

II. LITERATURE REVIEW

This chapter discusses the concepts and findings which are review from related to the literature which is expected to contribute to the findings of the research.

2.1. Concept of Writing Skills

Theoretically, writing skills requires where the students to be able to express their ideas, feeling and thought which arranges in words, sentences, and paragraph using eyes, brain, and hand (Raimes, (1983: 76). Writing also reinforces the use of structure, idiom, and vocabulary. That is to say, writing is the ability to express the ideas, feeling and thought which the writer uses knowledge of structure, idiom, and vocabulary to express the idea in written form.

In other words, writing is an active process of communication which uses graphic, symbols to send the message. To complicate matters further, writing means communication, send the message, writing is also used to convey ideas, and feeling in a written form. Linderman (1982: 11) states that writing is naturally a process of communication which uses conventional system to convey the meaning to the receiver. This means that communication in form of written will deal with letters, words, sentences, and punctuation, from those the reader can receive the information intended.

Furthermore, Harmer (2004: 86) states that writing is a process and what we write is often heavily influenced by constraint of genre, then these elements have to be presented in learning activities. Writing is a powerful tool organizes the out of order and events make them manageable. Writing is really a form of thinking, using the written word.

Meanwhile, Meyers (2005: 2) states that writing is a way to produce language that the writers do naturally when they speak. Writing is speaking to other on paper or on computer screen. Writing is also an action or a process of discovering and organizes ideas, putting them on a paper and reshaping and revising them. Palmer (1994: 5) states that writing is recursive. It goes back and forth we plan a little, put words on paper, stop planning when we want to say next, go back a sentence, or change their minds altogether. Boardman (2002: 11) states that writing is continuous process of thinking and organizing, rethinking, and recognizing.

In addition, writing is a complicated components and often mysterious process (Barrton, 2005: 5). Although the writers may think of it as little more than arranging letters and words on a page, a few moments' reflection reveal that it is much more than that. The students should have those components before expressing their ideas, thought in feeling in written form. Beside that, in writing process, the writer should determine some aspects of writing as well as in order to make easier for the teacher in evaluating the written. The writing aspects are content, grammar, vocabulary, organization, and mechanic.

Nation (1990: 84) describes the process of writing is a way of bringing about improvement in learners' writing by providing help at the various stages of the process instead of focusing only on the finished product. This statement implies that writing is as a process, and it needs a kind of technique to enable the students that the aim is to improve their writing achievement. Hence, the existence of certain technique is needed to make the writing process valuable.

It can be inferred that, writing is complicated skills referring to the productive and expressive activity and once is significant skill since it involves a process of communication to express feeling, ideas, thought in written form. In this case, the students are expected to be able to express their ideas, feelings, and thoughts in written language.

Ultimately, writing is as a process to get product is influenced by some elements such as content, vocabularies, grammar, organization, and mechanic. In the first year of junior high school, the Basic Competence that should be achieved in the writing English subject is the students have ability to develop and arrange written simple functional paragraph in the recount paragraph, narrative paragraph, news items, procedure paragraph, and descriptive paragraph. In creating a paragraph, they should use correct diction, grammar, punctuation, spelling and organization.

The teachers should have high responsibility to improve the students' ability in mastering language skills especially in writing. In this particular case,

the teacher should create also in interesting activities in the class in order to make the students can develop their ideas in writing easily. Although the teacher provides some interesting activities, it does not mean that there is no problem. The problem actually is how to improve the students' writing ability. The English Curriculum urges that the students are expected to master the four language skills (listening, speaking, reading and writing) and also they have ability to do communication both in written and in oral forms in order to achieve functional and informational literacy. In brief, the teaching of English in junior high school is aimed at improving the four language skills in order that the students can do communication with English language on the certain literacy.

Referring specifically to the statement above, it can be inferred that writing is an activity where the writer can express an idea in written form. In other words, writing is a process of expressing the ideas, thoughts and feelings of the writer by using a conventional system, such as, letter, words, and punctuation so the reader can understand the message of the information. Reasonably, the teacher should be able to help the students write a text easily.

