TEACHING WRITING THROUGH GUIDED QUESTIONS TECHNIQUE AT THE FIRST GRADE OF SENIOR HIGH SCHOOL 3 BANDAR LAMPUNG

(A Script)

By
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ENGLISH EDUCATION STUDY PROGRAM
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ABSTRACT

TEACHING WRITING THROUGH GUIDED QUESTIONS TECHNIQUE AT THE FIRST GRADE OF SENIOR HIGH SCHOOL 3 BANDAR LAMPUNG

Annely Prima Santoso

This research were aimed to find out the most improved aspect of students' writing after being taught by guided questions technique, and to investigate the most frequently faced problems in learning writing. The population of this research was the first grade students of Senior High School 3 Bandarlampung in the academic year 2018/2019. The sample of this research was X Science 2 which consisted of 29 students. Data were taken from tests and interview. The result showed that the most improved aspect of writing was language use with the mean score of the pretest was 57.84, and the posttest was 65.79. Moreover, the result of the interview showed that language use was the most frequently faced problems. Twenty five students admitted that they had problems with language use aspect. Therefore, it is approved that guided questions technique improves their ability in descriptive text writing.

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A Script

**Submitted in a Partial Fulfillment of
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The Language and Arts Department of
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**ENGLISH EDUCATION STUDY PROGRAM
DEPARTMENT OF LANGUAGE AND ARTS EDUCATION
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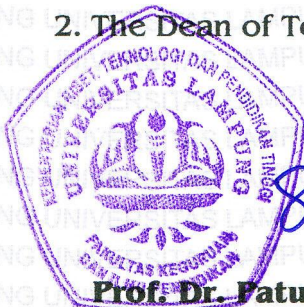
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Menyatakan bahwa skripsi ini adalah hasil karya sendiri. Sepanjang pengetahuan saya, karya ini tidak berisi materi yang ditulis oleh orang lain, kecuali bagian-bagian tertentu yang saya ambil sebagai acuan. Apabila ternyata terbukti bahwa pernyataan ini tidak benar, sepenuhnya menjadi tanggung jawab saya.

Bandarlampung, 12 September 2019
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CURRICULUM VITAE

The writer's name is Annely Prima Santoso. Her nickname is Anne, but many people call her Neli. She was born on September 21st 1997 in Bandarlampung. She lives in Langkapura Baru, Bandarlampung. She is the first child of Agus Santoso and Rini Nurhayati. Her parents are teachers and work for senior high school in Bandarlampung. She has two sisters, Feby Fellycia Santoso and Monique Permata Sari Santoso.

She started her study in Kindergarten at Citra Melati and graduated in 2003. After that she continued her study at Kartika II-5 Elementary School Bandarlampung and graduated in 2009. Then, she continued at Junior High School 10 Bandarlampung and graduated in 2012. She registered in Senior High School 2 Bandarlampung and graduated in 2015. She enrolled at University of Lampung by SNMPTN in 2015 and was accepted as a student of English Education Study Program of Teacher Training and Education Faculty.

She was the first winner of Scrabble Competition on The Bunda Delima Cup-English Competition at Bunda Delima Nursing Academy 2012 and the second winner of scrabble competition on Festival Palapa at Senior High School 3 Bandar Lampung 2014. In 2016, she joined an international scrabble competition in Johor Bahru, Malaysia named Causeway Challenge. She was a tournament director for scrabble division on *Semarak Bulan Bahasa dan Seni* in 2017 and 2018. She participated on SEA Teacher Project sent to Iloilo City, Philippines for a month. She was the liaison officer (LO) coordinator on International Essay Contest for SEA Teacher Alumni in 2018. In the beginning of 2019, she became a coordinator of buddy for SEA Teacher Project Batch 7. She was selected on GGMUN (Global Goals Model United Nations) 3.0 in Thailand. She is a coordinator for volunteers in University of Lampung on Lampung Krakatau Festival 2019.

DEDICATION

This paper is fully dedicated to my beloved mother, father, my younger brothers and my younger sister who always pray for my success and encouragement in doing this paper.

My beloved friends in English Department 2015

My almamater, University of Lampung

MOTTO

There is no plan b. do your best!

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Alhamdulillahirobbil'alamin, praise is merely for Allah SWT, the Almighty God for blessing me to finish this undergraduate thesis. The work which is entitled: Teaching Writing through Guided Questions Technique at The First Grade of Senior High School 3 Bandarlampung is submitted as partial fulfillment of the requirements for S1 degree at the Department of Language and Arts Education Faculty of Teacher Training and Education, University of Lampung.

Gratitude and honor are addressed to all persons who have supported the writer in completing this script. Therefore, the writer would like to express her respect and best gratitude to:.

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Finally, the writer would like to thank everybody who was important to the successful realization of this work. This work is far from perfection there might be weaknesses in this research, but it is expected that it will be useful not only for the researcher, but also for the readers.

