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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 17th2016, 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. Descriptive text has two main parts, they are identification and description. The structure of a text is called the generic structure. Descriptive text is likes describe white house, animals, fruits, etc. From the Mukarto's statement, we can conclude that descriptive text is a 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 demotivate 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.

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5. Appendix 1

1
This is my classroom
There are fourteen tables. There are twenty eight chairs.
There are sixteen windows.
There are one cupboard. There are five lamps. There are one fan.
There are one white board. There are two pictures.
There are one door. There are teacher's desk. There are chairs.
There are

2
Twenty eight chairs cupboard
Fourteen tables
There are fourteen tables there are twenty eight chairs cupboard
There are one fan there are five lamps there are one cupboard there are one door
- one cupboard
- one fan
- five lamps
- fourteen tables
- twenty eight chairs
- one door

Student number: 19 (suminar)
This is my classroom
There are fourteen tables there are twenty eight chairs one cupboard one fan five lamps.

Suminar Number 19
This is my classroom
There are fourteen tables there are twenty eight chairs there are one cupboard there are five lamps there are one fan there are one black board there are one eraser there are twenty six windows there are two pictures

8
This is my classroom
1. There are fourteen tables
2. Twenty eight chairs
3. One cupboard
4. One fan
5. Five lamps
6. Sixteen windows
7. One seat
8. White board

10
This is my classroom
There are fourteen tables. There are twenty eight chairs. One cupboard. One fan. Five lamps. One white board. One clock. One table. Three pictures. One door. Sixteen windows.

6. Appendix 2

Describe this classroom

- How is the classroom? Clean Big
- Is there many things in the classroom? Yes there is
- Is there any teacher's desk? Yes there is
- Is there any ruler and eraser on the teacher's desk? Yes there is
- How many table and chair? 14 tables 28 chairs
- How many lamp? 5 lamps
- How many broom? 2 broom
- How many picture? 2 pictures
- How many cupboard? 1 cupboard
- How many fan? 1 fan
- How many clock? 1 clock
- How many white/black board? 1 white board
- Are you love the classroom? Yes I am

My classroom are clean and big. there are many things in the classroom. there is one teacher desk. there are 14 tables and 28 chairs. there are one fan. there are 2 brooms. there are 2 pictures. there is 1 cupboard. there is 1 fan. there is 1 clock. there is 1 white board. here is yes I am I love my classroom

2
Describe this classroom

- How is the classroom? Clean big
- Is there many things in the classroom? yes there is
- Is there any teacher's desk? yes there is
- Is there any ruler and eraser on the teacher's desk? yes there is
- How many table and chair? 14 tables 28 chairs
- How many lamp? 5 lamps
- How many broom? 2 brooms
- How many picture? 2 pictures
- How many cupboard? 1 cupboard
- How many fan? 1 fan
- How many clock? 1 clock
- How many white/black board? 1 white board
- Are you love the classroom? yes I am

My classroom are clean and big. there are many things in the classroom. there is one teacher desk. there is one ruler and one the teacher desk. there are 14 tables and 28 chairs. there are 5 lamps. there are 2 brooms. there are 2 pictures. there is 1 cupboard. there is 1 fan. there is 1 clock. there is white board. I love my classroom

7. Appendix 3

Student Number: 9

Describe this school

1. How is the school? Big
2. How many room at school? Twenty four rooms
3. How many classroom at school? Ten classrooms
4. How many toilet? Four toilets
5. How many canteen? Two canteens
6. How many teacher's office? one teacher's office
7. How many headmaster's office? one headmaster's office
8. How many counseling room? counseling room
9. How many infirmary? one infirmary
10. How many school yard? two school yards
11. How many computer room? 1 computer room
12. How many mosque? 1 mosque
13. Is there any laboratory? yes, there is

My school is big. There are twenty four rooms. There are ten class rooms. There are four toilets. There are two canteens. There is one teacher's office. There is headmaster's office. There is one counseling room. There is one infirmary. There are two school yards. There is one computer room. There is one mosque. And also there is one laboratory.

Student Number: 10

Describe this school


1. How is the school? 1 big
2. How many room at school? 2. twenty four rooms
3. How many classroom at school? 3. ten classrooms
4. How many toilet? 4. four toilets
5. How many canteen? 5. two canteens
6. How many teacher's office? 4 one teacher's office
7. How many headmaster's office? 7 one headmaster's office
8. How many counseling room? 8 one counseling room
9. How many infirmary? 9 one infirmary
10. How many school yard? 10 two school yards
11. How many computer room? 11 one computer room
12. How many mosque? 12 one mosque
13. Is there any laboratory? 13 yes there is

- 1) my school is big
- 2) there are twenty four rooms
- 3) there are ten classrooms
- 4) there are four toilets
- 5) there are two canteens
- 6) there is one teacher's office
- 7) there is one headmaster's office
- 8) there is one counseling room
- 9) there is one infirmary
- 10) there are two school yards
- 11) there is one computer room
- 12) there is one mosque
- 13) and also there is one laboratory

8. Appendix 4

18

Describe the animal



1. What is the picture? Rabbit
2. What the color? black and white
3. Where is the animal live? indonesia
4. What is the favorite food? carrot
5. How many leg does it have? four legs
6. How many eye does it have? two eyes
7. How many ear does it have? two ears
8. How many nose does it have? one nose
9. Is the tame or wild animal? tame animal
10. Do you like this animal? yes I do

It is rabbit. The color are black and white. It lives in the karolin. The favorite food is carrot. It has four ears. It has one nose. It has four legs. It has two eyes. It is tame animal. I like rabbit.