2.2. Aspects of Writing skills

Basically, there are some fundamental components in writing. They are: content, organization, vocabulary, mechanic and grammar. The students should master those components before they express their ideas, thought and feeling in written form. Beside that, in writing process, the writer should determine some aspects of

writing as well as in order to make easier for the teacher in evaluating descriptive paragraph task.

In general, according to Jacob et al (1981: 90) there are five aspects of writing needed to be taken into serious attention, mainly; they are:

1. **Content.** This aspect refers to the substance of writing, the experience of main idea (unity). i.e, *groups of related statements that a writer presents as unit in developing a subject.* Content paragraph is related to convey ideas rather than fluffing special function of transition, restatement, and emphasis. This also means that the transition of the paragraph is used to connect one idea to the next idea. Beside that, restatement is also used in content paragraph to state again or in a new form a message that is stated or declared; a communication (oral or written). Furthermore, emphasis is used to a special forcefulness of expression that gives importance to something singled out in oral or written paragraph.
2. **Organization.** This aspect refers to logical organizations of the content (coherence). It is scarily more than an attempt to piece together all collections of facts and jumbles ideas. Even in early drafts it may still be searching for order, trying to make out patterns in its material and working to bring the particulars of his subject in line with what is still only a half-formed notion of purpose.

3. **Vocabulary.** This aspect refers to the selection of words those are suitable with the content. It begins with the assumption that the writer wants to express the ideas as clearly and directly. Choosing words that express meaning is precisely rather than skew it or blur it.

4. **Grammar.** This aspect deals mainly with use of grammatical and syntactic pattern on separating, combining, and grouping ideas in words, phrases, clauses, sentences to bring out logical relationship in paragraphing writing. In paragraph, word is the smallest element that may be uttered in isolation with semantic or pragmatic content (with literal or practical meaning). Besides, Phrases may refer to any group of words, or one word. Furthermore, clause is the smallest grammatical unit that can express a complete proposition. Sentence is a linguistic unit consisting of one or more words that are grammatically linked.

5. **Mechanic.** This aspect refers to the use graphic conventional of the language. *i.e., the step of arranging letters, words, sentences, paragraphs by using knowledge of structure and some others related to one another.*

Likewise, Harris (1979: 68-69) states that writing contains five components, namely:

1. **Content.** This component is the substance of writing; the expression of the main idea (unity).

e.g. “The elephant is very intelligent animal. *Its intelligence combined with its great strength makes an elephant a very useful servant to man. Elephant can be trained to serve in various ways such as carry heavy loads, hunt for tigers and even fight*”.

The italic sentences are the content of the supporting sentence. It is because those sentences are the elaborating sentences which is elaborated from the topic sentence, that is the “*elephant is very intelligent animal*”. It is also because the sentences relates to the topic sentence.

2. **Organization.** This component is related to the logical organization of the content (coherence).

e.g. **An elephant is the largest and strongest of all animals.** It is a strange looking animal which it has thick legs, huge sides and backs, large hanging ears, a small tail, little eyes, long white tusks and above all, elephant has a long nose, the trunk. An elephant is commonly seen in a zoo, it has hard found in it natural habitat.

The trunk is the elephant's peculiar feature. This trunk has various usages. The elephant draws up water by its trunk and can squirt the water all over its body like a shower bath. The elephant's trunk also lift leaves and put them into its mouth. In fact, the trunk serves the elephant as long arm and hand. An elephant looks very clumsy and heavy and yet an elephant can move very quickly. **The elephant is very intelligent animal.** Its intelligence combined with its great strength makes an elephant a very useful servant to man. Elephant can be trained to serve in various ways such as carry heavy loads, hunt for tigers and even fight. Elephant is smart animal, that is why many elephants are practiced to do activity like people.