Thus, comments, critics, and suggestions are always welcome for better research. The writer hopes this research would give a positive contribution to the educational development, the readers and to those who want to conduct further research.

Bandar Lampung,

The Writer

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I. INTRODUCTION

This chapter was concerned with some points. There are background of the problem, research questions, objectives of the research, uses of the research, scope of the research, and definition of terms which will be explained and clarified as the following.

1.1 Background

English has been the compulsory subject that is taught and learnt from elementary school until university. Students are expected to achieve four skills: listening, speaking, reading and writing. Writing as one of language skills plays an important role in the formal communication.

The students are expected to be able to communicate both in spoken and written form to solve problems in their daily lives through various kinds of text. One of the texts that has to be learnt by the first-year students of senior high school is descriptive text. The students have to be able to understand and create descriptive text cohesively based on the generic structure and the function of the text.

In fact, this objective is hard to achieve. From the experience as a senior high school teacher in teaching training program (PPL), the researcher found that the first-year students get confused about expressing their ideas in written form, particularly, in descriptive text writing. When the teacher asked the students to write a descriptive text, they got difficulties in linking several sentences into

one coherent idea to create a text. Yuniarsih (2008: 65) found that many students could not express their idea smoothly in written form. Although they had been given a topic to write, they could not automatically start their writing assignment. It can be said that although they have written several lines, they mostly find difficulties on how to continue their writing. As the result, they tend to stop writing.

Idrus (2003:3) states that although English has been learnt for many years, we still find that senior high school graduates cannot understand and use English well both in spoken and written form. Many students complain that they have the ideas what they are going to write but they do not know how to put them into a paragraph coherently. They cannot link several sentences into one coherent idea. Based on these facts the researcher believes that for the most of the students, writing is difficult skill of language. This also admitted by Byrne (1988:4) who says that writing is difficult for most people both in mother tongue and in foreign language.

Therefore, the researcher was encouraged to look it closer by doing a research on this matter, particularly in descriptive text writing. The researcher assumed that the students need guidance in writing descriptive text to make them easier in expressing their ideas. She believed that by guiding the students through Guided Questions in the descriptive text writing process, they would have something to write and their writing would be 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.

Rivers (1978:245) says that to be able to write in foreign language, the students must be trained systematically through five steps of development: copying,

reproduction, recommendation, guiding the students' writing and composition. From the statement, we can say that guiding the students in their writing process is needed to help them express their ideas in good composition. So, Guided Questions can be considered as one of the alternative techniques that can be used in teaching writing descriptive text. In the activities of teaching writing using this technique students were given some questions as a guidance to lead them write descriptive text. They were not just given the actual text that they would write, but they were given a series of questions which the answers could help them to form the text. The researcher believed that students can improve their writing ability through Guided Questions Technique. However, the researcher assumes that students still face problem during teaching writing through Guided Questions.

The implementation of Guided Questions in teaching writing descriptive text was assumed to be able to improve the ability of first-year students of Senior High School 3 Bandarlampung in descriptive text writing. Besides that, the researcher wanted to know what problems students frequently face in learning writing.

1.2. Research Questions

Based on the background that has been discussed above, the researcher formulates the problems as follows:

1. What aspects of writing will improve the most after learning writing through guided questions technique at Senior High School 3 Bandarlampung?

2. What problems do students frequently face in the implementation of guided questions technique in teaching writing at Senior High School 3 Bandarlampung?

1.3. Objectives

In relation to the research questions above, the objectives of this research are:

1. To find out what aspects of writing that improve the most in writing descriptive text after the implementation of guided questions technique at Senior High School 3 Bandarlampung.

2. To find out what problems that students frequently face in the implementation of guided questions technique in teaching writing. At Senior High School 3 Bandarlampung.

1.4. Uses

1. Theoretically, it may support theories that guided questions technique can be applied in teaching English, especially in teaching writing.

2. Practically, the result of this research hopefully can be used as a consideration for English teacher to use guided questions technique in improving students writing ability.

1.5. Scope

This research are quantitative and qualitative. It will be conducted in the first year students of Senior High School 3 Bandarlampung. This research is focused on two objectives. The first is focussed on using guided questions technique to find out what aspects of writing that improve the most in writing descriptive text after the implementation of guided questions technique at Senior High School 3 Bandarlampung. The second is focused on the students' problems during the application of guided questions technique in writing. Descriptive text will be used as the material of the learning process. The topics are about students' classmate, mother, or favorite athlete. The students are concerned with five aspects of

writing, such as content, organization, grammar, and mechanics. Interview will also be used. It consists of 10 questions.

