THE IMPLEMENTATION OF GUIDING QUESTIONS TECHNIQUE IN
TEACHING WRITING DESCRIPTIVE TEXT AT THE FIRST GRADE
STUDENTS OF SMAN 16 BANDAR LAMPUNG

(A Script)

By

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ABSTRACT

THE IMPLEMENTATION OF GUIDING QUESTIONS TECHNIQUE IN TEACHING WRITING DESCRIPTIVE TEXT AT THE FIRST GRADE STUDENTS OF SMAN 16 BANDAR LAMPUNG

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The objectives of this research were to find out the improvement of the students’ writing achievement after the students were taught through guiding questions technique and to find out the students’ responses after the implementation of guiding questions technique in teaching writing. The population of this research was the first grade students of SMAN 16 Bandar Lampung. The sample of this research was X IIS 1 consisting of 28 students. The research design was one group pretest posttest. The students were taught by using guiding questions technique in three meetings. The data were taken from the tests, and then they were analyzed by using Paired Sample t-test. The questionnaire was used to find out the students’ responses toward the implementation of the technique.

The mean score of the pretest was 59.5, and the posttest was 74.01. The result of the implementation of guiding questions technique in teaching writing showed that there was a significant improvement in the students’ writing achievement since t-value > t-table (14.656>2.051). It also proved that p <0.05. (0.00<0.05). It indicates that, the H₀ is rejected or H₁ is accepted, so there was a significant improvement in the students’ writing achievement after the implementation of guiding questions technique. In addition, the students’ responses toward the implementation of guiding questions technique were positive. The majority of the students agree that guiding questions technique enables to improve the students’ writing achievement.

In brief, it can be concluded that guiding questions technique makes the students well-motivated and indicated high interest in writing the text. The result showed a positive impact in the students’ writing achievement.
THE IMPLEMENTATION OF GUIDING QUESTIONS TECHNIQUE IN TEACHING WRITING DESCRIPTIVE TEXT AT THE FIRST GRADE STUDENTS OF SMAN 16 BANDAR LAMPUNG

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Febri Yani Rahayu

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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.

Bandar Lampung, 31 Juli 2019
Yang membuat pernyataan,

Febri Yani Rahayu
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DEDICATION

This script is fully dedicated to:

My beloved parents, Achmad Damiri (the late) and Rohani

My beloved siblings

My beloved lecturers at the English Department

My beloved friends in English Department 2015

My beloved almamater, University
MOTTO

If you do good, you do good for yourselves; and if you do evil, you do it to yourselves (Al-Isra’ :7)
CURRICULUM VITAE

Febri Yani Rahayu was born in Bandar Lampung on February 28th, 1997. She is the youngest daughter of harmonious couple, Achmad Damiri (Alm) and Rohani. She has 6 siblings, four brothers and two sisters.

She began her study at RA Perwanida 2 Bandar Lampung in 2001. She continued her study at SDN 4 Sawah Lama Bandar Lampung and graduated in 2009. In the same year, she was accepted in SMP Negeri 5 Bandar Lampung and graduated in 2012. Then, in 2012, she studied in SMK Negeri 4 Bandar Lampung and graduated in 2015. In the same year, she successfully passed SBMPTN program and she was accepted as a student of English Education Study Program of Teacher Training and Education Faculty in Lampung University.

During her time in Lampung University, she actively involved in UKM-U Radio Kampus Universitas Lampung (RAKANILA). In July 2018, she did her KKN program in Hargomulyo, Sekampung, Lampung Timur and a teaching practice program (PPL) at SMA Negeri 1 Sekampung. To accomplish her study at college, she undertook a research related to students writing achievement through Guiding Questions Technique at SMAN 16 Bandar Lampung.
ACKNOWLEDGEMENT

Praise is only for Allah SWT, the Almighty God, for blessing the writer with health to finish the script. This script, entitled “The Implementation of Guiding Questions Technique in Teaching Writing Descriptive Text at the first grade students of SMAN 16 Bandar Lampung” is presented to the Language and Arts Education Department at the Teacher Training and Education Faculty, Lampung University as partial fulfillment of the requirements for S-1 degree in English Department.

It is important to know that the script would never have come into existence without any supports, encouragements, and assistances by several generous people. The writer would like to take this opportunity to address her sincere gratitude and deep respect to:

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The researcher hopes that this research would be a positive contribution to the education development, the readers, and the other researchers.

Bandar Lampung, July 2019

The writer,

Febri Yani Rahayu
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I. INTRODUCTION

This chapter is concerned with some points. There are background, research questions, objective, uses, scope, and definition of the term that are used in this research.

1.1 Background

English is regarded as a compulsory subject from junior high school to university. The goal of teaching English based on curriculum 2013 is to enable the students to communicate in English in both spoken and written forms. To achieve the goal, the students should learn four language skills, there are listening, speaking, reading, and writing.

Writing is a skill in which a person expresses ideas, feelings and thoughts arranged in words, sentences, and paragraphs using eyes, brain, and hand (Raimes, 1983). Geyser (2007) states that writing allows students sufficient time to process information whereas speaking does not. Writing is also a way for the students who have limited confidence to speak in front of the class. Regarding the fact that the students have personal differences, the teacher should teach writing and speaking in balance so that the students will have a good ability in both speaking and writing.
The learning process also seems to make the priority on other skills and aspects of English such as speaking, listening, reading, vocabulary, and grammar. Although the skills and aspects are also important in learning English, the teacher tends to teach them separately from writing so that in the learning process writing gets the least attention. Therefore, students' skills in writing are not developed maximally. Consequently, the students' writing is not developed as expected.