It can be seen that the organization of the text is logic and consistent. This is because one sentence to other sentences is relating to the topic sentence. **An elephant is the largest and strongest of all animals** is a sentence that shows topic sentence of the paragraph. The next topic sentence of the paragraph is about **The trunk is the elephant's peculiar feature**, then the writer

elaborates the sentences based on the topic sentence itself. This means that the writer writes the sentences about the trunk itself. From those topic sentence, the writer elaborates the supporting sentences are consistence. This also means that the writer writes the sentences based on the supporting sentences, does not about another topic. Another sentence in example above that is not bold type is supporting sentences. The last sentence of the example shows concluding sentence which “**elephant is smart animal, that is why many elephants are practiced to do activity like people**”. That example is shown also a basic unit of the organization of paragraph.

3. **Grammar.** This component is related to the usage of the correct grammatically form and synthetic pattern.

e.g. “*The trunk is the elephant's peculiar feature. This trunk has various usages.*”

It can be clearly seen from the example above that the sentences are grammatical sentences of descriptive paragraph. It is because descriptive paragraph uses simple present tense. From those sentence examples, those can be seen that the subject is singular then the verb is “*is*”. In the second sentence, the subject also singular, that is why the verb is “*has*” not have. It shows that the writer uses an appropriate tense.

4. **Vocabulary.** This component is a considered in word chosen to construct their own meaning.

e.g. “*An elephant is commonly seen in a zoo, it has hard found in it natural habitat.*”

It can be seen that the example of vocabulary is the underline phrase. It is because the writer uses vary in vocabulary. This means that the writer writes appropriate word or diction to write descriptive paragraph.

5. **Mechanic.** This component is concerned with the use of graphic convention of the language.

e.g. "Elephant can be trained to serve in various ways such as carry heavy loads, hunt for tigers and even fight."

The example of mechanic in the structure of the sentence can be seen in the underlined words and markers. It can be seen that the first word after the sentence, the writer uses capital letter. Besides, the example of markers is comma and full stop is used in the end of the sentence.

To be clearly, here is the example of descriptive paragraph consists those five aspects:

Elephant

Topic Sentence: An elephant is the largest and strongest of all animals.
Supporting sentences: It is a strange looking animal which it has thick legs, huge sides and backs, large hanging ears, a small tail, little eyes, long white tusks and above all, elephant has a long nose, the trunk. An elephant is commonly seen in a zoo, it has hard found in it natural habitat. The trunk is the elephant's peculiar feature. This trunk has various usages. The elephant draws up water by its trunk and can squirt the water all over its body like a shower bath. The elephant's trunk also lift leaves and put them into its mouth. In fact, the trunk serves the elephant as long arm and hand. An elephant looks very clumsy and heavy and yet an elephant can move very quickly. The elephant is very intelligent animal. Its intelligence combined with its great strength makes an elephant a very useful servant to man. Elephant can be trained to serve in various ways such as carry heavy loads, hunt for tigers and even fight. **In short:** An elephant is really a smart animal.

In relation to the second research questions, this study involves content, organization, grammar, vocabulary and mechanic to be attained. Assumingly, those aspects are a part of aspect in writing to be taken into serious attention in writing form. However, those aspects are important aspects in writing which usually the writer often makes the mistakes of them. This assumption is because the content, organization, vocabulary, mechanic and grammar are not studied seriously meanwhile those are important attention when the students write anything. When the students write an English paragraph, they should think particular aspects of writing to be written form correctly.

2.3. Paragraph

According to Oshima and Hague (1993: 3) a paragraph is a basic unit of organization in writing in which a group of related sentences develop one main idea. This means that in writing a paragraph, we just develop one main idea by using one up to ten sentences, because a paragraph can be as short as one sentence or as long as ten sentences. In paragraph, there are three parts: the topic sentence, the supporting sentence, and the concluding sentence.

Donald et al. (1987: 13), further point out that the first paragraph is the topic sentence that states the main idea of paragraph. In topic sentence of the paragraph, the writer tells us what she/he is going to tell us. Then the writer tells us what she/he has decided to tell us. It is considered as the supporting sentences. It develops the topic sentence and explains the topic sentence by giving reason, fact, statistic, and quotation. The last part of paragraph is concluding sentence. It

is signals the end of paragraph and there leaves the reader with the important ideas to memorize. In concluding sentence, the readers were asked get to the main point in their mind.