1.6. Definition of term

The following statements below are presented as the key terms that are used in this study:

1. Writing

writing is an active process of expressing ideas, thought, and feeling of the writer. (Fatoni, 2012)

3. Descriptive Text

Descriptive text is a text which focuses on the characteristic features of particular subject, such as book, animal, etc. (Priyana, 2008: 18)

4. Guided Questions Technique

Guided questions technique is a technique in which the students are guided to express their ideas into the written form by giving them some questions related to the topic. (Traver, 1998).

This chapter has discussed about the background of the research, the research questions, objectives of the research, uses of the research, scope of the research and definition of terms.

II. LITERATURE REVIEW

This chapter reviews theories that support this research. It consists of concept of writing, teaching writing, descriptive text, guided questions technique, teaching writing using guided questions, procedures of applying guided questions in teaching descriptive text, the advantages and disadvantages of guided questions technique, students' problem in writing, theoritical assumption and hypothesis.

2.1. Writing

According to Raimes (1983: 76) writing is a skill in which we express ideas, feeling and thought which is to be arranged in words, sentences, and paragraph. Writing also reinforces the use of the sentence's structure and tenses, idiom, and vocabulary correctly. In line with this, Fatoni (2012) states that writing is an active process of expressing ideas, thought, and feeling of the writer. It means that if someone is able to share his orher message in right order to the reader, there will be a communicationbetween them.

Writing is a means of communication similar to speaking; nevertheless, the way of communication makes it different between them writing. In writing, a writer can communicate with the reader. She or he can express his or her idea in written form. In other words, someone can commuincate his or her ideas, thoughts, and feeling to the others through written form by putting them on a paper.

In addition, Nik (2010) states that writing is not just putting pen to paper or writing down ideas but it is how these ideas are presented or expressed effectively. This highly demanding process of writing requires a number of skills and conventions like organization in the development of ideas and information; a high degree of accuracy in choosing the right words so there is no ambiguity of meaning and also the right use of complex grammatical devices to focus and emphasize ideas. Besides, writing demands the writer to have the careful choice of vocabulary and understand grammatical patterns and to be able to write sentence structures that are appropriate to the subject matter.

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

In writing there are several aspects which should be considered by students in order to write well. According to Jacobs (1981), there are five aspects of writing:

1. Content

It refers to the substance of writing, the experience of the main idea identified by seeing the topic sentence. The topic sentence should express the main idea and reflect the entire paragraph.

2. Organization

It refers to the logical organization of content that stick together so that ideas run smoothly within paragraph.

3. Grammar/Language use

It refers to the use of the correct grammatical forms and syntactical pattern. It is identified from the construction of well-formed sentence.

4. Vocabulary

It refers to the selection of words that are suitable the content. It can be identified by seeing the words choice or diction in order to convey ideas to the reader.

5. Mechanics

It 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 a whole brain activity to Formulate and organize ideas in right words to deliver and communicate the aims to the reader and present it on a piece of paper.

2.2. Teaching Writing

Teaching writing is to teach the students how to express the idea or imagination in written form. According to Brown (1980), teaching is showing or helping someone to learn how to do something providing with knowledge, causing to know or to understand. It means that teaching writing should guide the students not only to write sentence but also to organize their ideas into written form. Then, the teacher must give the appropriate guidance in which the students are able to express their ideas in written form properly.

In relation in teaching writing, Reid (1993) states that teaching writing is a unique way to reinforce learning. It means teaching writing is very important in order to built students' language ability. Therefore, teachers should know the problems faced by the students during teaching learning process in order to know the appropriate way to overcome the writing problem in writing class.

In practicing their writing, the students have to follow the steps to make their writing more effective. Mappe (2000) devides writing process into four steps they are:

1. Pre-writing

In this stage, students involve some activities, such as reading, mind mapping, discussing, questioning and interviewing. A typical pre-writing activity in the process approach would be for students to brainstorm on the topic that they got. By this way, students will get an idea so they have motivation to start making a good writing.

2. Drafting

In this stage, students will select among ideas during pre-writing.

3. Revising

In this stage, the students get a feedback which is given by the teacher or peers. After that, students will review a draft to check five aspects of writing that have mentioned by the teacher and they have to do the revision to the next draft. In this stage, the teacher helps the students to do revision shape and reshape into final form.

4. Editing

In this stage, students have to check their final draft for some mistake they have made based on the feedback given such as vocabulary, mechanic, grammarand all presentation. After students pass checking and editing, they are allowed to publish their writing to readers.

2.3. Descriptive Text

According to Stanley (1988), description presents the appearance of things that occupy space, whether they are objects, people, buildings or cities. In this kind of text, the students are required to list the characteristics of something and usually deal with the physical appearance of the described thing (Smalley et. al., 2001). In other words, description text is to describe a particular person, place, or thing.