By considering the goal of teaching English and the situation in the field, writing should be taught by the teacher because it is as important as other skills. The statement is in line with Harmer (1998) that writing is a basic language skill that should be mastered by the students. The students need to know some of the writing's special convention like punctuation and paragraph construction just as they need to know how to pronounce spoken English appropriately.

However, writing is a complex skill to master. Based on the researcher’s experience when doing teaching practice in SMAN 1 Sekampung, it was found that students still face difficulties in many different aspects. There are grammar mastery, content or ideas, and organizing the ideas.

The first difficulty is the students’ lack of vocabulary. It is often that the students cannot create a good writing because they do not know appropriate vocabulary for their writing. Vocabulary make the students frustrated in writing. There are many students may know about the content in their writing, but they do not know vocabulary that they want to use. So, it makes them difficult to deliver their ideas in written form.
The second difficulty is students’ lack of topic, contents or ideas about what to write. Students are unable to develop topics. Since one of the criteria of good paragraph 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 has been difficult for them to connect the ideas and then put them in the coherent paragraph.

The third difficulty is the students' lack of organizing the ideas. There are many students who may know what they want to write but they do not know how to start it. It is supported by Markhamah (2013) who says that students know or have the ideas what they are going to write but they do not know how to put them into words. In other words, the students do not know what to come first and what to write last.

To date, the difficulty needs to be solved. The solutions may come from a specific technique that can facilitate students to overcome the problem. In learning activity, a technique can make the teaching-learning process alive. Therefore, the students can be creative in composing the paragraph.

There are several techniques that can be used in teaching writing. One of them is the guiding question technique. Teacher's guiding questions or commonly called the teacher's prompt questions is basically the teacher provide a series of questions related to pictures and the students answer the questions by which the students will be helped by pictures. Students can also develop topics easily. Guiding question is a fundamental query that directs the search for understanding (Traver, 1998). 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 using guiding questions technique, the students will not be confused about what to write first and next because they have guidance in its process.

1.2 Research questions

The problem of this research is formulated as follow:

1. Is there any significant improvement of students’ writing achievement of descriptive text after the implementation of guiding questions technique?
2. What are the students' responses toward the implementation of guiding questions in teaching descriptive text writing?

1.3 Objective of the research

Based on the research questions, the objectives of this research are formulated as follows:

1. To find out whether there is a significant improvement of students’ writing ability descriptive text after the implementation of Guiding Questions Technique
2. To find out students’ responses toward the implementation of the Guiding Questions Technique

1.4 Uses

The uses of the research are as follow:
1. Theoretically, the result may be used for further research to support the existing theory on the teaching of English as a Foreign Language.

2. Practically, the findings of this study can be used as a new technique and information for the teacher to teach writing.

1.5 Scope

This study was conducted in the first-grade students of the senior high school of SMAN 16 Bandar Lampung. This research was focused on two objectives. The first is focused on using guiding questions technique to find out whether there is an improvement of students writing achievement in descriptive text after the implementation of guiding questions technique. The second is focused on the students’ responses toward the implementation of guiding questions technique in writing. Descriptive text was used as the material of the learning process. The questionnaire was also used. It consists of 10 statements which was categorised into response to the five aspects of writing and response to the students interest in writing.

1.6 Definition of terms

There are some terms that are used by the writer to give the basic understanding related to the concept, they are stated below:

a. Writing

Writing is a process of communication that uses the conventional graphics system to convey a message to readers. This also means that writing is
used for communicating one's idea in written form to readers so that the readers can understand the information.

b. Writing Achievement

Students’ writing achievement refers to the students’ competence in applying the components of writing are content, organization, vocabulary, language use (grammar) and mechanics.

c. Text

The text is a unit of language use. A text is a grammatical unit that is larger than sentences but it is related to sentences in the same way that a sentence related to the clause, clause to group words and group words to letters.

d. Descriptive text

Descriptive text is a text which presents information about something specifically. The purpose is to describe a particular person, thing or place specifically.

e. Guiding Questions Technique

Guiding Questions is some questions that are given to lead the students in the writing process. By giving the students some questions for guidance, they will answer the questions that help them to write well.

This chapter above has discussed the background of the problem, research questions, objective of the research, uses of the research, scope of the research, and the definition of terms.
II. LITERATURE REVIEW

This chapter explains about previous studies, writing, teaching writing, descriptive text, guiding questions technique, guiding questions technique in teaching writing, advantages and disadvantage of using guiding questions technique, concept of students’ responses, theoretical assumption, and hypothesis.

2.1 Previous Studies

To strengthen this research, the researcher provides four previous studies that are related to this research. Muhayyinah (2012) conducted a research at the first grade of SMK NU Lamongan to find out whether or not there were differences between the implementation of guiding questions technique and traditional technique in teaching writing among students. The finding of this research showed that using guiding questions technique in teaching writing is more effective. She stated that by implementing guiding questions the students were more motivated in writing. It made the students feel that writing was not difficult since guiding questions help the students to organize their idea when they have to write.

In line with the research above, there was a study by Talenta (2017) in the second grade of SMPN 23 Bandar Lampung about improving students’ writing ability descriptive text by using guiding questions technique. It was found that guiding
questions technique could improve the students’ writing ability in descriptive text. The high percentages of the result convinced that guiding questions technique could help students to improve their ability in learning writing descriptive text. It showed that guiding questions technique was useful for English teaching and it helped the students to develop their ideas.

Another previous research by Yulianingsih (2017) who has done her research in SMAN 13 Bandar Lampung at the first grade. The research was about how guiding questions technique improve students’ writing ability of recount text. Based on the result of her research, it can be concluded that the use of guiding questions technique improved the students writing ability recount text in senior high school and the aspect of writing that improved the most after the implementation of the technique was content aspect of writing since the percentage of this aspect improved up to 3.28

Another research was conducted by Iwan (2010) at SMPN 1 Terbanggi Besar Lampung Tengah explored how guiding questions could develop the students' ability in writing. The students’ mean score in the experimental class increased from 53.90 up to 69.96 after being taught by using guiding questions technique. This result of research proves that this technique could help the students improve their writing ability. Therefore, the researcher used this technique to teach writing descriptive text.

