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TEACHING WRITING SKILL IN DESCRIPTIVE TEXT THROUGH GUIDED QUESTIONS TO THESEVENTH GRADE STUDENTS OF TAMAN DEWASA IBU PAWIYATAN YOGYAKARTA

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Abstract

This study is aimed to find out how the teachers improve the students’ ability in writing especially in writing text by using guided question. This study is a case study. The subject of the research is 25 students of seven C graders of SMP Taman Dewasa Ibu Pawiyatan Yogyakarta. The research consists of four steps; observing in pre-test, observing in post-test 1, observing in post-test 2, and observing in post-test 3. The data were in the form of the observation from the result of pre-test, observing in post-test 1, observing in post-test 2, and observing in post-test 3. The finding of the study indicated that the students can make a text descriptive automatically by using guided questions. The students can make a text description with easy by using guided question and the students’ ability in writing especially descriptive text was increased by using guided questions.

Keywords: Teaching writing, guided questions, descriptive text

1. INTRODUCTION

Neglected, the students’ ability in writing will not increase.

Teaching writing is essentially a complicated skill that can’t be learned in short time. Writing involves some activities and requires more capabilities than other language skills and needs special preparation. It requires the students to understand the spelling and punctuation, the sentence structures, the vocabulary and the paragraph development. In this case, teacher should be the one who realizes that writing is a process happens in the classroom. Teacher should find a good strategy or approach to reduce students’ difficulties in composing a good writing which is meaningful and correct so that the message within writing is applied. One of the ways to make writing easy for the student is that the teacher should use the media in teaching learning process in the classroom. Here the write wants to help the students using guided questions to increase the students’ ability in writing.

Based on the fact above the writer tries to write a research that is teaching paragraph writing through guided questions to the seventh grade students at Taman Dewasa Ibu Pawiyatan Yogyakarta. Teaching paragraph using guided questions means that teach the students to make a descriptive text by answer a set of questions that given of them. Its guided questions from the answer completely, the students can make a descriptive text automatically. It makes the students easy and enjoy when they write a descriptive text.

2. TEACHING WRITING SKILL IN DESCRIPTIVE TEXT THROUGH GUIDED QUESTION

(http://www.indiastudychannel.com/forum/79268-What-definition-Teaching.aspx, accessed on November 17th, 2016, at 01.10 p.m.) stated that Teaching is a social process, to define that it is very difficult because of the teaching influenced by the political and social backgrounds of the country. Hence, just try for it, after reading all the definitions. There are so many educationists complimented their definitions about teaching.

(http://www.wikihow.com/Teach-Writing-Skills), accessed on November 17th, 2016 at 01.48 pm. stated How to teach writing skill? Here are some helpful ideas:

a. Teach letters
Teaching the fundamentals of letters (what a letter is, what each letter is called, and how it sounds) is where the teacher should begin if he wants to teach literacy effectively. Regardless of age level or language, literacy must begin with an understanding of letters. If the teacher teaches a language with a non-roman alphabet, the same principle applies: teach the characters first.

b. Teach phonics
Phonics is all about learning what sound letters make, how to identify those sounds, and how to work with them. Developing the students’ understanding of phonics will be the key to teaching them to read and write.

c. Teach the forming of words
Once the students have a solid grasp on letters and their associated sounds, the teacher can move on to using those letters and sounds to form words. Read to them frequently at this stage, as well as writing lots of examples for them to look at. This will give them opportunities to see how words are formed.

d. Understand sentence structure
The students will need to learn and understand sentence structure once they have mastered forming words. Sentence structure is the order in which words or parts of speech go the sequences in which they are used. Understanding sentence structure will be necessary if they are to form written sentences which sound correct. Often people will have difficulty writing naturally like this, even if they speak correctly.

According to Mukarto et al. (2007) descriptive text is a kind of text to describe something, someone or place and descriptive text have a two main parts such as identification and description that called generic structure.

The generic structure is arrangement in writing the descriptive text that article we write in accordance with the existing rules in the descriptive text. The generic structure such as:

- **Identification:** It contains the identification of terms or preliminary/the general describe of someone or things of the topic.
- **Description:** contains of the explained, describe of things and someone that more detail from the identification that has general describe.

Wilhelm (2007) says that guiding questions create a clearly focused problem orientation for our studies that connects kids to socially significant material and learning. This in turn lends to exciting conversation that bring together the students’ lives, the course content, and the world in which we live as we consolidate major concepts, vocabulary, strategies, and ideas. Guiding questions are a framework for a topic. Using them takes the onus off the teacher to convey all of concepts and information and puts it on the students to investigate the questions and find answers that they can apply in their everyday lives. Offers a list of criteria that guiding questions must meet include:

- A guiding question addresses the ‘heart of the discipline’ being studied. Essential disciplinary knowledge will be required to answer it.
- A guiding question is open-ended, possible to contend arguable. It must be complex enough to house multiple perspectives and possible answers.
- A guiding question possesses emotive force, intellectual bite, or edginess. Students should be able to engage in quality discussions about the topic.
- A guiding question may lead to new questions asked by the students.
Guiding questions should be planned in the following steps: First, write your guiding questions. Identify what learning needs to be done to address the questions. Next, create a final project for the unit. Upon completion of the project, students should be able to demonstrate their understanding of the real world issues raised in the guiding questions. Finally, plan the sequence of activities and readings that moves the students down the path toward mastering.