In line with this, according to Corbett (1983) descriptive text is one of the expository writing. The description draws a picture, tries to convey the sound, taste, and smell of things or objects. Tompkins (1994) and Stanley (1988) defined descriptive text as painting pictures with words. By reading a descriptive text, readers feel that they see the description just like they see pictures. Descriptive text has the purpose to describe an object or a person that the writer is interested in.

A descriptive text is considered as the simplest and easiest writing form compared to the narrative, descriptive, or procedure, particularly for the beginning writers (Ellis et. al., 1989). In relation to teaching descriptive text writing, teacher should help students express anything in their mind about certain object into words and sentences. They should describe an object clearly in order to make the readers able to see the object in their mind as clearly as possible.

Stanley (1988) asserts that the aim of description is to convey to the reader what something looks like. Furthermore, Johnston and Morrow (1981) state that the purpose of descriptive text is to describe objects or persons in which the writer is interested. Therefore, the writer should know well what he wants to describe. He should describes his ideas and thought vividly based on what he see, hear, taste, smell, or touch. The writer should start by observing the objects carefully to take the significant details and brings a clear picture to the readers and avoid ambiguities.

2.4. Guided Questions Technique

Teachers are suggested to use a good technique in teaching writing. One of them is guided question technique. Geyser (2007:16) states that guided writing is an

extremely useful way to prepare students for a writing task.

To encourage the students to express their ideas, it will be better to use "W+H questions" than "yes or no questions" because it gives them more chances to express their ideas openly. Rivers (1964:262) states that a series of questions may be constructed that the students can write their ideas as they answer the questions. If the teacher teaches writing analytical exposition text trough guided question, they can make a list of questions which will guide the students to write their ideas into paragraph.

In short, the researcher believed that guided questions is a suitable technique to apply in teaching writing description text. Because here, they can answer a list of questions that related to the topic. So, they will elaborate their answer well.

2.5. Teaching Writing Using Guided Questions

As we know that writing is the last skill which should be mastered by everyone. However, the students think that writing is difficult and boring activity. This is the reason for the teachers that should have good technique in teaching writing. Crider (2000) in her book "On Teaching Writing" states that without guidance, some students will never learn to write. Thus, by having a list of questions, the students are guided to elaborate their answers into paragraph.

Here, the researcher is interested in applying Guided Questions as a technique in teaching writing. Guided questions technique is an activity in which the students are guided to express their ideas into the written form by giving them some questions related to the topic which is going to be written by the students. Through guided questions, the students are helped to avoid errors as long as they follow the direction and answer the questions given before writing. By using

guided questions, the students are also led to focus on the idea which will be written.

There are some of previous researches which is done by the researchers. The first is *Using the Guided Writing Technique to Improve the Ability in Writing Recount Text of Eight Grade Students at SMA Al Iksan Pogolan Trenggalek in the Academic Year 2010/2011* by Ulfa Romaisa Basar .The researcher concludes that the finding of this study has a positive influence in writing recount text.

The second is *Improving Students' Writing Skill of Descriptive Text Trough Guided Questions (A Classroom Action Research at The Tenth 2013/2014)* by Umi Naini Ikhda. The finding of this research shows that almost students in second grade have their score increased in each assessment given. Even though there are some students whose score cannot be improved, it is proved that Guided Writing Technique is able to improve the score in writing descriptive text.

The third is *Improving Student's Ability in Writing Recount Text through Guided Questions Technique* by Achmei Gunawan. His finding shows that the use of guided questions improves the students' ability in writing recount text.

Based on previous researches above, it has been approved that guided questions can be implemented successfully to teach writing and speaking skill.

2.6. Procedures of Applying Guided Questions Technique in Teaching Descriptive Text

Procedure of applying guided questions is used to make sure that the research is systematically arranged and to avoid confusion. There are the procedures of teaching descriptive text through guided questions:

    a.   The students are asked to answer a list of questions about a topic.

    b.   The teacher writes the students' idea near the questions.

    c.   The teacher writes the ideas into a paragraph.

    d.   The students learn the language feature in the paragraph.

    e.   The teacher shows the good paragraph to the students.

    f.   The students makes a paragraph.

Time allocation for writing descriptive text for grade X is 10x45 minutes.

2.7. The Advantages and Disadvantages of Guided Questions Technique

Every technique of teaching learning has advantages and disadvantages. There are the advantages and disadvantages of guided questions technique based on explanations above are as follows:

1. The application of guided writing may enhance students' grammatical awareness and sentence structure knowledge of a English, particularly at the lower levels of language proficiency.

2. The students will not be confused since they have a guidance to make a paragraph.

Despite guided writing's beneficial role in helping the students to produce written work with confidence, there is a disadvantage about guided writing:

1. The students sometimes only answer the question by having short answer. They do not have addition answer or supporting sentences which support the main answer.