The results of the studies suggested that guiding questions technique was good to be implemented by the teacher. In short, those previous studies also showed that guiding questions technique was effective in improving vocational high school
students' writing ability, junior high school students' writing ability descriptive text and students' writing ability recount text in senior high school. To justify the research question of this research, the researcher used those previous studies as the turning point for a better research.

Despite the previous studies, there were differences between this research and those previous studies lies in focus. The focus of this research was whether or not guiding questions technique effective in senior high school. The second focus was whether there was improvement of students' writing ability descriptive text after the implementation of guiding questions technique. Based on the statements above, the researcher was interested in investigating the study to promote guiding questions as a technique of teaching writing aimed at improving students' achievement in writing descriptive text. The researcher used pictures as media to help in the implementation of guiding questions.

### Table 2.1 Summary of the Result of Relevant Studies

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<td>Guiding Questions</td>
<td>Guiding questions help the students to develop ideas of writing recount</td>
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2.2 Writing

Writing is considered as the most difficult skill to master in English because the teacher puts lower proportion compared to other three language skills such as reading, listening, and speaking. Here are definitions of writing according to experts. Ozbek (1995), states that writing is transforming our thoughts into language. It means that when we want to write we think first and then put our thoughts in written form.

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.

Writing is a means of communication, to convey the message, ideas, and feeling in a written form. Raimes (1983) states that writing is a skill in which a person
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. "Writing is a two-step process. First, you figure out your meaning, then you put it into the language." (Elbow, 1973)

Writing is a process of communication that uses conventional graphics system to convey a message to readers (Lindemann, 1983). Writing skill deals with the ability to arrange the graphics system such as letters, words, and sentences of certain language being used in written communication in order that the reader can understand the message or the information. This also means that writing is used for communicating one's idea in written form to the readers. Furthermore, Raimes (1983) says that writing is a skill in which we express the ideas, feelings, and thoughts arranged in words, sentences, and paragraphs using eyes, brain, and hand. Thus, writing is basically the process of expressing ideas and thoughts of the writer using knowledge of structure and vocabulary to combine the writer's ideas as a means of communication. The students can communicate their ideas and their thoughts to others in written form such as the letter, message, or invitation for communication.

From the explanation above, it can be inferred 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.
2.2.1. Aspects of Writing

In order to make a good piece of writing, there are five aspects that should be considered in the process of making a composition. Below are the five aspects of writing according to Jacobs (1981).

1. **Content**

It refers to the substance of writing, the experience of the main idea (unity). It is 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 (coherence). It is related to the ideas 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.
2.3 Teaching Writing

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

In teaching writing descriptive text using Guiding Questions, three steps of the process of writing that is stated by Edelstein & Pival (1988) can be modified as pre-writing, writing and rewriting.

The first, pre-writing. In this step, the teacher gives topics and a series of questions related to the topic to the students in order to help them generate and organizes their ideas. The writer selects the general subject, restricts the subject, generates the idea and organizes the idea.

The second, writing. In this step, the students will be asked to answer a series of questions that are given by the teacher. Answering a series of questions will help them in putting on paper the ideas in their mind into words, sentences, paragraph, and text. The writer sets on paper the ideas in her/his mind into words, sentences, paragraph, and text.

And the last, rewriting. In this step, the teacher helps the students in evaluating their writing. The writer evaluates her/his writing in form of to correcting the content and the form, correcting the vocabularies, punctuation, and grammar and correcting writing errors, words duplication, and omission.
It can be inferred teaching writing is to teach 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.

2.4 Descriptive Text

Descriptive text is part of factual genres (Wardiman, Jahur, & Sukirman, 2008). Descriptive text is a text which says what a person or a thing is like. It has the social function which is to describe a particular person, place or thing. Descriptive gives a 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 the 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 the generic structure, they are: identification and description: Hammond (1992) stated that descriptive text has the generic structure that is identification and description

The first is 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 a brief detail about the when, where, who, or what of the subject described.
The second is the description. The description can be the explanation of a physical appearance of the subject, the qualities of the subject like the degree of beauty, excellence or the special aspects that the subject has.

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

An example of descriptive text

**My Beloved Mother**

(Identification) : Every person certainly has a mother. It is because he/she was born from her. The existence of her among us is definitely important.

(Description) : My mother’s name is Khodijah. She was born 49 years ago. She is short, but not too short. She is fat and she is old. She has got short grey straight hair. Her skin is brown. She is beautiful. She never stops supporting me. She always tells me not to give up so easily. She always gives me some fine solutions when I have some problems. That is why I never reject her willing.

2.5 Guiding Questions Technique

Guiding Questions Technique is a technique which is used to guide the students to write a text by giving some questions. The possibilities of the questions are given the easy way for the students to write the descriptive paragraph which related to the topic, in order to minimize the mistakes made by the students.

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

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

To encourage the learners to express their ideas, it seems to be good to use “open ended-questions” than “yes-no” questions” because those give them more chances to express their ideas openly. Rivers (1964) also supports this idea by saying “a series of questions may be constructed that the students write continuousness story as they answer the questions."
In teaching writing descriptive paragraph through guiding questions technique, the teacher is not enough just asking the students to write down descriptive paragraph based on the topic given. The teacher should give the students a set of questions which the answer can lead them to construct the descriptive paragraph. The answer to the questions will inspire the students' imaginations that lead to more powerfully creative stories.