In addition, Oshima and Hague (1993: 4) adds that a good paragraph that element of unity and coherence. The unity means that there is only main idea in a paragraph that will be discussed. Then, the coherence means that the paragraph is easy to read and understand because the supporting sentences are in some kinds of logical arrangement. Besides, the ideas are considered and those developed by using transition signals.

2.4. Descriptive Paragraph

Keraf (1982: 93) defines a descriptive writing as drawing important part of writing subject very clearly and in details. Description which describes something based on its appearance or details. Descriptive paragraph is a paragraph which says what a person or a thing is like based on its appearance or details. Its purpose is to describe and reveal a particular person, place or thing. Therefore, descriptive paragraph should consider the readers in order to catch their mind about what we have described in form of descriptive paragraph. It can be stated that descriptive paragraph is a paragraph that explains about person or thing and it can be explained by its forms, characteristics, and amount of its thing.

Catenacio (2012: 2-1) points out two types of descriptive paragraph. These are impressionistic description and technical description as elaborated in the following:

1. Impressionistic description describe factual phenomenon in space, transmitting a vivid, often emotionally suggests mental picture of the topic. It is also personal point of view. In this type, we can find neutral, hyperbolic (overstated/exaggerated representation of phenomena), metaphorical (reference in a field that is unrelated to the text-internal one), comparative (reference in the field of everybody sensory experience; signaled by comparative particles such as: like, as) or evocative (still emotional reaction) as its language style. This type is mainly proposes in narrowing or widening focus. The verb that mostly find is existential (there is/was) with the types of tense are present or past tense. The example of this type is description of the university building, a market, and so on. Here is an example of impressionistic description.

Sunflowers

Sunflower is one of the beautiful flowers in the world. It is a large flower which has 2 to 8-inch diameters. **Topic sentence:** Short petals surround a large disk. **Supporting sentences:** Petal colors are pale or golden yellow, orange, red or bronze; disc are brown, black or green. Sunflowers are most easily grown by direct sending outdoors. It is ready to be harvested when the back of the flowers begin to turn yellow and the flower head drops. Sunflowers seeds can be eaten either fresh or cooked or used to extra oil which is widely used in cooking. They are commonly harvested for birdseed. Sunflowers are often grown as ornamental plants due to their large, attractive flower head. **In short:** Sunflowers do not only beautiful but have many benefits.

Adapted from Students' Worksheet "Pasti Plus 2015"

2. Technical description describes factual phenomenon in space conveying exact image and understanding. It is third-person non personal point of view and often supports by visual communication. The language style of this type is neutral and technical. It presents objective observation in space. This type is mainly proposed in narrowing the focus. The verb that mostly in this type is (timeless) present tense. It is used among people who share knowledge in a particular field; terminology of the field of reference; pre-modifying and post-modifying reference to the phenomenon. The example of this type is the multimedia device, the vending machine and so on. Here is an example of impressionistic description.

Twitter

Twitter is an online social networking service that enables users to send and read short 14-character messages called “tweets”. **Topic sentence:** Registered users can read and post tweets but unregistered users can read only them. **Supporting sentences:** Users access Twitter through the website interface, SMS, or mobile device app. Twitter Inc. is based in San Francisco and has more than 225 offices around the world. Twitter was created in March 2006 by Jack Dorsey, Evan Williams, Biz Stone and Noah Glass and by July 2006 the site was launched. The service rapidly gained worldwide popularity. With more than 100 million users who in 2012 posted 340 million tweets per day. **In short:** Twitter is smart social networking. That is why many people have twitter for benefit’s activities.

Adapted from Students’ Worksheet “Pasti Plus 2015”

Descriptive paragraph is a style of writing than can be useful for a variety of purposes. It can be to engage a readers’ attention, create characters, set a mood or create an atmosphere, and bring writing to life. Furthermore, it aims to show rather than tell the readers what something/ someone is like, relies on precisely in chosen vocabulary carefully in chosen adjectives and adverbs. It focuses and concentrates only on the writing aspects that add something to the main purpose

of the description. Description is what is heard, seen, smelt, felt and tasted. There is an example of descriptive paragraph in details.