2.8. Students' Problems in Writing

Due to the complexity of writing, the students often have problems to start expressing their ideas in the form of writing. Byrne (1988:4) provides three

reasons to explain why writing is difficult: First, writing itself is a solitary activity without interaction or the feedback but depends solely on the writer himself;

Second, during the process of producing, writer himself needs to make the effort to bridge the gap and to realize the possibility in communication; Third, writers have to present themselves to the unknown readers by effective instruction. Furthermore, Ningrum (2012) mentions that there are three problems by EFL teachers in teaching writing. Those are "the less-proficient writer" problem, the "I cannot write English" problem, and "the teacher response" problem. Each is explored clearly below.

In the first problem, some students use ineffective writing strategies, such as; they start off confused, without using prewriting strategies; they take much time to get ideas onto papers; they work primarily at the sentence level, struggling with forms; they are concerned with vocabulary choice and sentence structure; they revise primarily at the word and sentence and revise surface level items (spelling, grammar, punctuation, etc.); they tend to avoid adding, deleting, and recording ideas' they revise primarily only the first draft.

In the second problem, some students have negative attitude about writing. Negative statement such as "I ready don't like to write, it's boring, writing is so difficult, I always feel my English terrible" are problematic in EFL writing classrooms. Writing teacher should identify who has negative attitude s toward writing is important.

In the third problem, students do not always understand or pay attention to the content of the teacher's response to their written work. Therefore, a teacher needs to explore different ways for the students to get feedback on their writing.

Based on the explanations above, it can be assumed that the teacher should be active in monitoring the students and proactively give intensive guidance to the students in every stage of writing.

2.9. Theoretical Assumption

Writing is considered as the most difficult skill in learning English. Therefore, a suitable technique is needed to make the students easier in learning this skill. One of the techniques that can be used to make the students good in writing is guiding questions technique. Through guided questions, students are given a chance to learn both writing and grammar. By using guided questions, students are also helped to improve students' writing ability and awareness in using language use.

From the explaination above, the researcher assumed that guided questions technique can make the students' descriptive text writing better as long as they follow the procedure of guided questions technique. Guided questions is a teaching technique that is expected to make the students active in learning writing. This is beacuse since this technique tends to facilitate the students to write smoothly and coherently.

2.10. Hypotheses

Based on the theoretical assumption above, the researcher formulates the hypothesis as follow:

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

H_1: There is an improvement in language use aspect of students' descriptive text writing ability after the implementation of guided questions technique.

This chapter has explained about writing, teaching writing, descriptive text, guided questions technique, teaching writing using guided questions, procedures of applying guided questions in teaching descriptive text, the advantages and disadvantages of guided questions technique, students' problem in writing, theoretical assumption and hypotheses.

III. METHODS

In this chapter, the researcher discusses several points: design, population and sample, variables, data collecting technique, research procedures, scoring criteria, instrument, data analysis, data treatment, and hypothesis testing. The content of this chapter is presented as follows.

3.1. Design

In this research, the researcher used two methods since the purposes of the research are: (1) To find out what aspects of writing that improve the most in writing descriptive text after the implementation of guided questions technique; and (2) To know the most frequently faced students' problem after the implementation of guided questions technique.

To answer the first research question, the used a quantitative method. The design of this research is one group pre-test post-test design. The design of this research could be illustrated as follows:

$$\boxed{\text{T1 X T2}}$$

T_1 : Pre test

T_2 : Post test

X : Treatment (Guided Questions Technique)
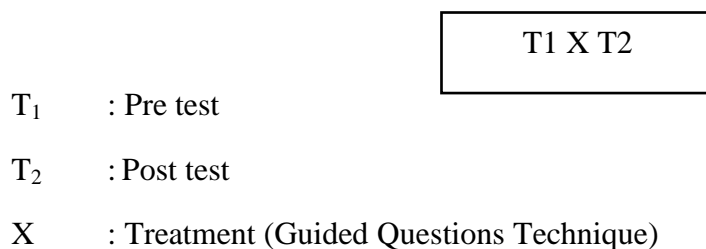
(Setiyadi, 2006:143)

Then, to answer the second question, a qualitative method is implemented in this research. The result of the second question is in form of interview.

3.2. Population and Sample

The population of this study was the first grade students of Senior High School 3 Bandarlampung in academic year of 2018/2019. A class was taken as the sample of this research for the experimental class. In determining the experimental class, the researcher used simple probability by using lottery. There were six classes written in pieces of paper and the researcher took one out of six, so that all the class got the same chance to be sample.

3.3. Variable

This research consisted of the following variables:

1. Guided questions technique as independent variable (X)

It is categorized as independent variable because guided questions technique is the variable that can influence the dependent variable to determine the effect between phenomenon and the object which is observed.

2. The students' achievement in descriptive text writing ability as dependent variable (Y)

It is categorized as dependent variable because students' achievement is based on the activity output. The achievements of students can be measured to determine whether or not there is an effect of the independent variable.