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

2.6 Guiding Questions Technique in Teaching Writing

Writing is not an easy process. To pass the process, students need guidance, supporter, and advisor to make their writing better. Without guidance, some students will never learn to write (Crider, 2000). Thus, the role of the teacher is very needed to help them in writing a text.

In writing, there are some approaches, methods, and techniques which have functions to improve the students' writing ability. Here, the researcher is interested in applying the guiding questions technique in teaching writing. Guiding 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 guiding questions, the
students are helped to avoid serious errors as long they follow the direction and answer the questions given before writing. By using guiding questions, the students are also led to focus on the idea they want to write and to link sentences into coherent ideas in the target language.

A previous research on guiding question technique was done by Muhayyinah (2012) who carried out that guiding question technique was effectively improving students’ writing skill. By implementing the guiding question the students will be more motivated in writing. They would not feel confused since guiding question helps the students to organize their idea when they have to write. Furthermore, Wulandari (2015) investigated the implementation of guiding question technique in teaching descriptive text writing. The subject of her research was the 30 students in the second grade of SMPN 1 Gadingrejo Pringsewu which were selected randomly. Based on her research, she found that the students’ descriptive text writing ability improves after the implementation guiding questions technique. It was because guiding question technique lead the students to generate their ideas and it helped them to write paragraph coherently.

From the explanation above, it can be assumed that the guiding questions technique can be used in teaching writing. It helps the students to produce a good text as long as they follow the directions by answering the question well.

2.7 The advantages and the disadvantage of Guiding Questions Technique

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

Using guiding questions technique, the students gained the improvement of their writing descriptive paragraph. The first was that guiding questions technique helped the students to create the students’ suggestions. The second advantage was the students were not confused about what they are going to write because they were guided to write by answering the questions related to the topic. It allowed the students to consider a topic when planning their writing.

2.7.2 The Disadvantage of Guiding Question Technique

By using guiding questions technique, there have some weaknesses. The weakness was this technique was difficult to be applied in guiding writing process in big group students. It caused because the class will be difficult to be controlled by the teacher. The teacher was difficult when the teacher controlled the students in writing a descriptive text.

2.8 Concept of Students’ Response

Students' responses have been an important issue in research since the early 1950s. Studies were carried out relating to the intelligence, interests, students' personality characteristics and achievements in school (Way, Reddy, & Rhodes, 2007). In this research, the researcher choose intelligence and interest as the aspects used in questionnaire. Finding out the students’ response toward the implementation of guiding questions technique is also useful for teacher. Centra & Gaubatz (2000) stated that apart from teaching effectiveness that gives impact to students achievement, students’ responses are seen to have some relation with students’ achievement. In other words, students’ responses are needed for the teacher in order to see how good students’ achievement is.
According to Hapsari (2011), there are four ways to get students’ response data: observation sheet, teaching journal, questionnaire, and guide interview. In this study, the researcher will use questionnaire. As Kember & Leung (2008) write, a substantial part of social science research makes use of questionnaires to gather data or seek opinions from stakeholders on a wide range of issues. Neeman & Barak (2013) stated that there are two types of questionnaire: close-ended questionnaire and open-ended questionnaire. In this study, the researcher used close-ended questionnaire that has a four-level scale (1=strongly disagree, 2=disagree, 3=agree, 4=strongly disagree). The conclusions tend to favor the four-level scale method because the middle choice in the even numbered scale may be a refuge for not answering. In addition, the four-level scale method is likely to reduce social desirability bias arising from respondents' desires to please the students or not be seen to give an unacceptable answer.

2.9 Theoretical Assumption

Writing is the process of using symbols (letters of the alphabet, punctuation, and spaces) to communicate thoughts and ideas in a readable form. A good writing is writing that has supporting ideas that are arranged coherently. On the other hand, students still lack of content and organizing ideas. They also cannot link the ideas they get into a coherent paragraph. Guiding questions technique helps the students to improve the students' writing ability in writing the descriptive text. Through Guiding Question Technique, the students are given guidance in form of a set of questions and pictures in writing the descriptive text to help them to express their
ideas. By Guiding Question Technique, the students would have something to write and their pieces of writing would be organized well.

From the explanation above, the researcher assumes that the guiding question technique can help the students in producing good descriptive texts as long as they answer the question well. This is so because Guiding Questions Technique requires the students to write the paragraph based on the set of questions that are given by the teacher.

2.10 Hypothesis

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

H₀: There is no significant improvement on students' writing achievement in descriptive text before and after being taught by using Guiding Questions Technique.

H₁: There is a significant improvement on students' writing achievement in descriptive text before and after being taught by using Guiding Questions Technique.

This chapter has explained about previous studies, writing, teaching writing, descriptive text, guiding questions technique, guiding questions technique in teaching writing, advantages and disadvantages of using guiding questions technique, concept of students’ responses, theoretical assumption, and hypothesis.
III. METHODS

In this chapter, the researcher discusses several points such as the design, population and sample, variables, data collection technique, scoring system, data analysis, teaching procedures, research procedures, data treatment and hypothesis testing. The content of this chapter is presented as follows.

3.1. Design

In this research, the researcher used quantitative method since the purposes of the research are: (1) to find out whether there was an improvement of students’ writing achievement through guiding questions of the first year students of SMAN 16 Bandar Lampung; and (2) to find out the students’ responses toward the implementation of guiding questions technique in writing achievement.

To answer the first research question, the researcher 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:

\[ T_1 \times T_2 \]

T1: Pretest

T2: Post-test
X: Treatment

(Setiyadi, 2006)

The pre-test was conducted to measure the initial capability of the students. After giving the pre-test, the treatments was conducted in three times, 2 x 45 minutes per meeting. To know the result of the treatment, the researcher also gave a post-test to the students. It aimed to find out whether or not the students improve their capability after they get the treatment.