A. The general structure of Descriptive Paragraph

There are the structure of descriptive paragraph (*general structure*) is:

1. Topic sentence: it consists of a topic or subject matter and a restricting statement. It can be said also the summary of all information in the paragraph.
2. Supporting sentence: the control of following information that related to the topic sentence.
3. Concluding sentence: end part of the paragraph that tells us what the writer has told.

B. The Characteristic of Descriptive Paragraph

There are the characteristic of descriptive paragraph:

1. Descriptive paragraph is using *simple present tense*
2. Descriptive paragraph is using *attribute verb*, such as *be (am, is, are)*
3. Descriptive paragraph is only focus one thing.

C. An example of descriptive paragraph

1. Describing person

My Best Friends

I want to tell you about my best friends. **Topic sentence:** I have three best friends. **Supporting sentence:** Their names are Salma, Firman, and Lia. Salma is tall, but Firman is taller than Salma. Lia is very tall. She is the tallest of the three. Three of them can play the guitar well. Salma plays better than Lia. Firman plays very well. He is the best guitarist at school. The three are clever students. Salma is clever. She is clever than Firman. Lia is very clever. She is the cleverest students in the

class. They all like collecting money. Their money collection is from Indonesia as well as from other countries. Salma's collection of money is not very good. Firman's better. Lia's collection is the best. **In short:** My best friends have different character.

2. Describing animal

The most beautiful and the Ugliest

Each year there is a dog competition in our town. The competition is called "The Most Beautiful Dog Competition". A lot of people join the competition but Bill wins every time. **Topic sentence:** Tim's dog is cute and funny. **Supporting sentences:** He often takes his dog to the pet salon. He spends more money than Bill does, but Bill's dog is cuter and funnier. Bill keeps it very well. I have a dog too, but I don't like to work hard. I also enter the competition, and I always win a little prize for the ugliest dog in the town. **In short:** Bill is smart dog.

Adapted from Practice and Progress

2.5. Teaching Writing Skills

Brown (1987: 7) states that teaching is showing or helping someone learns how to do something providing with knowledge, causing to know or to understand while in relation of the teaching of foreign language. Relating to the teaching foreign language, Lado (1959: 125) states that simply the goal of teaching a foreign language is the ability to use it, to understand the speech and of its native and target culture in terms of their meanings as well as their great ideas in achievement. Teaching writing is to teach the students how to express the idea or imagination in writing form. The students will extend their abilities to write fluently in a variety of situations for a variety of purposes and audiences.

Teaching writing is to teach the students how to express the idea or imagination in written form. In order to be successful in writing, in which the material presented, is relevant to their needs, interest, capacities, and ages until

they are able to make a composition with view or even and nothing errors (Finnochiaro, 1964: 129)

The teacher can use some media like a picture that is taken from magazine, newspaper or searching in internet. The picture can be a familiar characters, local view, and familiar building. The topic can be applied by creating some questions based on Guiding Question Technique. The students will answer the questions into descriptive paragraph. The students will be given some obtain vocabularies by writing activity that relates to the some questions (Azies, 1996: 134).

Another important thing to consider is that the students try themselves to practice their writing in order to become accustomed to writing descriptive paragraph correctly. In writing practice, they have to follow the steps to make their writing more effective. Beside that, feedback or connection is one of the important things in the procedures of writing.

According to the assumption above, it clears that in writing process, the teacher should guide the students to write or teaches the students how to express their ideas into written form. In practicing their writing, they have to follow the steps to make their writing more effective. The writing process can be summarized as follow:

1. Pre-writing

Pre-writing is anything that the writer write a draft of the document. In this activity, the writer should select the general subjects, restricts the topics, generates the ideas and organized the ideas.

2. Writing

In writing, the writer sets on paper the ideas in her or his mind into words, sentences, paragraph and so on to create a writing effectively. This is a normal part of the writing process. In this process, the writer thinks about word-count, grammar, spelling and punctuation into written form.

