

**IMPROVING STUDENTS' ABILITY IN WRITING DESCRIPTIVE TEXT
THROUGH GUIDED QUESTIONS TECHNIQUE AT THE SECOND
GRADE OF SMP NEGERI 23 BANDAR LAMPUNG**

(A Script)

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ABSTRACT

IMPROVING STUDENTS' ABILITY IN WRITING DESCRIPTIVE TEXT THROUGH GUIDED QUESTIONS TECHNIQUE AT THE SECOND GRADE OF SMP NEGERI 23 BANDAR LAMPUNG

Sahaja Talenta Imanisa

The aim of this study was to find out whether there is difference of students' ability in writing descriptive text before and after being taught through guided questions technique, and to investigate which aspects of writing improved the most after being taught by using guided questions technique. This research was quantitative research. The design used was one group pre-test post-test. The subjects were 30 students of VIII A of SMPN 23 Bandar Lampung. The instrument was a writing test. The data were in form of scores which were taken from the pretest and posttest and were analyzed by using Paired Sample t-test.

The result of the data analysis showed that there was a statistically significant difference of the students' ability in writing descriptive text from the pretest score up to the posttest score (64.36 to 77.33) after being taught through guided questions technique. The aspect of writing that improved the most was organization. It suggests that guided questions technique facilitates the students to improve their writing ability.

Keywords: guided questions, descriptive text, writing

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**By:
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(A Script)
Submitted in a partial fulfillment of
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OF SMP NEGERI 23 BANDAR LAMPUNG**

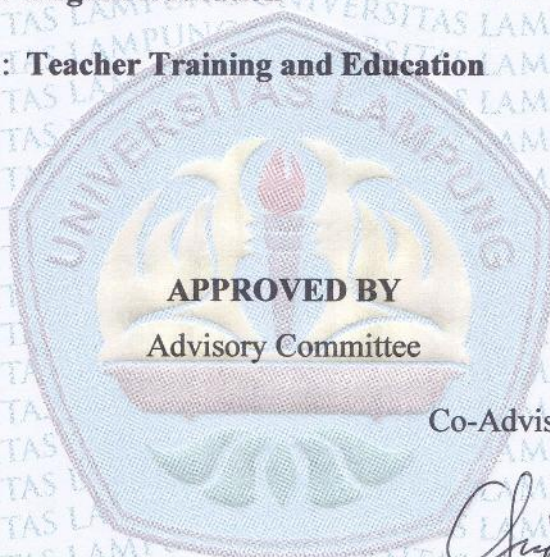
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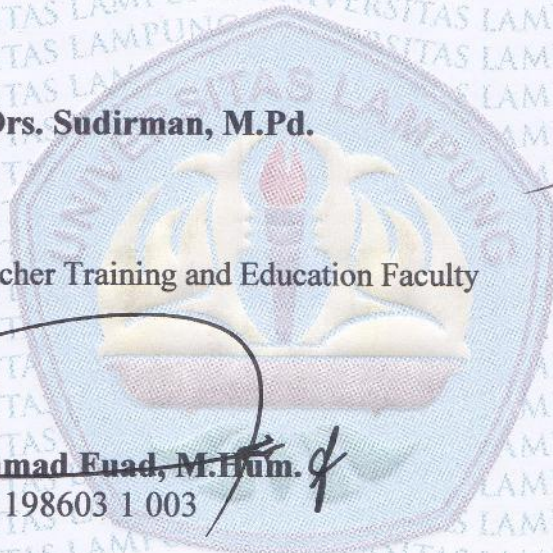
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CURRICULUM VITAE

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DEDICATION

This script is fully dedicated to:

1. My Beloved Parents, Suharman Ombo and Maseha
2. My Sisters and Brother, Hastin Raharjanti, Rafsanjani Raharjo, and Widodari
Putri Amalia
3. English Education Study Program 2013
4. My Almamater, University of Lampung

MOTTO

“Verily, along with every hardship is relief”

QS. Al-Insyirah : 5

“If you do good, you do good for yourselves; and if you do evil, you do it to yourselves”

QS. Al-Isra':7

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Finally, the writer expects this script will be meaningful for readers and will be beneficial as references for other researchers who want to conduct similar research.

Bandar Lampung, Juni 2017

The Writer,

Sahaja Talenta Imanisa

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I. INTRODUCTION

This chapter discusses about background of the research, research question, objective of the research, uses of the research, scope of the research, and definition of terms.

1.1 Background of the Research

English has been a compulsory subject that is taught and learnt from elementary school until university level. The goal of teaching English is to make the students able to communicate in English both in spoken and written forms. The students are expected to achieve four skills: listening, speaking, reading, and writing. Those four skills are closely related and cannot be separated from each other.

