept. Writing skills are complex and sometime difficult to teach, requiring mastery not only of grammatical and rhetorical device but also of conceptual and judgmental elements (Heaton, 1988). The complex level seen in generating and organizing ideas which is completed by the mastery of the aspects of writing such as grammar, spelling, word choice, punctuation, and so on. Especially, for junior high school students has to mastery all of the aspect of writing. Since English is knowledge as necessary to enable Indonesians to involve in global community, it is taught even from kindergarten. TEFL is compulsory in Junior High School according to the school beside curriculum.

According to 2006 curriculum which is known as KTSP (Kurikulum Tingkat Satuan Pendidikan) the students must be able to understand and create various kinds, of short functional and monolog text in the form of descriptive, procedure, recount, narrative, and report (Standar Isi dan Standar Kompetensi, 2006).

Since writing descriptive text is included in the curriculum, all the second grade students of the junior high school

must accomplish it well. One of the texts that the students of junior high school have to study is descriptive text, to catch the meaning in descriptive text and arrange the descriptive text in simple sentence until become paragraph.

Students junior high school have to know well what they wants to describe, starts by observing the objects carefully to take the significant details and brings clear picture to the readers and avoid ambiguities. However, many students of junior high school were still lack of the vocabularies it can be seen when the teachers asked them in English and they did not even understand. These conditions make some problems that have to face students' junior high schools. Firstly, the students had problem to develop idea, they can not develop their idea or they have no idea to create the text. Secondly, grammars also contribute to students in writing the idea, sometime they created ungrammatical sentences. Third, they also had limited vocabulary, bad written form, and sometimes students are trying to translate from their mother tongue into English. If this condition always continues the students never get anything and it cannot increase writing skill for students.

The teacher has responsibility to students to give easy material for writing in every English class. He can choose a

certain technique or select the materials which all appropriate with the students' ability. One of them is guided questions.

According to Nunan (2003:106) helping students understand the process of writing by guiding them through the steps of invention, drafting revision, and evaluation will help writing and make it an important part of their learning of English. It means that teacher must help the students to understanding the material when proses of writing and guided the students in steps of invention, drafting, revision, and evaluation. The researcher concludes that teacher has a big responsible to improve students writing skill and with guiding students the teacher can handle and helping students.

Guided questions technique is a technique which can be used to guide the students to write something by giving some questions. The possibilities of the questions are given easy way of the students to write descriptive paragraph which relates to the topic, in order to minimize the mistakes made by the students. According Bramer and Sedley (1981:24), asking and answering questions is a good method to discover details of experience. So giving questions to the students is expected to simulate students' thoughts and they can compose the paragraph by answering the questions

given to them. In this way, the students can write well because they are guided by the questions. Guided Questions in teaching learning proses makes easy for teacher to teach by giving questions and helping students who need help or get problem when they write especially students from junior high school in English class about writing descriptive text.

Based on the previous explanation about guided questions, writing, teaching writing, there were two questions which should be investigated in this research, namely:

1. How are the results of each aspect of writing skill after being taught using Guided Questions Learning in teaching writing descriptive text at seventh grade students of SMP PAWYATAN DAHA 1 KEDIRI?
2. How effective is using guided questions learning students' in writing skill to seventh grade students of SMP PAWYATAN DAHA 1 KEDIRI?

B. Research Method

The approach of this research was quantitative research and the technique that being used by the researcher was experimental research especially the pre-experimental design mainly using one-shot case study. This research was carried out in SMP Pawyatan Daha 1 Kediri. This school is located on Desa Banjaran, Kec.

Banjaran, Kediri, which has nine classes of the seventh grade. There were 40-45 students in each class. Therefore the writer chose 7B class as the sample of the research. This class consisted of 44 students in this class, with 24 male and 20 female. For the sampling technique, the writer used cluster sampling to determine the sample of the research.

In order to collect the data for the research, the researcher used one types of the data collecting technique as the instrument of this research such as written test. The purpose of using these instruments was to measure the students' achievement the writing test after teaching using Guided Questions.

To know the effectiveness of teaching writing by using guided questions, the researcher gave written test to the students. The written test was post-test which to measure the students' writing ability. The form of written test was an instruction to make a descriptive text based on the topic given by the teacher. Because it is written test, the researcher used rubric in scoring the student's writing. It divides into three criteria, which are sentence structure, spelling, capitalization and punctuation.

C. Result and Discussion

The aims of this research were to find out the effectiveness of Guided Questions in teaching writing. After analysing the data, the researcher found the data of students' writing skill after being taught using Guided Questions. From the diagram 4.6 frequencies of total score was effective enough after using this method. It could be seen from 73-83 score, there were 2 students. The second frequent 51-61 score, there were 14 students. The third frequent 84-94 there were 7 students. The fourth frequent 62-72, there were 4 students. The fourth frequent 40-50, there were 17 students The from the diagram 4.8 the score of each aspect after being taught Guided Questions showed that sentence structure was the higher score which the score the score was 58 which total 129, then for the spelling score was 55 which total 122, the last for capitalization and punctuation score was 53 which total 118 score.