3. Re-writing

The writer concerns with his or her evaluation of writing deal mainly with correcting the content and form, vocabularies, punctuation, grammar, writing errors, word duplications and omissions (Edelstein and Pival, 1998: 11)

From the process of writing above, guiding writing in the form of guiding questions plays the important roles in the three stages of writing. As stated by Yuwono (1994: 16) that in order to be successful in writing. The English teacher should guide the students when there compose their writing. The aim of teaching writing is to improve the students' ability that they can write English paragraph effectively and efficiently. To be able to do so, the writers should have particular purposes in their mind before they interact with the ideas. Effective and efficient writing is always purposeful and tends to focus mainly on the purpose of the

activity. Then, the purpose of writing is implemented into the development of different writing technique. Teaching writing means guides the students that they are not only to write sentences but also to organize ideas in written form.

2.6. Guiding Question Technique

A Guiding Question Technique is a technique in which 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 related to the topic, in order to minimize the mistakes made by the students.

Robinson (1967: 2) defines guiding writing as “writing in which one cannot make serious errors as long as follows the directions. Byrne (1988: 25) supports this idea by saying the fundamental principle of guiding students in various ways toward a mastery of writing skill, and sometimes controlling what they write.

In additions, Byrne suggests that the teacher should consider more carefully what kind of guidance which the teacher should give them particularly in relation to the various problems they have in writing. Based on this idea, it may be true that one of the possibilities to be used as a task in guiding writing is by giving the students questions as the guidance so that by answering the questions, the students can write about something. In other words, Guiding Question Technique is used to lead the students to write about something.

To encourage the learners to express their ideas, it seems to be good to use “open ended-questions” than “yes-no” questions” because those give them more chances to express their ideas openly. Rivers (1964: 262) also supports this idea by saying “a series of questions may be constructed that the students write continuousness story as they answer the questions.

In teaching writing descriptive paragraph through Guiding Question Technique, the teacher is not enough just asking the students to write down descriptive paragraph based on the topic given. The teacher should give the students set of questions which the answer can lead them to construct descriptive paragraph. The answer of the questions will inspire the students’ imaginations that lead to more powerfully creative stories.

Dealing with the statement above, to make the questions and answers clearly, the characteristics of the questions should be attention by the teacher before create the questions is “*WH*’ question. The teacher gives questions that related to the topic based on the assumption of the characteristic questions. This means that, when the teacher asks about *what and how* question, it will make the students to open their brain to create their ideas.

2.7. Teaching Descriptive Paragraph through Guiding Questions Technique

In relation to teaching writing, Harmer (2004: 40) points out that there is certain particular consideration that needs to be taken into account, such as sentence, organization, paragraph arrangement, and coherence. Teaching writing requires

the elements of writing skill including content, organization, vocabulary, mechanic and grammar. In other words, teaching writing guides the students are not only to write sentence in paragraph but also to organize the ideas in written form.

In writing, there are several methods of improvement the students' ability in writing descriptive paragraph are commonly used to present written materials. This study is interested in using Guiding Question Technique in the form of guiding questions in making or improving the students' ability in writing descriptive paragraph. This is because sometimes by answering the questions given before writing, the students are helped to discover detail that should be put in their writing paper when they get stuck with their writing. It is supported by Bramer and Sedley (1981: 24), confirming that asking then answering the questions is a good idea to discover details writing form. In other words, this technique is also one of the applicable ways to discover ideas; it is useful in narrowing down a broad subject to a manageable topic and in discovering what to say about the topic.

When the students write a descriptive paragraph, this means that they describe a topic, which it can be about animal, person or place. When they describe the topic, they should be able to arrange the sentences coherently in order to make the story easy to follow. To make the students get the objective of the learning activity, Guiding Question Technique provides the students' preparation with the information, the fact, and the details about the subjects before they begin

to write. It clears now that if the students follow the questions well, they will make their story flow coherently.

2.8. Procedure of Teaching Descriptive Paragraph through Guiding Question Technique

In teaching descriptive paragraph through guiding writing in the form of guiding questions, the teacher was modified the following procedures adapted from Reid (1994: 43). Those steps can be described as follow:

Pre-writing activity

This activity is constructed by making interaction between teacher and students.