Writing as one of language skills plays an important role in the formal communication. Writing is an activity to express idea, thoughts, or even experiences of the form of paragraph. The second grade of junior high school, based on the English competence requires the students to be able to compose written descriptive paragraph in simple form. To do so, the students should be able to develop their ideas by using English correctly.

According to Setiyadi (2007:7.9), even though writing in the target language may involve the ability to shape the letters of the alphabet and the knowledge of the right combination of letters, the real writing is the skill in expressing ideas through the written words of the target language, which is called composition.

However, writing is a complex skill to be learned. In writing, students face many difficulties such as lack of grammar understanding, lack of vocabulary, confused about the content, mechanic, and organization. Those difficulties are related to the aspects of writing.

The difficulty in terms of grammar is usually related to tenses. In constructing English sentences, time plays an important role. Different time of situation needs different tense which also means different type of verb. The change of words used in constructing sentences in English may confuse the students to write their writing.

Lack of vocabulary is also a common cause of students' difficulty in writing. The students sometimes do not know the right word which they need to put in their writing. This case is found in the research conducted by Jamil (2005) where the students were assigned to write a descriptive text about their dream house. One of the students wrote "guest room" instead of "living room", "eat room" instead of "dining room". This finding can be considered as students' difficulty in terms of vocabulary.

One of the difficulties which is also commonly found related to the content or ideas about what to write. Since one of the criteria of good paragraphs proposed by Smalley and Ruetten (1986) is about the unity, the students have to think about every idea that

might help them to support the main topic. In fact, although they have been given a topic to be developed, it will be difficult for the students to develop their idea of what to write.

Another difficulty is found in organization. The students do not know what to write first and what to write last. They cannot link the ideas into a coherent paragraph. They still have a problem with the organization of the ideas.

Byrne (1988:4) says that writing is difficult for most people both in mother tongue and in foreign language. The researcher assumed that the students are still confused in develop their writing. So, they need guidance in writing descriptive text to make them easier in expressing their ideas and also make their writing well organized. This is because Guided Questions requires students to write the text based on the set of questions that is given by the teacher.

Therefore, after considering the fact in the field, the researcher uses guided questions technique to guide the students in their writing. This technique provides a list of questions that can make the students think about the topic. This technique is expected to give guidance about what should be included in students' writing.

By guided questions technique, the students are not confused of what to write first and next because they have guidance in its process. The questions are chosen as a technique to improve the students' ability in understanding descriptive paragraph, for instance the students can develop their own ideas by answering the questions given by the teacher based on the features of descriptive text.

Iwan (2010) conducting research at SMPN 1 Terbanggi Besar Central Lampung explored how guiding questions could develop the students' ability in writing. He found that after being taught by using guiding questions in experimental class increased from 53.90 up to 69.96. This result of research proves that this technique can help the students improve their writing ability. Therefore, the researcher will use this technique to teach writing descriptive text.

Based on the problems above, the researcher would like to conduct a research entitled *Improving the Students' Ability in Writing Descriptive Text through Guided Questions Technique at the Second Grade of SMPN 23 Bandar Lampung*.

1.2 Research Question

The problems of this research are formulated as follows:

1. Is there any difference between students' ability in writing descriptive text before and after being taught through Guided Questions Technique at the second grade of SMPN 23 Bandar Lampung?
2. What aspect of their writing improves the most after being taught through Guided Questions Technique?

1.3 Objective of the Research

In relation to the formulation of the problem, the objectives of the research are:

1. To find out whether there is difference of the students' ability in writing descriptive text after being taught using Guided Questions at second grade of SMPN 23 Bandar Lampung.
2. To find out which aspect of their writing improves the most after being taught using Guided questions Technique.

1.4 Uses of the Research

In relation to the research question and objective, the finding of the research may be beneficial not only theoretically, but also practically. The uses of the research are as follows:

1. Theoretically, it can support theory that Guided Questions can be applied to improve students' ability in writing descriptive text.
2. Practically, it can inform English teacher about teaching writing descriptive text using Guided Questions and as one of alternatives techniques in teaching descriptive text writing.

1.5 Scope of the Research

This study is quantitative research which focuses on finding out the result of students' writing ability through Guided Questions. The population of the research is the

second grade students of SMP Negeri 23 Bandar Lampung. This research focuses on descriptive text which is related to the syllabus of the second semester for second grade of Junior High School. The technique implemented basic questions words 5W+1H (what, why, where, who, when, and how) and based on the feature of descriptive text to help the students develop the topic into good paragraphs. The students' achievement in writing will be evaluated based in its content, organization, vocabulary, grammar, and mechanic.