Then, to answer the second research question, a quantitative method was also implemented in this research. The instrument of the second question was in form of the questionnaire.

3.2. Population and Sample

The population of the research was the first year students of SMAN 16 Bandar Lampung in the academic year 2018/2019. There were six classes at the first year students. The first three classes are Science classes and the other three classes were Social classes in which each class consists of 25-30 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. The students were given 3 times of treatments to improve their ability in writing descriptive text.

3.3 Variables

This research consisted of the following variables:
1. The students’ achievement in writing as the dependent variable (Y),
   It was categorized as the dependent variable because students’ achievement was based on the activity output. The achievements of students can be measured to determine whether or not there was an effect of the independent variable.

2. Guiding Questions as the independent variable (X)
   It was categorized as the independent variable because guiding questions is the variable that can influence the dependent variable to determine the effect of the phenomenon and the object which was observed.

3.4 Data Collection Technique

The instrument of this research was writing tests. The tests were conducted in the first and last meeting of the research. The tests were a pretest before the treatments and a posttest after the treatments. The pretest was given to see the students' ability before treatments as the starting point for the researcher to give the treatments and the posttest was given to see the result of the treatments.

3.4.1 Developing Instrument

A measurement of a good test was considered several factors, such as validity (content validity, face validity and construct validity) and reliability.

3.4.1.1 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 the face validity, content validity and constructs validity.
a. Face Validity

Face validity could easily be called surface validity or appearance validity since it merely a subjective, superficial assessment of whether the measurement procedure that use in a study appears to be a valid measure of a given variable or construct. It meant face validity focused on the layout or appearance of the test.

b. Content validity

Content validity concerned with whether the test was sufficiently representative and comprehensive for the test. In the content validity, the material was given suitable with the curriculum used. Furthermore, the researcher used descriptive text writing test that was supposed to be comprehended by the first year of senior high school students. The test was considered as valid in content validity since the test of writing constituted a representatives sample of the language skill and structure and also the material had been chosen based on English Curriculum for the first year of senior high school students.

c. Construct validity

Construct validity was the process of determining the extent to which test performance can be interpreted in terms of one or more constructs (Gronlund, 1981). Construct Validity was needed for the test instrument which has some indicators for measuring one aspect or construct (Setiyadi, 2006). If the test instrument has some aspects and every aspect was measured by some indicators, the indicators must have the positive association with one another. Writing has five aspects; therefore, if the test had already measured the five aspects, the test had been covered the aspects of construct validity. In measuring the construct
validity of the instrument (test), the second rater was involved in scoring the students' work based on the indicators.

In this research, the researcher administered writing tests and the technique of scoring the students’ writing was based on the five aspects of writing; they were content, organization, vocabulary, language use, and mechanic.

d. Validity of the questionnaire

While for the questionnaire, to get content validity, the items in the questionnaire was equivalent to the technique, which was guiding questions technique that the students got in the treatment. For construct validity, the items in the questionnaire concerned with whether the test was actually in line with the theories of guiding questions technique and writing.

3.4.1.2 Reliability of the test

a. Reliability of the test

Reliability of a test could be defined as the extent to which a test produces the consistent result when it administered under similar conditions. A test could be considered reliable if the test has a consistent result. In order to ensure the reliability of scores and to avoid the subjectivity of the research, there was inter-rater reliability. Inter-rater reliability was used when the score on the test was independently estimated by two or more judges or raters. In this case, the first rater was the researcher and the second rater was the English teacher in SMA Negeri 16 Bandar Lampung. She is 45 years old. She is an english teacher graduated from Lampung University. She has been teaching in school for 20 years.
Before scoring the students' descriptive text writing, it was important to make sure that both raters used the same criteria of scoring. Hereby, the first and the second rater used scoring criteria devised by (Jacobs et al, 1981). To measure how reliable the scoring is, this study used Product Moment Correlation with the formula:

\[
R_{xy} = \frac{N(\Sigma xy) - (\Sigma x)(\Sigma y)}{\sqrt{[N\Sigma x^2 - (\Sigma x)^2][N\Sigma y^2 - (\Sigma y)^2]}}
\]

\( R \) : Correlation coefficient  
\( x \) : Rater 1  
\( y \) : Rater 2  
\( N \) : Number of students

(Hatch & Farhady, 1982)

After finding the coefficient between raters, the researcher analyzed the coefficient of reliability with the standard of reliability below:

a) A very low reliability (ranging from 0.00 to 0.19)  
b) A low reliability (ranging from 0.20 to 0.39)  
c) An average reliability (ranging from 0.40 to 0.59)  
d) A high reliability (ranging from 0.60 to 0.79)  
e) A very high reliability (ranging from 0.80 to 0.100)

(Arikunto, 2005)
Based on the standard of reliability above, it can be concluded that the writing tests will be considered reliable if the tests reach the range of \((0.6 – 1.0)\). The reliability of this research could be seen on the explanation below:

1) Result of Reliability of the Score of the Pretest

\[
r_{xy} = \frac{N(\Sigma xy) – (\Sigma x)(\Sigma y)}{\sqrt{N\Sigma x^2 – (\Sigma x)^2} \ [N\Sigma y^2 – (\Sigma y)^2]}
\]

\[
r_{xy} = \frac{28(101494) – (1653)(1680)}{\sqrt{[28.100259 – 2732409] \ [28.103086 – 2822400]}}
\]

\[
r_{xy} = \frac{2841832 – 2777040}{\sqrt{[2807252 – 2732409] \ [2886408 – 2822400]}}
\]

\[
r_{xy} = \frac{64792}{\sqrt{748430}}
\]

\[
r_{xy} = \frac{64792}{\sqrt{4790550744}}
\]

\[
r_{xy} = \frac{65381}{69213,80}
\]

\[
r_{xy} = 0.94 \text{ (Very High Reliability)}
\]

