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Linguistika, Jurnal Pendidikan Bahasa Inggris, merupakan jurnal ilmiah yang menyajikan artikel orisional tentang Pendidikan Bahasa Inggris. Jurnal ini merupakan sarana publikasi dan ajang berbagi riset dan pengembangannya di bidang Pendidikan Bahasa Inggris. Pemuatan artikel di jurnal ini dialamatkan ke kantor editor. Informasi lengkap untuk pemuatan artikel dan petunjuk penulisan artikel tersedia di dalam setiap terbitan. Artikel yang masuk akan masuk proses seleksi editor. Jurnal ini terbit secara berkala sebanyak dua kali dalam setahun (Oktober,April). Pemuatan naskah tidak dipungut biaya.

Linguistika, English Education Journal, is a scientific journal publishing original articles on English Education. The journal provides a broad-based forum for the publication and sharing of ongoing research and development in English Education. The paper to be presented in this journal is addressed to the editorial office. The complete information regarding the procedures to send an article is available in each volume. All articles will be subjected to review process by the editors. Starting from 2010, the journal has been periodically twice a year (October, April).

Mengutip ringkasan dan pernyataan atau mencetak ulang gambar atau tabel dari jurnal ini harus mendapat ijin langsung dari penulis. Produksi ulang dalam bentuk kumpulan cetakan ulang atau untuk kepentingan periklanan atau promosi atau publikasi ulang dalam bentuk apa pun harus seizin salah satu penulis dan mendapat lisensi dari penerbit. Jurnal ini diedarkan sebagai tukaran untuk perguruan tinggi, lembaga penelitian dan perpustakaan di dalam negeri.

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Dwi Ambaretno Ningtyas Akademi Bahasa Asing Sinema Yogyakarta

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 2, and 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

(<u>http://www.indiastudychannel.com</u> /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. educationists There are so many complimented their definitions about teaching.

(<u>http://www.wikihow.com/Teach-</u> <u>Writing-Skills</u>), 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 differences are 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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http://www.wikihow.com/Teach-Writing-Skills), accessed on November 17th, 2016 at 01.48 pm

5. Appendix 1

		7
	f Dans 5	
	This is my classroom	
There as	e four teen tables. There are twenty eight	
and the state	them windows. aphena's littler care five lamp. There are one five aphena's littler are two fichers. 18 deer , there are kichers desh. There are chairs	
	2	
	Luenty eight Chairs cyboard - Jourseen tables - Jourseen tables - Jourseen tables - Jourseen tables - There are one fan there are five largs there are one cyboard there are one door - One cyboard - One cyboard - Joursen tables - Joursen tables - Joursen tables - One door	
-	(na) kinace) e i 1a	
	Thisis my classroom	
There are	. Eather tables there are twenty eight chains board one fan . five lamps.	
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	No. : Disc. 15 Prot Class control	
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	18	
	Dani, 1	
There are Twency eig One cup to One for Five lame Skicean i One darr White to	s S	
	This is my classroom. There are fourteen to blas There are fourteen to blass There are fourteen to blass There are fourteen to blass the b	
	There are four-seen tables. There are twenty eight chairs, one curboard, one san 5 ive tanbs, one while boards. One clark, one tabls theres, two pices, one chairs thisers, one boor. Sixteen windows.	
		1
		1
		1
		1
		1
		1
		1

6. Appendix 2

escribe this classroom		
1. How is the classroom?	Cleon Big	
2. Is there many things in the classroom?	Yes, Aleae 15	
3. Is there any teacher's desk?	Yes, Hend 15	
4. Is there any ruler and eraser on the teacher's desk?	Ves there is	
5. How many table and chair?	14 tables 26 chairs	,
6. How many lamp?	5 longs	
	2 broom	
7. How many broom?	2 pictures	
8. How many picture?	1 cyp board	
9. How many cupboard?	1 fan	
10. How many fan?	1 clock	
11. How many clock?		
12. How many white/ black board?	1 White board	
13. Are you love the classroom?	Y85, 1 am	
the classroom are clean and by there	our alm.	
things in the classroom there is one to		
tobles and 20 chairs there the one the	i longs there are 2 brooms	0
there are 2 Pictures there 15 1 captor		
there is i colock there is I white book	d Here 15 yes, 1 am	
I live my classifoom		
		2
		2
		2
Describe this classroom		
Describe this classroom I. How is the classro		<u>Clean big</u>
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7. Appendix 3

Duratha this aske al	
Describe this school	
1. How is the school?	69
2. How many room at school?	twenty four com's
3. How many classroom at school?	Tax class room 5
4. How many toilet?	fine toilets
5. How many canteen?	two contens
6. How many teacher's office?	one feacher's office
7. How many headmaster's office?	One bread masterioffice
8. How many counseling room?	Counse li da room
9. How many infirmary?	oneinfirmary
10. How many school yard?	trails can york
11. How many computer room?	I campuige toom
12. How many mosque?	Worker
13. Is there any laboratory?	yes, There is
There is one ifirming. If	e, <u>there is one courseing nom</u> . Here are two samelgards, com com there is one massue.
All Manufacture Manufacture and Manufacture	annen in anderen en e
	Student Number: 10
	Je com winders 10
Describe this sc	hool
	the school?
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2. How ma	he school? 2 2 2 2 2 2 2 2 2 2 2 2 2 2 2 2 2 2 2
2. How ma 3. How ma	ny classroom at school? 3 thr.n C/055/00m 5
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 How ma 	rry classroom at school? 3.41zen. Clussiforem.> yny toller? 4. four feijled. any canteen? 5. to <u>Consettris</u> any teacher's office? any headmaster's office? 7. Onc. Inc.0, Inc.0, Inc.0, Inc.
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8.Appendix 4

105	
	120
1. What is the picture?	Astojit
2. What the color?	blick and white
3. Where is the animal live?	HIINE)
4. What is the favorite food?	Carrot
5. How many leg does it have?	Four 1095
 How many eye does it have? 	twolves
 How many ear does it have? 	two ears
 How many nose does it have? 	on nos
 Is the tame or wild animal? 	tame annoil
10. Do you like this animal?	W. I. d
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t is randit. the color o	Charles of the work