1.6 Definition of Terms

- 1) Writing is the ability to arrange the graphic system such as letters, words, and sentences in the language being used in order that the reader can understand the message and information intended.
- 2) Text is a unit of language use. A text is grammatical unit that is larger than sentences but it is related to sentences in the same way that a sentence related to clause, clause to group of words and group of words to letters.
- 3) Descriptive Text is a text which presents information about something specifically. The purpose is to describe a particular person or thing or place specifically.
- 4) Guided Questions are some questions that are given to lead the students in the writing process. By giving the students some questions as guidance, they will answer the questions that help them to write well.

II. LITERATURE REVIEW

This chapter discusses about the concept of writing, teaching writing, text, descriptive text, guided questions, teaching writing through guided questions, procedure of teaching descriptive text writing using guided questions, advantages and disadvantages of guided questions, theoretical assumption, and hypothesis.

2.1. Writing

Writing is an active process of communication which uses graphic symbols to send the message. Linderman (1982: 11) states that writing is a process of communication which uses conventional system to convey the meaning to the receiver. It means that communication in form of written will deal with letters, words, sentences, and punctuation, so that the reader can receive the information intended.

Writing is a means of communication similar to speaking. Communication is not only achieved through speaking but it can also be through writing. In writing, a writer can communicate with the reader. He or she will express his or her ideas in the written form. As Tarigan (1987:2) states that writing is a language skill that is used in indirect communication. It can be said that the students can communicate their ideas, thoughts and feeling to the other through written form by putting them on a paper.

Furthermore, Byrne (1988:1) adds that when we write, we use graphic symbols; that is letter or combination of letters which relate to the sounds we make when we speak. In writing, the sounds are written in form of graphic symbol. It means that in writing, we arrange or combine letters that build the meaning when they are used.

Jacobs (1981:90) states that there are five aspects of writing process that have to be considered to make the writers successful in their writing.

1. Content refers to the substance of writing, the main idea (unity). It is identified by seeing the topic sentence. The topic sentence should express main idea and reflect the entire paragraph.
2. Organization refers to the logical organization of the content (coherence). It is related to the ideas that stick together so that the ideas run smoothly within the paragraph.
3. Vocabulary refers to the selection of words those are suitable with the content. It can be identified by seeing the words choice or diction in order to convey ideas to the reader.
4. Language use refers to the use of correct grammatical form and syntactic pattern. It is identified from the construction of well-formed sentence
5. Mechanic refers to the use of graphic conventional of the language. It is identified by seeing the usage of spelling, punctuation and capitalization within the paragraph.

From the theories above, it can be stated that writing is the representation of language in a textual form through the use of a set of signs or symbols. Writing is the ability to arrange the graphic system such as letters, words, and sentences in the language being used in order that the reader can understand the message and information intended.

2.2. Teaching Writing

Teaching writing is teaching the students how to express the idea or imagination in written words (Finnonchiaro, 1964:129). However, to make the students' piece of writing better, the teacher should notice of some elements of writing including grammar, sentence organization, vocabulary and mechanic while helping them to express the idea in the process of teaching writing.

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 written form. The students will extend their abilities to write fluently in a variety of situations for a variety of purposes and audiences.

Based on the statements above, it can be said that teaching writing is to train the students how to express the idea or imagination in written words. Naturally the purpose of teaching writing is to help the students to express, organize and develop their ideas well in written form. Here, the role of the teacher is needed to guide and

help them to express, organize and develop their ideas to make their pieces of writing better.

An important thing to consider is that the students try themselves to practice their writing in order to become accustomed to writing descriptive text correctly. In writing practice, they have to follow the steps to make their writing more effective. Beside that, feedback 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

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, guided questions technique 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 they 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. Teaching writing means guides the students that they are not only to write sentences but also to organize ideas in written form.

In line with the explanation above, some researcher apply guided questions technique in teaching writing. Achmei Gunawan (2013) conducted a research entitled *Improving Students' Ability in Writing Recount Text Through Guided Questions at the First Year of SMA N 1 Seputih Agung*. The finding of the research shows that the use of Guided Questions improves the students' ability in writing recount text. Another research has been done by Tri Haryono (2012) entitled *The Implementation of Guiding Questions Technique in Teaching Recount Text Writing at Second Year Students of SMP N 2 Sukadana Lampung Timur*. The result of learning product indicated that guiding questions technique was applicable to improve students' writing ability. The last one, Agustina Dwi Jayanti (2015) conducted a research

entitled Teaching Narrative Writing through Guiding Questions at the Second Grade of SMA Negeri 1 Belitang. The result of data showed that the use of guided questions can improve the students' ability in writing narrative text.