2) Result of Reliability of the Score of the Posttest

\[
r_{xy} = \frac{N(\Sigma xy) – (\Sigma x)(\Sigma y)}{\sqrt{N\Sigma x^2 – (\Sigma x)^2} \ [N\Sigma y^2 – (\Sigma y)^2]}
\]

\[
r_{xy} = \frac{28(154860) – (2072)(2073)}{\sqrt{[28.154678 – 4293184] \ [28.155303 – 4297329]}}
\]

\[
r_{xy} = \frac{4336080 – 4295256}{\sqrt{[4330984 – 4293184] \ [4348484 – 4297329]}}
\]

\[
r_{xy} = \frac{40824}{\sqrt{378000}}
\]

\[
r_{xy} = \frac{40824}{\sqrt{1933659000}}
\]

\[
r_{xy} = \frac{40824}{43973,38}
\]

\[
r_{xy} = 0.92 \text{ (Very High Reliability)}
\]
b. Reliability of the Questionnaire

The result of the questionnaire was scored based on Likert scale with range of score is 1 to 4. The questionnaire consisted of 10 items. Then, in order to measure the consistency of items in the questionnaire, the researcher used Cronbach Alpha Coefficient since it was the most commonly used one. The higher the alpha, the more reliable the questionnaire is. According to Nunally (1978) the score minimum of Cronbach’s Alpha for reliable items is 0.7.

The reliability of the questionnaire could be seen on the table below:

<table>
<thead>
<tr>
<th>Reliability Statistics</th>
</tr>
</thead>
<tbody>
<tr>
<td>Cronbach's Alpha</td>
</tr>
<tr>
<td>Based on Standardized</td>
</tr>
<tr>
<td>Items</td>
</tr>
<tr>
<td>N of Items</td>
</tr>
<tr>
<td>.807</td>
</tr>
<tr>
<td>.808</td>
</tr>
<tr>
<td>10</td>
</tr>
</tbody>
</table>

The researcher input the data from the questionnaire into SPSS and then the data were analyzed by using Cronbach Alpha Coefficient by choosing Analyze > Scale > Reliability Analysis.

3.4.2 Data Collection and Technique

In this research, the researcher used the test as a data collecting method and also treatments. The test was used to collect the needed data through field researcher by conducting some techniques as follows:
a. Pretest

The researcher administered the pretest in order to find out the students’ basic ability. It required 90 minutes for the pretest. In this test, the researcher provided a topic and the students were asked to write a descriptive text based on the topic.

b. Posttest

Posttest was administered after conducted the treatments for the students. The posttest was given in order to find out the result of the teaching-learning process whether they understood after being taught by using guiding questions technique. In this test, the researcher gave the same topic as the topic in the pretest and the students were asked to develop it into descriptive text. It took 90 minutes for this test.

c. Questionnaire

The questionnaire was given after conducting the treatments. The questionnaire was conducted in order to analyze the students' responses in writing achievement of descriptive text through guiding questions technique. The questionnaire consisted of 10 statements including response to the five aspects of writing and response to the students’ interest in writing.
Table 3.2. Table of Specification of Questionnaire

<table>
<thead>
<tr>
<th>No.</th>
<th>Aspects</th>
<th>Items number</th>
<th>Total</th>
<th>Percentage of items</th>
</tr>
</thead>
<tbody>
<tr>
<td>1.</td>
<td>Response to the five aspects of writing</td>
<td>1,2,3,4,5</td>
<td>5</td>
<td>50%</td>
</tr>
<tr>
<td>2.</td>
<td>Response to the students’ interest in writing</td>
<td>6,7,8,9,10</td>
<td>5</td>
<td>50%</td>
</tr>
<tr>
<td></td>
<td>Total</td>
<td></td>
<td>10</td>
<td>100%</td>
</tr>
</tbody>
</table>

3.5 Scoring System

The consideration of criteria for evaluating the students’ descriptive text writing ability is based on the ESL Composition Profile by Jacobs et al (1981). There were five aspects to be tested: content, organization, vocabulary, language use, and mechanics.

The researcher was 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 were written in chronological order.
3. Language use was scored as much as 25% from sentences used correct grammar.
4. Vocabulary was scored 20% as much as from vocabularies used correctly.
5. Mechanic was evaluated as much as 5% from used punctuation, spelling and capitalization correctly.

In evaluating the students’ writing scores the researcher analyzed the result of students’ text writing. The criteria of the scoring system were based on the rating
sheet from Jacobs et al (1981) which concerned to the five aspects of writing. The criteria were shown in the table below:

Table 3.3 Scoring criteria

<table>
<thead>
<tr>
<th>Aspects of writing</th>
<th>Score</th>
<th>Criteria</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Content</strong></td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td>30 - 27</td>
<td><strong>Excellent to very good:</strong> knowledgeable, substantive, through the development of the thesis, relevant to assigned topic</td>
</tr>
<tr>
<td></td>
<td>26 - 22</td>
<td><strong>Good to average:</strong> some knowledge of the subject, adequate range, limited development of the thesis, mostly relevant to the topic but lacks detail</td>
</tr>
<tr>
<td></td>
<td>21 - 17</td>
<td><strong>Fair to poor:</strong> limited knowledge of the subject, little substance, inadequate development of the topic</td>
</tr>
<tr>
<td></td>
<td>16 - 13</td>
<td><strong>Very poor:</strong> does not show knowledge of the subject, non-substantive, not pertinent or not enough to evaluate</td>
</tr>
<tr>
<td><strong>Organization</strong></td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td>20-18</td>
<td><strong>Excellent to very good:</strong> fluent expression, ideas clearly stated or supported, succinct, well organized, logical sequence, cohesive</td>
</tr>
<tr>
<td></td>
<td>17-14</td>
<td><strong>Good to average:</strong> somewhat choppy, loosely organized but main ideas stand out, limited support, logical but incomplete sequencing</td>
</tr>
<tr>
<td></td>
<td>13-10</td>
<td><strong>Fair to poor:</strong> non-fluent, ideas confused or disconnected, lacks logical sequencing and development</td>
</tr>
<tr>
<td></td>
<td>9-7</td>
<td><strong>Very poor:</strong> does not communicate, no organization or not</td>
</tr>
<tr>
<td><strong>Vocabulary</strong></td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td>20-18</td>
<td><strong>Excellent to very good:</strong> sophisticated range, the effective word or idiom choice and usage, word from mastery, appropriate register</td>
</tr>
<tr>
<td></td>
<td>17-14</td>
<td><strong>Good to average:</strong> adequate range, occasional errors of word or idiom form, choice, usage but meaning not obscured</td>
</tr>
<tr>
<td></td>
<td>13-10</td>
<td><strong>Fair to poor:</strong> limited range; the frequent error of word or idiom form, choice, usage, meaning confused or obscured</td>
</tr>
<tr>
<td></td>
<td>9-7</td>
<td><strong>Very poor:</strong> essentially translation; little knowledge of English vocabulary, idioms, word form or not enough to evaluate</td>
</tr>
<tr>
<td><strong>Grammar</strong></td>
<td>25-22</td>
<td><strong>Excellent to very good:</strong> effective complex construction; few errors of agreement, tense, number, word order or function, articles</td>
</tr>
<tr>
<td>Language use</td>
<td>Good to average: effective but simple construction; the minor problem in complex construction; several errors of agreement, tense, number, word order or function, articles, pronouns, prepositions but meaning seldom obscured</td>
<td></td>
</tr>
<tr>
<td>-------------</td>
<td>-----------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------</td>
<td></td>
</tr>
<tr>
<td>21-18</td>
<td>Fair to poor: the major problem in simple or complex constructions; frequents errors of negation, agreement, tense, number, word order or function articles, pronouns, prepositions, and/or fragments run-ons, deletions; meaning confused or obscured</td>
<td></td>
</tr>
<tr>
<td>17-11</td>
<td>Very poor: virtually no mastery of sentence construction rules, dominated by errors, does not communicate or not enough to evaluate</td>
<td></td>
</tr>
<tr>
<td>10-5</td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Mechanics</th>
<th>Excellent to very good: demonstrates mastery of conventions; few errors in spelling, punctuation, capitalization, paragraphing</th>
</tr>
</thead>
<tbody>
<tr>
<td>5</td>
<td>Good to average: occasional errors of spelling, punctuation, capitalization, paragraphing but meaning not obscured</td>
</tr>
<tr>
<td>4</td>
<td>Fair to poor: frequent errors of spelling, punctuation, capitalization, paragraphing; poor handwriting; meaning confused or obscured</td>
</tr>
<tr>
<td>3</td>
<td>Very poor: no mastery of conventions; dominated by errors of spelling, punctuation, capitalization, paragraphing; handwriting illegible or not to evaluate</td>
</tr>
<tr>
<td>2</td>
<td></td>
</tr>
</tbody>
</table>

3.6 Data Analysis

3.6.1 Data Analysis of the Test

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

1. Scoring the pretest and posttest

2. Finding the mean of the pretest and posttest using this formula:

$$\text{Med} = \Sigma_{N}^{d}$$
Md = mean

∑ = total score of the students

N = number of students

2. Drawing the conclusion by comparing the means of the pretest and posttest.

3.6.2 Data Analysis of the Questionnaire

In order to know the students’ responses toward the technique, the researcher examined the data by using following steps:

1. Tabulating the students’ answer from questionnaire using Likert Scale.
2. Determining the reliability coefficient of the questionnaire.
3. Describing the students’ responses after the implementation of guiding questions technique.

To measure the reliability of questionnaire, the researcher used Cronbach’s Alpha formula as follows:

\[ rx = \left( \frac{n}{n-1} \right) \left( 1 - \frac{\sum a_t^2}{\bar{a}_t^2} \right) \]

Where:

rx : the reliability of the questionnaire

n : total of questions

\[ \sum a_t^2 \] : total of score items

\[ a_t^2 \] : total of variants
The criteria of reliability as follows:

\[ \alpha < 0.50 \quad : \text{Unacceptable} \]

\[ 0.50 < 0.60 \quad : \text{Poor} \]

\[ 0.61 < 0.70 \quad : \text{Questionable} \]

\[ 0.71 < 0.80 \quad : \text{Acceptable} \]

\[ 0.81 < 0.90 \quad : \text{Good} \]

\[ > 0.91 \quad : \text{Excellent} \]

(George and Mallery, 2003)

3.6.3 Rating Scale of Questionnaire

Rating scale had function to find out the results of the questionnaire. The researcher used SPSS 17.0 for windows to analyze the mean of the questionnaire in order to know students’ responses toward the implementation of guiding questions technique in teaching writing. The criteria were as follows.

Table 3.4 Rating Scale of Questionnaire

<table>
<thead>
<tr>
<th>Scale</th>
<th>Criterion</th>
</tr>
</thead>
<tbody>
<tr>
<td>31-40</td>
<td>Strongly Agree</td>
</tr>
<tr>
<td>21-30</td>
<td>Agree</td>
</tr>
<tr>
<td>11-20</td>
<td>Disagree</td>
</tr>
<tr>
<td>0-10</td>
<td>Strongly Disagree</td>
</tr>
</tbody>
</table>

3.7 Teaching Procedures

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

In this step, students are given some questions to build their knowledge about the topic they want to write and to introduce guiding questions technique. There are 10 questions in this step. The teacher chooses the topic to write about. Here, the topic is about someone, the teacher chooses the topic “My Best Friend”

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

1. Who is she/he?
2. And then, what is her/his name?
3. Furthermore, how old is she/he?
4. After that, where does she/he lives?