3.4. Data Collecting Techniques

To collect the data, the following tests (pre-test and post-test) and interview were used.

3.4.1. Tests

The tests divided into two, those are:

1) Pre-test

The pre-test was administered before the students were taught by using guided questions technique or before treatment process. Pre-test was given in order to

find out how far the students' ability of descriptive writing before being taught by using guided questions technique. This test was in written form essay. The students had to make a decriptive paragraph. The researcher provided some topics and it was chosen by students. Then the students were asked to write descriptive text which consisted of minimum 100 words. This test was held about 90 minutes.

2) Post-test

The post-test was administered after the students were taught by using guided questions technique or after treatment processed. Post-test was given in order to measure their improvement in writing ability after being taught by using guided questions technique. In this test the researcher provided the same topic to the students as they chose in the pre test. The text should consist of at least 100 words. It took 90 minutes for this post test.

3.4.2. Interview

Interview is a conversation between an investigator and an individual or a group of individuals in order to gather information (Richard and Schmidt, 2010:298). In this research, the researcher used semi-structured interview in order to get the detail information from the interviewee. In order to make the data of interview valid, the researcher used triangulation of theory. Setiyadi (2006) state that in triangulation of theory, data collection is collected based on different theory or by analyzing the same data with different theory.

Interview guide was used to know the students' responses and motivation after following the teaching and learning process. Interview guide is a list of topics used by an interviewer during an interview. An interview guide helps the interviewer make sure that the important topics have been covered during the interview (Richard and Schmidt, 2010:298). This interview guide would be

given at the end of treatment. The researcher used code "1" for answer yes and "0" for answer no to count the most frequently faced students' problem. Besides, it was also used to know whether the strategy was helpful to solve the students' problem in writing or not. The topics of interview was described as follows:

Table 3.1

Interview Guideline for the Students after the Treatment

Component	Category	Item Number
Students' problem	Steps of writing	1, 2, 3, 4
	Procedure of Guided Questions Technique	5, 6, 7
	Aspect of writing	8, 9, 10

3.5. Research Procedures

In order to ensure that the result deals with its best procedures to maintain a good process, there are several steps as follows:

1) Selecting materials for treatment

In selecting materials for treatment, the researcher selected and adapted some samples of descriptive text from English books and internet.

2) Determining the population and selecting sample

The population of this research was the first grade students of Senior High School 3 Bandarlampung. The researcher chose one class as the experimental class randomly by using lottery, since every class has the same opportunity to be chosen.

3) Administering the pretest

The pretest was conducted to measure students' preliminary ability before treatment. In this stape, students in experimental class was assigned to write a descriptive text. The topic was about students' classmate, mother, or favorite athlete. The time allocation was 90 minutes.

4) Conducting the treatment

After giving the pretest to the students, the experimental class was given treatment by using guided questions technique. The treatment was conducted in 90 minutes, based on the time allocation in the syllabus of the first grade of Senior High School. The treatment was conducted in three meetings. In those three meetings the students was guided to write a descriptive text. After the treatment is given, the posttest was given to the students to be evaluate their ability in writing descriptive text after the implementation of guided questions technique.

5) Administering the posttest

In order to see the improvement of students' writing ability, the posttest was conducted in the experimental class after they are given the treatment. The test was in form of writing. The students was asked to develop their descriptive text writing based on the steps provided based on the topic about students' classmate, mother, or favorite athlete. The posttest was conducted in 90 minutes.

6) Administering the interview

The interview was given for the students in order to know the most frequently faced students' problem in descriptive text writing after the implementation of guided questions technique. The interview consisted of 10 questions.

7) Scoring

Since the researcher used two raters to score writing test, the researcher filled the scoring test of the first rater (R1) and the second rater (R2) will be filled by Rachma Vivien Belinda as an alumnae of English Education 2014.

8) Analyzing data

After scoring pretest and posttest, the data was analyzed by using SPSS version 17.0. It was used to find out the means of pretest and posttest and how significant the improvement is. Moreover, the interview was analyzed by using descriptive analysis.

3.6. Scoring Criteria

In evaluating the students' writing scores the researcher analyzed the result of students' descriptive text writing. The criteria of scoring system is based on the rating sheet from Jacob (1981) which concerned to the five aspects of writing; content, organization, vocabulary, language use, and mechanics. The researcher was used computation as follows:

Table 3.2. The Scoring Criteria

Aspect of Writing	Score	Criteria
Content	30-27	**Excellent to very good:** knowledgeable, substantive through development of thesis, relevant to assign topic.
	26-22	**Good to average:** some knowledge of subject, adequate range, limited development of thesis,mostly relevant to topicbut 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 enough to evaluate.