Diagram 4.6 Diagram Frequency of total score

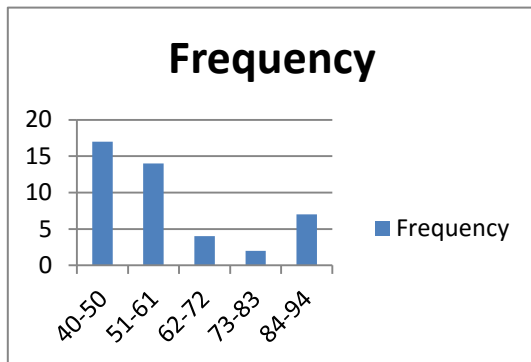
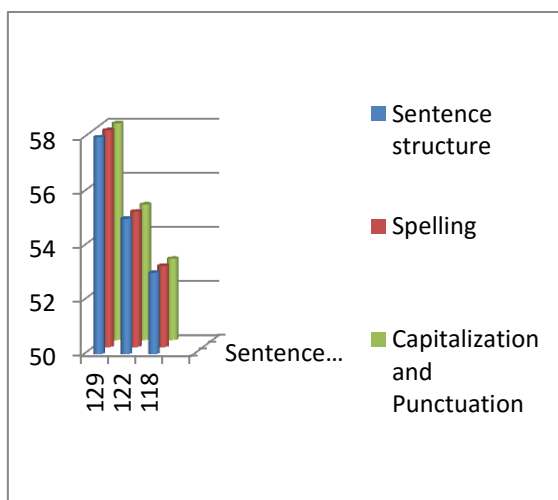


Diagram 4.8 score of each aspect



Based on the data above, it could be concluded that teaching writing using Guided Questions had effectiveness. It could be seen from the mean of total score after being taught using Guided Questions was 58. Based on the classification of the score the students score approaches the standard, it was effective enough level. It could be seen on the table 3.4 showed that score between 55-70 score was effective enough, and then 71-85 score was effective, 71-85 score was effective, 0-54 score was not effective.

The researcher found that the students who taught writing using Guided Questions could develop their idea in group; they also could choose appropriate word for their sentence. They can develop their spelling, punctuations and capitalization. The result of the study support a research conducted by Hidayah (2015), it was found out that teaching descriptive text by using guided questions is effective to improve the students' score in writing.

D. Conclusion and Suggestion

1. Conclusion

In this part, the researcher presents the conclusion of the research. After analyzing the result of the research, the researcher got the data about students' writing ability after being taught using guided questions showed that students got increasing. It also supported by some aspect that students got in writing such as sentence structure, spelling, punctuations and capitalization. In the sentence structure students got higher score than the other aspects, the score was 58 which total 129, then for the spelling score was 55 which total 122, the last for capitalization and punctuation score was 53 which total 118 score. The frequent score was 73-83, there were 2 students. The second frequent 51-61 there were 14 students, the third score for 84-94 there were 7 students. The fourth

frequent 62-72, there were 4 students. The fourth frequent 40-50, there were 17 students from total score and for the mean of total score was 55 score. Based on the mean of total score above, the writer concluded that teaching writing after being taught using guided questions was effective enough. Based on the classification of the score of the students score was approaches the standard. It could be seen on the table 3.4 showed that score between 85-100 score was very effective, and then 71-85 score was effective, 55-70 score was effective enough, 0-54 score was not effective.

However one disadvantage of guided questions was found in the study, This technique was difficult to be applied in guiding writing process in big group students. It caused the class would be difficult to controlled by the teacher. The teacher would be difficult when the teacher controls the students in writing a descriptive paragraph. Nevertheless, this weakness can be solved by the teacher gave the explanation and instruction in the front of the class and make a sure all the students pay attention to the teacher explanations'.

2. Suggestion

According of the data analysis of this research, there is positive effect using Guided Questions method in teaching writing skill, the researcher would like to give some suggestions for the better teaching learning process are proposed as follow:

1. In teaching learning of writing, English teachers need to be selective in applying an appropriate technique which improves motivation and fun atmosphere for students. Based on the teacher problems, the researcher suggest to English teachers should be active person in teaching learning process and selective to choose some techniques for helping their job.
2. Hopefully, this research can be a reference who ever interested in conducting in to studies in the future. This can increase the knowledge and contribute to all people who involves in developing quality of English education. Then future writer can develop this research by adding some material that writer did not know. So, that the following research can find the use of writing ability not only for writing skill but also for another skill in English language.

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