The second paragraph contains the description. In this step, the students have presented some questions:

1. Physical appearance (She is very beautiful)
   - Actually, how does she/he look like?
   The next questions given were developed by the teacher based on the students’ answer. It may be about the face, body, or other physical appearance of the subject being described.

5. Personality traits
   - And then, what does she/he like to do?
Moreover, what is her/his hobbies?

**Writing Activity**

In this step, teacher provides a list of questions and students should answer the questions given by the teacher into written form. There are 12 questions in this step. This activity was constructed by making the interaction between teacher and students.

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

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

c. While the students were writing, the teacher moved among them, gave assistance and guidance as required.

**Re-writing activity**

This activity was intended to make the students evaluated and revised the mistakes in their writing.

a. The teacher asked the students to exchange their group work to the other group and checked it

b. The teacher gave an example from a group that write descriptive text correctly.

c. The teacher gave more explanation about the mistakes that the students made while writing their text and make sure that the students have already understood.

d. The students revised their writing if they made mistakes.
In this research, the researcher follow the step based on the theory. The researcher gave a set of questions to guide the students in their writing. Hopefully, by answered the questions (5W+1H), their writing could be developed and organized well.

3.8 Research Procedure

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

1) **Determining the population and sample**

The population of this research was the first grade of SMAN 16 Bandar Lampung. The researcher was chosen one class as the experimental class.

2) **Arranging the materials to be taught**

The materials were based on the students' handbook of Senior High School. It also took the material from the internet. The material was chosen as the focus of the research.

3) **Administering a pre-test**

The pretest was conducted to find out the students' basic ability before treatment. The students were asked to write descriptive text. The students were given some topics. They have to choose one of the topics and then construct a descriptive text based on the chosen topic.

4) **Conducting the treatments by using guiding questions technique**

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

5) **Administrating the posttest**

Posttest was conducted to find out the improvement of the students’ achievement in writing descriptive text after the treatments. The test was the same as the pretest.

6) **Scoring the students’ writing**

Scoring the students’ writing was did after conducting the posttest. In this step, the researcher gave the score 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) **Administering the questionnaire**

The questionnaire was given for the students in order to investigate the students’ response in learning writing descriptive text in applying Guiding Questions Technique. The questionnaire consisted of 10 statements.

8) **Analyzing the data**

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

According to Setiyadi (2006), using paired sample t-test for hypothesis testing has three basic assumption that could be described as follows:

a. The data was an interval.
b. The data was taken from random sample in population.
c. The data was distributed normally.

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

3.10 Hypothesis Testing

To measure the improvement, the researcher compared the result of the pretest and posttest. The data were analyzed by using the paired sample t-test in order to know the significance of the treatment effect.

The hypotheses are as follows:

H₀: There is no significant improvement in the students’ descriptive writing achievement after the implementation of guiding questions technique.

The criteria are H₀ (null hypothesis) is accepted if the alpha level is higher than 0.05 (α > 0.05)

H₁: There is a significant improvement of the students' descriptive writing achievement after the implementation of guiding questions technique. The criteria H₁ is accepted if the alpha level is lower than 0.05 (α < 0.05).
This chapter has explained about the design, population and sample, variables, data collection technique, scoring system, data analysis, teaching procedures, research procedures, data treatment and hypothesis testing.
V. CONCLUSIONS AND SUGGESTIONS

This final chapter presents the conclusion of the research findings and suggestions for English teachers who want to try to implement guiding question technique in teaching writing and for further researchers who want to investigate the research about this technique.

5.1 Conclusion

After conducting the research at the first grade students of SMAN 16 Bandar Lampung, the researcher analyzed the data to draw the conclusion.

The implementation of guiding questions technique was effective to improve the students’ writing skill. Based on the result, there was a significant improvement of the students’ writing achievement after the implementation of guiding questions technique. It improves the students’ skill in five aspects of writing namely, content, organization, vocabulary, language use, and mechanic.

The organization aspect got the highest score than other aspects. It was because the questions given lead them to write chronologically. They will not be confused about what should come first and what to write last. Following the questions also
make their writing flow smoothly so that this technique enables the students to write descriptive text effectively and coherently.

5.2 Suggestions

Referring to the conclusion above, the researcher would like to recommend some suggestions as follows:

5.2.1 Suggestions for English Teachers

The first suggestion is that since guiding questions technique can improve students’ descriptive text writing ability, it should be applied by the teacher in writing class to develop students’ creativity in writing.

The second suggestion is that the teacher should ask the students to bring along their own dictionary that they will not depend on the teacher and their friend in getting the meaning of words.

5.2.2 Suggestions for Further Researchers

The first suggestion is that there are few studies of guiding questions technique and its implementation in monologue text writing. Therefore, further research could be about the investigation of this technique in teaching other monologue text writing such as procedure text.

The second suggestion is that in this research, the researcher conducted guiding questions technique to help students in senior high school, especially in descriptive text. Other researchers can conduct this technique on different level of students. It can be for example, Junior High School.
The third suggestion is that the researcher recommends comparing guiding questions with other techniques of teaching to know which technique is more effective to improve students’ writing ability.

In brief, those are the conclusion of the research findings and suggestions for English teachers who want to try to guiding question technique in teaching writing and for further researchers who want to investigate the research about this technique.
REFERENCES


Pertiwi, N. S. (2013). The implementation of guiding questions technique to teach writing recount text for the eight graders of junior high school. *Vol 1*.