2.3. Descriptive Text

Descriptive text is a part of factual genres (Wardiman et al, 2008:122). It has social function which is to describe a particular person, place, or thing. Descriptive gives sense impression like the feel, sound, taste, and look of things through words. Its aim is also to inform the readers about how something or someone looks like. The characteristics features of a person, an animal or a particular thing become the focus of descriptive text. The point is that descriptive text gives a description of something in particular in order to help the people perceive it through words.

In writing descriptive text, it should consist of generic structure, they are: identification and description. Hammond (1992:78) stated that descriptive text has the generic structure as follows:

1. Identification

Identification identifies phenomenon to be described. It is a general opening statement in the first paragraph or the first sentence that introduces the subject of the description to the readers. Besides, it can give the readers brief detail about the when, where, who, or what of the subject described.

2. Description

Description can be the explanation about a physical appearance of the subject, the qualities of the subject like degree of beauty, excellence or the special aspects that the subject has.

From the explanation above, it can be concluded descriptive text simply describes about person, place, or thing. If the writer wants to write a descriptive text, they only need to go to the object, or looking at a picture or watching a video, then take a note about the thing. In writing descriptive text, the writer must concern on the generic structure in order to make a good text.

An example of descriptive text

My Best Friend, Ernesto.

Identification: I have many good friends. One of them is Ernesto. Ernesto is my best friend. He is my classmate. Ernesto is 15 years old. His father is a school principal and his mother is also a teacher. He lives in Bandar Lampung with his parents.

Description: Ernesto is a handsome boy. He also has a well-built body. He has a pointed nose and chubby cheeks. It makes him looks cute. His hair is black, and he always uses pomade to his hair before he goes to school to make him more handsome. His skin is brown, it makes him more interesting. Many girls in my class like him so much.

He is really diligent. He always does his homework. He always pays his attention to the teacher in the class. He is also well-dressed and well-behaved. All teachers and all friends really like him. He gets good marks and he usually becomes the top of his class in examinations.

Source:<http://www.slideshare.net/ignaciaparrotprofesora/describing-personality-12520331>

2.4. Guided Questions

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

Bramer and Sedley (1981:24) stated that asking and answering questions is a good method to discover details of experience. So, giving questions to the students is expected to stimulate 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.

To make the questions and answers clearly, the characteristics of the questions should be paid attention by the teacher before creating the questions is “*WH*’ question and based of the features of descriptive text. This means that, when the teacher asks the questions, it will make the students to open their brain to create their ideas. Rivers (1964:262) also supports this idea by saying “...a series of questions may be constructed that the students write continues story as they answer the question.

In teaching writing descriptive text through Guided Questions, the teacher is not enough just to ask students to write down descriptive text based on the topic given. The teacher should give students set of questions which the answers can lead them to construct descriptive text, such as asking about the physical appearance, or personality traits of the subject being described. The questions given are sequential

questions and based on the feature of descriptive text. The answers of the questions will inspire students' imaginations that lead to more powerfully creative text.

2.5 Procedure of Teaching Descriptive Paragraph through Guided Question Technique

In teaching descriptive paragraph through guiding writing in the form of guided questions, the researcher used steps from Reid (1994: 43). Those steps can be described as follow:

Pre-writing activity

The teacher chooses the topic to write about. Here, the topic is about someone, the teacher chooses the topic "my friend".

First paragraph contains identification. This step is presented by making the following questions:

Jane is my best friend.

1. *Who is the person you want to describe?*
2. *What is his/her name?*
3. *How old is she/he?*
4. *Where does she/he live?*

Second paragraph contains description. This step is presented by making the following questions:

1. Physical appearance (She is very beautiful)

- How does she look like?

The next questions given were developed by the teacher based on the students' answers. It may be about the face, body, or other physical appearance of the subject being described.

2. Personality traits (She is a diligent girl)

- What does she like to do?
- What is her hobby?

Writing Activity

- a. The teacher asks the students to choose their friends to make a small group which each of group consists about four students.
- b. The students begin to write a descriptive paragraph by answering the questions given.
- c. While the students are writing, the teacher moves among them, and gives assistance and guidance as required.

Re-writing activity

This activity was intended to make the students evaluate and revise the mistakes in their writing.

- The teacher monitors the students' activity.
- The teacher identifies some mistakes that the students make while monitoring the students.
- The teacher gives more explanation about the mistakes that the students make while writing their text and makes sure that the students have already understood.
- The students revise their writing if they made mistakes.

In this research, the researcher followed the steps based on the theory. The researcher gave a set of questions to guide the students in their writing. Hopefully, by answering the questions (5W+1H), their writing could be developed and organized well.