This research is an action research. It started with the process of reconnaissance to identify the field problems. In this research, the low ability of students in writing descriptive text became the main issue. Some lesson plans were developed to solve the problems. The research was conducted in pre-test, post-test 1, post-test 2, and post-test 3. The action was aimed at improving the students’ ability in writing descriptive texts.

1. Observing of pre-test
   The subject of the research was 25 students in grade 7c at SMP Taman Dewasa Ibu Pawiyatan. Here was the result of pre-test. The students were written to describe their classroom; it was the real result from the students.

   I asked the students to write a paragraph and describe their classroom. They were asked to count all the things in the classroom and wrote on the piece of paper. From the students result, there are some mistakes, vocabulary and grammar but the big problem was in grammatical error.

2. Observing of post-test 1
   The observation was conducted by the researcher, the subject of the research was 25 students in grade 7c at SMP Taman Dewasa Ibu Pawiyatan, but here the researcher only gave 8 students result to sample, from student number one up to eight. In the post-test 1 here, the first step is the researcher explained about text descriptive, the second was explained how to used “there is and there are”, the third was the researcher gave a piece of paper at that paper there was thirteen questions about the classroom, the fourth was the researcher asked the students to answers the questions based on the real situation in the classroom. After the students finished doing the task then they can make a paragraph based on their answering. Finally descriptive text is created automatically. There are differences between the result in pre-test and post-test 1.

3. Observing of post-test 2
   The subject of the research was 25 students in grade 7c at SMP Taman Dewasa Ibu Pawiyatan, but here the researcher only gave 9 students result to sample, from student number nine up to seventeen. The students write to describe their school based on the real situation at that school, the result of pre-test 2 in the appendix 3.

   In the post-test 2 here, the first step was the researcher review about text descriptive, the second was the researcher asked the students to look for the situation of their school, the third was the researcher gave a piece of paper at that paper there was thirteen questions about the school, the fourth was the researcher asked the students to answers the questions based on the real situation in the school. After the students finished doing the task then they can make a paragraph based on their answering. Finally descriptive text was created automatically. There was an increased in student’s work, the students were make a paragraph based on the instruction.

4. Observing of post-test 3
   The subject of the research was 25 students in grade 7c at SMP Taman Dewasa Ibu Pawiyatan, here the researcher only gave 8 students result to sample, from student number eighteen up to twenty five.
The students were write to describe the animal (rabbit), it were the real result from the students.

In the post-test 3 here, the first step is my review and about text descriptive, the second was I asked the students to look the animal’s picture (rabbit), the third was I gave a piece of paper and at that paper there was ten questions about the animal (rabbit), the fourth was I asked the students to answers the questions based on the picture. After the students finished doing the task then they can make a paragraph based on their answering. Finally descriptive text was created automatically. There was an increased step by step in student’s work, the students were to make a paragraph based on the instruction.

3. CLOSING REMARK

To improve the students’ ability in writing paragraph, especially in descriptive text, English teachers should have a good method. They can have some various teaching learning processes to make them interesting, the method should not de-motivate the students but it should give them some useful feedback. They should have a good and interesting method to make their students learn easily and fun in the process.

4. REFERENCES

Mukarto, dkk (2007). English on Sky 1 for Junior High School Students Year VII. Jakarta: Erlangga.
http://www.wikihow.com/Teach-Writing-Skills), accessed on November 17th, 2016 at 01.48 pm.
5. Appendix 1

6. Appendix 2
7. Appendix 3

Describe the school:
1. How is the school? [ ]
2. How many rooms at school? [ ]
3. How many classrooms at school? [ ]
4. How many teachers at school? [ ]
5. How many students at school? [ ]
6. How many teachers' offices? [ ]
7. How many classrooms' offices? [ ]
8. How many teachers are there? [ ]
9. How many students are there? [ ]
10. How many teachers' offices are there? [ ]
11. How many classrooms' offices are there? [ ]
12. How many students are there? [ ]
13. How many teachers are there? [ ]

Describe the animal:
1. What is the picture? [ ]
2. Where is the animal? [ ]
3. What is the animal? [ ]
4. What is the animal food? [ ]
5. How big is the animal? [ ]
6. How many legs does it have? [ ]
7. How many eyes does it have? [ ]
8. How many nose does it have? [ ]
9. Is the nose warm or cold? [ ]
10. Do you like this animal? [ ]

8. Appendix 4