- a. The teacher greets the students.

Teacher: *Good afternoon my students. How are you?*

Students: *Good afternoon Miss. I am fine, and how are you?*

Teacher: *I am fine too! Thank you.*

- b. The teacher explains the goals and the objectives of instruction.
- c. The teacher gives explanation about descriptive paragraph, the the component of writing used to make an effective descriptive text clearly; they are content, organization, grammar, vocabulary, and mechanic.
- d. The teacher choose the topic to write about. Here, the topic is about someone, the teacher choose the topic “my friend”.

Topic sentence of the paragraph. This step is presented by making the following questions:

1. *What is the topic that you want to describe?*

2. *What is his/her name?*
3. *How old she/he is?*
4. *What is the characteristic the person?*

Supporting sentences and concluding sentence. In this step, the students are presented some questions:

1. *How does he or she look?*
2. *What is her/his good or bad habit?*
3. *What you may probably cite in the last paragraph of the text?*

Writing Activity

This activity is constructed by making interaction between teacher and students.

- a. The teacher asks the students to choose their friends to make a small group which the group consists about four students.

Teacher: *Alright. Now you have to choose your friends to make a small group. A group consists about four students.*

Students: *Yes, Miss.*

Teacher: *After you have chosen your friends and made a group, you have to choose a topic to describe.*

Students: *It is interesting Miss.*

- b. The students begin to write a descriptive paragraph by answering the questions given.

Teacher: *Now is the time for you to begin writing.*

Students: *Yes, Miss.*

- c. While the student are writing, the teacher moves among them, gives assistance and guidance as required.

Re-writing activity

This activity is constructed by making interaction between teacher and students.

The teacher makes sure the students about material that have learnt.

- a. The teacher changes the questions to the one of students according to the topic written by the student. This aim is to make sure the students' work answer by themselves.
 - a. *Why do you choose your friend in your description?*
 - b. *What is your friend's hobby?*
 - c. *What is your friend's characteristic?*

2.9. The advantages and the disadvantages of Guiding Question Technique

In using Guiding Question Technique, there are strengths and the weakness that will be elaborated in the following section.

A. The advantages of Guiding Question Technique

Using Guiding Question Technique, the students will gain the improvement of their writing descriptive paragraph. The first is that Guiding Question Technique will involve the students in creating the students' suggestion. The second advantages are this technique assigns pertinent ones as either unit or lesson questions appropriately. The third is the students will not confused about what they are going to write because they are guided to write by answering the

questions related to the topic. It allows the students to consider topic when planning their writing.

B. The Disadvantages of Guiding Question Technique

By using Guiding Question Technique, there have some weaknesses. The first weakness is its technique is difficult to be applied in guiding writing process in big group students. It is caused because the class will be difficult to be controlled by the teacher. The teacher will be difficult when the teacher controls the students in writing a descriptive paragraph. The second weakness is this technique serves some questions that can made the students feel easily to compose writing. It causes them answer easily. Because of that, the students will not use their full brain to explore their knowledge.

2.10. Theoretical Assumption

Writing is one of language skills that should be mastered by the students. In this case, this study uses Guiding Question Technique is to improve the students' writing ability in writing descriptive paragraph. Through Guiding Question Technique, the students are given guidance in form of set of questions in writing descriptive paragraph to help them to express their ideas. By Guiding Question Technique, the students would have something to write and their pieces of writing would be organized well.

Guiding Question Technique was assumed that it can make the students' piece of writing better as long as they answer the questions well and follow the

direction given. This is so because Guiding Question Technique requires the students to write the paragraph based on the set of questions that are given by the teacher.

2.11. Hypothesis

1. There is improvement on students' ability in writing descriptive paragraph before and after being taught by using Guiding Question Technique.
2. There is improvement on student's ability in writing descriptive paragraph before and after being taught by using Guiding Question Technique, in terms of content, organization, grammar, vocabulary, and mechanic.