2.6. Advantages and Disadvantages of Guided Questions

In using Guided Question Technique, there are strengths and the weakness, they are:

1. Advantages of Guided Question

- a. It can facilitate the teaching of writing to the students, so that the students will not be confused what they are going to write because they are guided to write by answering the questions related to the topic (Faiz, 2011).
- b. It can make their writing more coherent because they write the paragraph by following the questions (Faiz, 2011).
- c. It can minimize mistakes by the students when they write (Iwan, 2011).

2. Disadvantages of Guided Question

- a. This 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 (Wulandari, 2015).

2.7. Theoretical Assumption

A suitable technique is needed to make it easier for the students in learning writing skill. One of the techniques that can be used to achieve the goal is Guided Questions. The researcher used Guided Questions to improve students' ability in writing descriptive text.

Through Guided Questions, the students are given guidance in the form of set of questions in writing descriptive text to help them expressing their ideas. By guiding the students, they would have something to write and their piece of writing would be well organized. Therefore, by answering some questions related to the topic, which is going to be written by students, hopefully it can minimize the mistake made by students.

From that statement the researcher assumes that Guided Questions can make the students' writing better as long as they answer the question well and follow the direction given. This is so, because Guided Questions requires students to write the text based on the set of questions that are given by the teacher. Then, the researcher assumes that organization is the aspect of writing that improves the most by using the

technique, because the questions given lead them to think about the ideas chronologically. They should think about the topic sentences before they describe more about the topic in supporting sentences, and each paragraph has different topic sentence, for example about physical appearance, personality traits, etc. So, the researcher assumes that the aspect of writing that improves the most is organization.

2.8. Hypothesis

Based on the theoretical assumption, the researcher formulated hypothesis as follows:

1. There is difference of students' ability in writing descriptive text before and after being taught through Guided Questions Technique.
2. The aspect of writing that improves the most after being taught using Guided Questions Technique is organization.

III. METHODS

This chapter contains the methods which will be used in writing the script. They are Design, Subject of the Research, Data Collecting Data, Steps in collecting Data, the Criteria of Scoring Student's work, Validity, Reliability, the Treatment of the Data, and Hypothesis test. The explanation of each subtitle will be presented as follows:

3.1. Design

This research intended to find out the difference of the students' ability in writing descriptive text after being taught by using guided questions technique. The researcher used quantitative study with One Group Pretest and Posttest Design. The researcher used one class where the students received pretest before treatments and they received posttest after the treatment. Pretest was to find out the students' writing ability before the treatment conducted and posttest was used to see the difference of students' writing ability after the treatment conducted. Then the result of posttest and pretest was compared to see the difference. The design is illustrated below:

T1 X T2

Where:

T1 : Pre-test

X : Treatment, Treatment by using guided questions

T2 : Post-test.

(Setiyadi, 2006:131)

The treatments were conducted 3 times that used guided questions technique to improve the students' writing ability. In the first treatment, the topic given was about someone (a friend), in the second treatment the topic given was about animal/pet, and in the last treatment the topic given was about place/tourism place.

3.2. Population and Sample

The population of the research was the second year students of SMPN 23 Bandar Lampung 2016/2017. There were 9 classes of second grade and the number of the students varied from 30 to 35 students. In this research, the researcher took one class as the experimental class that was given the treatments. The class was chosen randomly as the sample of the research using lottery, so all classes got the same chance to be the sample. The students were given 3 times of treatments to improve their ability in writing descriptive text.

3.3. Data Collecting Technique

Since the data is in the form score of students' ability in writing descriptive text, the data was collected by using two writing tests: pre-test and post-test. Each student had to write a descriptive text in each test. The students' scores from pre-test and post-test were analyzed to know the students' ability before and after having the treatments.

The technique of collecting the data clarified as follows:

1. Pre-test

This test was given in order to know how far the students' ability in writing descriptive text before being given the treatment. It required 90 minutes for the pre-test. In this test, the researcher provided a topic and the students were asked to write a descriptive text based on the topic (appendix 2).

2. Post-test

After conducting the teaching through guided writing in the form of guiding questions as the treatment, the researcher administered a post-test to the students. It was done in order to know the students' development in writing descriptive text after having the treatment. In this test, the researcher gave the same topic as the topic in the pre-test. It required 90 minutes for this test (appendix 4).

3.4 Instrument of the Research

To figure out whether the objective of this research is achieved or not, the researcher used research instrument. The instrument of this research was writing

test. The tests were pre-test before the treatments and post test after the treatments. Pre-test was given to see the students' ability before treatments as the starting point for the researcher to give the treatments, and the post test was given to see the result of the treatments. In the pretest, the students were asked to write their own descriptive text by using their own technique based on the topic given by the researcher and in the post test they were asked to write descriptive text by using guided question technique.