Organization	20-18	**Excellent to very good:** fluent expression, ideas clearly stated, well-organized, logical sequence.
	17-14	**Good to average:** not really fluent expression, loosely organized but main ideas stand out, limited support, logical but incomple sequencing.
	13-10	**Fair to poor:** non-fluent, ideas are fisconnected, lacks logical sequencing and development.
	9-7	**Very poor:** does not communicate, no organization and not enough to evaluate.
Vocabulary	20-18	**Excellent to very good:** sophisticated range, effective word, choice and usage, word from mastery.
	17-14	**Good to average:** adequate range, occasional errors of word, choice, usage but meaning not obscured.
	13-10	**Fair to poor:** limited range, frequents errors of word, choice, usage and meaning confused.
	9-7	**Very poor:** essentially translation, little knowledge of English vocabulary, not enough to evaluate.
Language Use	25-22	**Excellent to very good:** effective complex construction, few errors of agreement, tense, number, word order, articles, pronouns and

		prepositions.
	21-18	**Good to average:** effective but simple construction, few errors of agreement, tense, number, word order, articles, pronouns and prepositions.
	17-11	**Fair to poor:** major problem in simple or complex constructions, frequents error of agreement, tense, number, word order, articles, pronouns, prepositions and/or fragments run-on.
	10-5	**Very poor:** virtually no mastery of sentence construction rules, dominated by errors, does not communicate or not enough to evaluate.
Mechanic	5	**Excellent to very good:** demonstrates mastery of conventions; few errors of spelling, punctuation, capitalization and paragraphing.
	4	**Good to average:** occasional errors of spelling, punctuation, capitalization and paragraphing but meaning not confused.
	3	**Fair to poor:** frequent errors of spelling, punctuation, capitalization and paragraphing, poor handwriting, meaining confused.
	2	**Very poor:** no mastery of conventions; dominated by errors of spelling, punctuation, capitalization, paragraphing, not enough to

		evaluate.
Total score		

<div align="right">(Jacob, 1981: 90)</div>

3.7. Instrument

The instruments was used for this research werre writing tests to reveal the students' writing ability was be given in the first meeting before the treatments, while the post-test was conducted after the students received the treatments. Both of the tests were essay form whose the topic is students' classmate, mother, or favorite athlete. Each test was conducted within 90 minutes. The purpose of the pre-test was to see the students writing ability at the first step before the treatments was given. Moreover, the purpose of the post-test was to find out whether or not there was an increase of students' achievement after the students received the treatments.

 Furthermore, the researcher also used interview as the instrument. The interview was administrated after the post test. The interview consisted of 10 statements which were categorised into steps of writing, procedure of Guided Questions Technique and aspects of writing.

3.7.1. Validity of The Test

Validity is the extent to which an instrument really measures the objective to be measured and suitable with the criteria (Hatch and Farhady, 1982: 250). Hatch and Farhady (1982:281) also add that there are two basic types of validity; content validity and construct validity. In order to measure whether the test has a good validity, those two types of validity are analyzed.

3.7.1.1. Content Validity

Content validity is concerned with whether the test is sufficiently representative and comprehensive for the test. In the content validity, the material given is suitable with the curriculum (Setiyadi, 2006). The test has content validity because the researcher makes this test based on the syllabus and curriculum for Senior High School. In this research, the researcher uses descriptive text writing test that is supposed to be comprehended by the first year of senior high school students.

3.7.1.2. Construct Validity

Construct validity is about the instrument form. It investigates the research instrument appropriateness to the research object. Since this research will need the data of writing score, the instrument must truly examine the students' ability in writing a paragraph. It means that the test construction is already in line with the objective of learning (Hatch and Farhardy, 1982:251). Related to this research, the test items should involve the aspects of writing suggested by Jacob (1981) such as content, organization, vocabulary, grammar and mechanic.

3.7.2. Validity of The Interview

In this instrument, the researcher uses only construct validity. Construct validity focused on the kind of the test that it is used to measure the ability. According to Setiyadi (2006), if the instrument just measures one aspect, for example, some writing, the construct validity can be measured by evaluating all items in the test.

3.7.3. Reliability of The Test

Hatch and Farhardy (1982: 243) establish that the reliability of a test could be defined as the extent to which a test produces consistent result when it

administered under similar conditions. A test can be considered reliable if the test has a consistent result. Inter-rater reliability will be used when the score on the test will be independently estimated by two or more judges or raters. In this case. The first rater is the researcher and the second rater is an alumnae of English Education University of Lampung. Both of them will discuss the writing criteria in order to obtain the reliable result of the test. The researcher also will use statistical formula in order to achieve the reliability. The formula used in this study:

$$R= 1-\frac{6.\Sigma d^2}{N\,(N^2-1)}$$

Notes:

R   : Reliability of the test

N   : Number of students

D   : The difference of rank correlation (mean score from Pretest and Posttest)

1 – 6 : Constant number

After finding the cooeficient between raters, the researcher will analyze the cooeficient of reliability with the standard of reliability, as follows:

A very low reliability   (ranges from 0.00 – 0.19)

A low reliability   (ranges from 0.20 – 0.39)

An average reliability   (ranges from 0.40 – 0.59)

A high reliability   (ranges from 0.60 – 0.79)

A very high reliability   (ranges from 0.80 – 1.00)

Based on the standard of reliability above, it can be concluded that writing tests will be considered reliable if the tests reach the range of 0.60-0.79 (high reliability).