3.5. Validity of the Test

Validity is a matter of relevance. It means that the test measures what is supposed to be measured. To measure whether the test has a good validity, the researcher analyzed the test from content validity and constructs validity. Content validity is concerned with whether the test is sufficiently representative and comprehensive for the test. In the content validity the material given was suitable with the curriculum used. Furthermore in the research, the researcher used descriptive text writing test that was supposed to be comprehended by the second grade of junior high school students. The test was considered as valid in content validity since the test of writing constitutes a representatives sample of the language skill and structure and also the material was chosen based on English Curriculum for second year of junior high school students. Construct validity is the process of determining the extent to which test performance can be interpreted in terms of one or more constructs (Gronlund, 1985:83). In this research, the researcher administered a writing test and the technique of scoring the students' writing is

based on the five aspects of writing; they are content, organization, vocabulary, language use, and mechanic.

3.6. Reliability of the Test

Reliability is a measure of accuracy, consistency, dependability or fairness of scores resulting from administration of particular examination. To ensure the reliability of scores and to avoid the subjectivity of the researcher, the researcher used inter-rater reliability. Inter-rater reliability was used when score on the test were independently estimated by two or more judges or raters. Before scoring the students' descriptive text writing, it was important to make sure that both raters used the same criteria of scoring. In this case, the first rater was the researcher and the second rater was the English teacher in SMPN 23 Bandar Lampung. Before scoring the students' descriptive text writing, it was important to make sure that both raters use the same criteria of scoring. Hereby, the first and the second rater will use scoring criteria devised from Jacobs et al (1981: 90). To measure how reliable the scoring is, this study will use *Rank – order Correlation* with the formula:

$$p = 1 - \frac{6 \cdot \sum d^2}{N(N^2 - 1)}$$

p : Coefficient of rank order

d : Difference of rank correlation

N : Number of students

1-6 : Constant number

(Hatch and Farhady, 1982: 206)

In this case, the co-efficient of rank correlation will be analyzed with the standard of reliability as followed:

1. 0.80000 - 1.0000 : very high reliability

2. 0.60000 - 0.7900 : high reliability

3. 0.40000 - 0.5900 : medium reliability

4. 0.20000 - 0.3900 : low reliability

0.0000 – 0.1900 : very low reliability

Result of reliability of pretest:

$$p = 1 - \left(\frac{6(\sum d^2)}{N(N^2-1)} \right)$$

$$= 1 - \left(\frac{6(214)}{30(30^2-1)} \right)$$

$$= 1 - \left(\frac{6(214)}{30(900-1)} \right)$$

$$= 1 - \left(\frac{1284}{26970} \right)$$

$$= 1 - 0.0476$$

$$= 0.9524$$

Result of reliability of pretest:

$$\begin{aligned}
 p &= 1 - \left(\frac{6(\sum d^2)}{N(N^2-1)} \right) \\
 &= 1 - \left(\frac{6(82)}{30(30^2-1)} \right) \\
 &= 1 - \left(\frac{6(82)}{30(900-1)} \right) \\
 &= 1 - \left(\frac{492}{26970} \right) \\
 &= 1 - 0.0182 \\
 &= 0.9818
 \end{aligned}$$

Based on the result of reliability test of pretest and posttest, it can be concluded that the reliability of the writing tests were very high reliability.

3.7 Research Procedure

The procedures of the research are as follow:

1. Determining the population and sample

In this stage, the researcher chose SMPN 23 Bandar Lampung as the population in this research. The researcher took one class as the sample. The second grade students were chosen because based on the 2013 English curriculum, descriptive text is being learned by them.

2. Finding and selecting the materials

In this stage, the researcher found a topic for the pretest and post test. The topic was taken from the students' handbook and based on the teaching and learning syllabus.

3. Administrating the pre-test and getting the result

Pre-test was administered to find out the students' basic ability before treatment. The students were asked to write descriptive text that consists of 100-150 words in about 90 minutes. The students had to arrange a descriptive text based on the topic given.

4. Conducting the treatments by using guiding questions technique

In the treatments, which were given three times, guided question technique was applied as guidance for the students to write descriptive text. The researcher explained the objective of the instruction, social function and generic structure of descriptive text, and aspect of writing a good text. Each treatment lasted for 90 minutes.

5. Administrating the post test

Post-test was administered to find out the improvement of the students' ability achievement in writing descriptive text after having the treatments. The test was the same as in the pre-test.

6. Scoring the students' writing

Scoring the students' writing was done after conducting the post test. In this step, the students' writing was scored based on the 5 aspects of writing. The 5 aspects were content, organization, vocabulary, grammar, and mechanic. In scoring, the researcher used 2 raters in order to avoid the subjectivity of the researcher. The first rater was the researcher and the second rater was the English teacher of the class.

7. Analyzing the data

After scoring students' writing, the result of the pre-test and post test were compared to find out whether there was improvement and what the aspects of writing skill were improved after being taught by using guiding question technique. If the score of post test was better than pre-test, it means there is improvement on students' writing ability.

3.8. Scoring Criteria

The students can succeed in writing if their writing includes five aspects of writing. In evaluating the students' writing scores the researcher analyzed the result of students' text writing. The criteria of scoring system was based on the rating sheet from Jacob et al (1981) which concerned to the five aspects of writing. The researcher used computation as follows:

1. Content was scored as much as 30% from the total sentences support the main idea.
2. Organization was evaluated as much as 20% from the total sentences are written in chronological order.
3. Language use was scored as much as 25% from sentences use correct grammar.
4. Vocabulary was scored 20% as much as from vocabularies used.
5. Mechanic was evaluated as much as 5% from the use punctuation, spelling and capitalization correctly.

Criteria for Scoring

The scoring criteria used in this research was designed by Jacobs et al (1981) as can be seen below:

Aspects of Writing	Score	Criteria
Content	30-27	Excellent to very good: knowledgeable, substantive, through development of thesis, relevant to assigned topic
	26-22	Good to average: some knowledge of subject, adequate range, limited development of thesis, mostly relevant to topic but lacks detail
	21-17	Fair to poor: limited knowledge of subject, little substance, inadequate development of topic
	16-13	Very poor: does not show knowledge of subject, non substantive, not pertinent or not enough to evaluate
Organization	20-18	Excellent to very good: fluent expression, ideas clearly stated or supported, succinct, well-organized, logical sequence, cohesive
	17-14	Good to average: somewhat choppy, loosely organized but main ideas stand out, limited support, logical but incomplete sequencing
	13-10	Fair to poor: non-fluent, ideas confused or disconnected, lacks logical sequencing and development
	9-7	Very poor: does not communicate, no organization or not

Vocabulary	20-18	Excellent to very good: sophisticated range, effective word or idiom choice and usage, word from mastery, appropriate register
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	17-14	Good to average: adequate range, occasional errors of word or idiom form, choice, usage but meaning not obscured
	13-10	Fair to poor: limited range; frequent error of word or idiom form, choice, usage, meaning confused or obscured
	9-7	Very poor: essentially translation; little knowledge of English vocabulary, idioms, word form or not enough to evaluate
Language use	25-22	Excellent to very good: effective complex construction; few errors of agreement, tense, number, word order or function, articles, pronouns, prepositions.
	21-18	Good to average: effective but simple construction; minor problem in complex construction; several errors of agreement, tense, number, word order or function, articles, pronouns, prepositions but meaning seldom obscured
	17-11	Fair to poor: major problem in simple or complex constructions; frequent errors of negation, agreement, tense, number, word order or function articles, pronouns, prepositions, and/or fragments run-ons, deletions; meaning confused or obscured

	10-5	Very poor: virtually no mastery of sentence construction rules, dominated by errors, does not communicate or not enough to evaluate
Mechanics	5	Excellent to very good: demonstrates mastery of conventions; few errors of spelling, punctuation, capitalization, paragraphing
	4	Good to average: occasional errors of spelling, punctuation, capitalization, paragraphing but meaning not obscured
	3	Fair to poor: frequent errors of spelling, punctuation, capitalization, paragraphing; poor handwriting; meaning confused or obscured
	2	Very poor: no mastery of conventions; dominated by errors of spelling, punctuation, capitalization, paragraphing; handwriting illegible or not to evaluate
Total score		

The score of writing based on five components could be compared in the percentage as follows:

Content	30%
Organization	20%
Vocabulary	20%
Language use	25%
<u>Mechanics</u>	<u>5%</u>
Total =	100%

Table of Rating Sheet Score

S's	Cont.	Org.	Voc.	Lang.	Mech.	Total
1.						
2.						
3.						

3.9. Data Analysis

In order to get the results of this research, the data were analyzed using some steps as follows:

1. Scoring the pre-test and post-test
2. Finding the mean of the pre-test and post-test using this formula:

$$Md = \frac{\sum d}{N}$$

Md = mean

\sum = total score of the students

N = number of students

3. Drawing conclusion by comparing the means of the pre-test and post-test.

3.10. Data Treatment

In treating the data, the researcher used the following procedures:

3.9.1 Random Test

The random test was conducted to find out whether the data in the sample class fits the criterion of randomization or not. The samples were tested by using Run Test in SPSS 16. The hypotheses of the random test were:

H_0 : The data is not random

H_1 : The data is random

The level of significance used was 0.05. H_1 is accepted if the result of the random test is higher than 0.05 ($p > .$).