The reliability of this research could be seen on the explanation below:

1. The result of reliability of pre-test score

$$R = 1 - \frac{6\ (\sum d2)}{N\ (n^2 - 1)}$$

$$R = 1 - \frac{6\ (435)}{29\ (29^2 - 1)}$$

$$= 1 - \frac{2610}{24360}$$

$$= 1 - \frac{2610}{24360}$$

$$= 1 - 0,1071$$

$$= 0,8929 \text{ (very high reliability)}$$

2. The result of reliability of post-test score

$$R = 1 - \frac{6\ (\sum d2)}{N\ (n^2 - 1)}$$

$$R = 1 - \frac{6\ (520)}{29\ (29^2 - 1)}$$

$$= 1 - \frac{3120}{24360}$$

$$= 1 - \frac{3120}{24360}$$

$$= 1 - 0,1280$$

$$= 0,872 \text{ (very high reliability)}$$

3.7.4. Reliability of The Interview

The researcher did the interview with the subject of this research. In collecting and analyzing the data, the researcher used triangulation to check the validity of the data. Triangulation is an attempt to check the correctness of the data or information obtained by the researchers from different angles by reducing as many errors as possible at the time of collecting and analyzing the data. There are five types of triangulation such as triangulation of time, place, theory, researcher and method. In this research, the researcher used time triangulation.

Time Triangulation

The researcher used time triangulation because time often affects the credibility of the data. Data was collected by interview technique in the morning would produce more valid data than in the afternoon. Therefore, to test the validity of data could be done in various ways such as interview methods, and observation in other times and situations. When the test results produced different data, it was necessary to test repeatedly to produce valid results.

3.8 Data Analysis

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

1. Scoring the pre-test and post-test.

2. Tabulating the result of the test and calculating the mean of pre-test and the post-test.

3. Drawing conclusion from the tabulated results of the test given, that is by statistically analyzing the data using Repeated Measured t-test to show the differences between pretest and posttest of experimental class for answering the hypothesis. The data will be computed through SPSS.

4. Tabulating the students' answer from interview.

5. Describing the students' problem during being taught through guided questions technique.

3.9. Data Treatment

According to Setiyadi (2006: 168-169), using T-Test for hypotesis testing has three basic assumption that can be described as follows:

a. The data is an interval.

b. The data is taken from random sample in population.

c. The data is distributed normally.

Therefore, before testing the hypothesis using T-Test it is necessary to find out whether the data is normally distributed or not. The data was treated by normality test.

3.10 Hypothesis Testing

The hypotheses are stated as below:

H_1: "There is an improvement in language use aspect of students' descriptive text writing ability after the implementation of guided questions technique.

$$\boxed{H_{1:\ Xi \neq X2}}$$

Repeated Measured t-test (Paired Sample T-test) is used to test the hypothesis.

Those all that the researcher covers in this chapter: design, population and sample, variables, data collecting technique, research procedures, scoring crite instrument, data analysis, data treatment, and hypothesis testing.

V. CONCLUSION AND SUGGESTION

This final chapter presents the conclusion of the research findings and suggestions for English teachers who want to try to use Guided Questions Technique in teaching writing and for those who want to conduct similar research.

5.1 Conclusion

1. Language use was the most improved aspect because it gave students clue that could lead students to construct their sentences grammatically and paragraphs well. Moreover, content aspect became the lowest improved aspect because the themes provided limited students' creativity and ideas.

2. Students' problem in writing which is frequently faced is language use aspect. The correct use of simple present tense is the biggest matter found in the interview conducted.

5.2 Suggestions

In reference with the conclusion above, the writer gives some suggestions as follow:

1. The teacher are recommended to be creative in applying Guided Questions

Technique to get the maximum result. In order to make learning process fun when learning writing, teacher needs to make various activities when using this technique because this technique is very simple to use.

2. Further researchers are suggested to notice the repetition of mistakes students did to solve their problem and never skip it before the students understand.

3. In conducting interview, further researchers are suggested to make sure there will be no noise or other distraction during interviewing. Time management is the other thing to consider. Further researchers have to make sure that she/he has enough time.

4. For qualitative research, further researchers are suggested to use codes. Using code eases the researchers analyze the data.

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