3.11. Normality Test

The purpose of composing the normality test was to find out whether the data are normally distributed or not. The researcher used SPSS 16 to analyze the data in order to find the value. The hypotheses of the normality test are:

H_0 : The distribution of the data is not normal

H_1 : The distribution of the data is normal

The level on the significance used was 0.05. H_1 is accepted if the result of the normality test was higher than 0.05 ($p > .$).

Table 4.4. Result of Normality Test

	Tests of Normality					
	Kolmogorov-Smirnov ^a			Shapiro-Wilk		
	Statistic	Df	Sig.	Statistic	df	Sig.
pretest	.105	30	.200*	.963	30	.372
posttest	.097	30	.200*	.975	30	.672

a. Lilliefors Significance Correction

*. This is a lower bound of the true significance.

The table above shows the normality tests for the pretest and the posttest. The significant level in *Shapiro-Wilk* normality test of the pretest is 0.372 and posttest is 0.672. Since, the significant level of both tests are more than 0.05 ($0.372 > 0.05$ and $0.672 > 0.05$), it can be concluded that the data sample of the two tests is normally distributed.

3.12. Hypothesis Testing

To measure the improvement, the result of the pre-test and post test were compared. The hypothesis was tested by using Paired Sample T-test in order to know the difference of the treatment effect.

Table 4.5. Paired Samples Statistics

Paired Samples Statistics					
		Mean	N	Std. Deviation	Std. Error Mean
Pair 1	posttest	77.3333	30	5.11814	.93444
	pretest	64.3667	30	7.23251	1.32047

Table 4.6. Result of Paired Samples Test

Paired Samples Test									
		Paired Differences					T	Df	Sig. (2-tailed)
		Mean	Std. Deviation	Std. Error Mean	95% Confidence Interval of the Difference				
					Lower	Upper			
Pair 1	posttest - pretest	12.96667	5.88384	1.07424	10.76961	15.16373	12.071	29	.000

Hypotheses used in Paired Samples Test are as follows:

H_0 :There is no difference of students' ability in writing descriptive text after the implementation of guided questions technique.

H_1 :There is difference of students' ability in writing descriptive text after the implementation of guided questions technique.

The criteria of the conclusion are:

- a) H_0 is accepted if significant level is higher than 0.05 (> 0.05).
- b) H_1 is accepted if significant level is lower than 0.05 (< 0.05).

The table above shows that significant level is 0.00 and it is lower than significant level ($0.00 < 0.05$). Therefore, H_0 is rejected, and H_1 is accepted. Since, the significant level is lower than 0.05. In other words, there is difference of the students' ability in writing descriptive text after being taught through guided questions technique.

V. CONCLUSIONS AND SUGGESTIONS

This final chapter presents the conclusion of the research findings and suggestions for English teachers who want to use guided questions technique in teaching writing and for those who want to conduct similar research.

5.1. Conclusions

The objective of this research is to find out whether there is a difference of students' writing ability in descriptive text, and to find out which aspect of writing improved the most after being taught through guided questions technique. In relation to the results and discussion of the study, it can be concluded that:

1. Since there is difference of students' writing ability before and after being taught through guided questions technique, it can be concluded that this technique can be used to improve the students' ability in writing descriptive text.
2. Thus, this technique also improved all aspects of writing descriptive text, they were:
 - a) Organization improved 4.69 because the students were able to write descriptive text coherently.

- b) Content improved 4.51 because the students were able to develop the ideas in the text.
- c) Vocabulary improved 1.93 because the students were able to find the appropriate words with the content of their text.
- d) Language use improved 1.5 because the students were able to use Simple Present Tense in writing their text.
- e) Mechanics improved 0.33 because the students were able to use the punctuation, capitalization, and also spelling.

5.2. Suggestions

In reference to the conclusion above, the researcher gives some suggestions as follows:

5.2.1. Suggestion for English Teachers

- a. English teachers are suggested to use guided questions as one of the alternative techniques to improve the students' writing ability in writing descriptive text. This is because the technique can help the students who still have problems in expressing their ideas in written form to write with well organized sentences in descriptive text.
- b. In this research, the students need to be developed in grammar mastery. Hence, it is suggested that the teacher should help the students by giving more exercises about the use of simple present tense.

5.2.2. Suggestions for Further Researchers

- a. This study applied Guiding Question Technique to improve the students' ability in writing descriptive text. Therefore, further researchers can apply this technique with another kind of text, procedure, analytical exposition, or other kinds of text.
- b. In this research, this researcher implemented Guiding Question Technique to the second grade students of junior high school. For further researchers can conduct this technique in different level, for example in first and third grade of junior high school, or in senior high school.

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