

## GUIDED QUESTIONS TECHNIQUE FOR TEACHING WRITING SKILL OF DESCRIPTIVE TEXT

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*The objective of the research was to find out whether there was a significant influence of using Guided Questions technique towards students' writing skill of descriptive text at the first semester of the eighth grade students of SMP Perintis 2 Bandar Lampung in the academic year of 2017/2018. The methodology in this research was quasi experimental design with the treatments held in 3 meetings, 2x40 minutes for each. The population of this research was the eighth grade students of SMP Perintis 2 Bandar Lampung. The sample taken was two classes, VIII B and VIII C which consisted of 37 students respectively by using Cluster Random Sampling. In collecting the data, the writer used the test instrument in writing descriptive text. Pre-test and post-test design was used. From the data analysis, it was found that the result of T-test was 2.155. This result then was consulted to the score of t-critical in this case 0.05 was 1.994. From the analysis, the score of  $t_{observed}$  was higher than  $t_{critical}$  (0.05). In conclusion,  $H_a$  was accepted and  $H_o$  was rejected. In other words, there was a significant influence of guided questions towards students' writing descriptive text of the eighth grade students of SMP Perintis 2 Bandar Lampung in the academic year of 2017/2018.*

*Key Words: writing, Descriptive Text, Guided Questions, Quasi Experimental Design*

### 1. INTRODUCTION

Writing is considered as the most difficult and complicated language skill to be learned. Writing needs hard thinking to produce idea, words, sentences, paragraph, and composition. Harmer states "Writing is frequently useful as preparation for some others activity, in particular when students write

sentence as a preamble to discussion activities”.<sup>1</sup> And another said that, writing is expressing someone about their ideas, opinions, thinking, or feeling use language writing.<sup>2</sup> Tarigan explains the definition of writing as a skill of language. He said that writing is one of the language skills, which is used to communicate indirectly, without having face to face with other people.<sup>3</sup> Writing is a set of visible or tactile signs used to represent units of language in a systematic way.<sup>4</sup>

Writing is one of the important skills to be mastered by the students. They use it to communicate each other, as means of ideas and emotional expression. On the other hand, when they write their ideas and emotions creatively, they are communicating on paper in their best way.

According to Murcia, writing is the ability to express one’s ideas in written form in a second or foreign language.<sup>5</sup> Brown explained that writing is a transaction with words whereby you free yourself from what you presently think, feel and perceive.<sup>6</sup> According to Raimes, writing is a skill in which to express ideas, feelings, and thought that are arranged in words, sentences and paragraphs by using eyes, hand, and brain. Hence, writing is a media to express

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<sup>1</sup> Jeremy Harmer, *How to teach writing*, (Malaysia: Pearson Education Limited, 2007), p. 4.

<sup>2</sup> Ida Maharani, *How to Write Effectively* (Yogyakarta: Citra Aji Parama. 2007), p.12

<sup>3</sup> Faisal & friends, *The Effectiveness of FRESH Technique to Teach Descriptive Paragraph*, (Purwokerto: UMP, 2013). p. 240.

<sup>4</sup> Coulmas & florian, *The Blackwell encyclopedia of writing systems*, (Oxford: Blackwell, 1999), p. 560

<sup>5</sup> Marianne C. Murcia, *Teaching English As a Foreign Language Teaching*, (Boston: Heinle and Heainle Publishers, 1991), p. 233.

<sup>6</sup> H. Douglas Brown, *Teaching by Principles: An Interactive Approach to Language Pedagogy*, 2<sup>nd</sup> Ed., (New York: Pearson Education, 2001), p.337

our ideas and feeling in written form.<sup>7</sup> White said that, writing is more than public communication; it is a way of thinking.<sup>8</sup>

Based on KTSP (Education Curriculum in Indonesia) there are five genres of the text that must be taught to students in junior high school such as: descriptive, narrative, procedure, recount and report. Each text has different social function, schematic structures, and language features. One of the texts taught for the eighth grade students of Junior High School is Descriptive text. Descriptive is giving a picture in words. As Artono said, Descriptive text is a text that describes the features of someone, something, or a certain place.<sup>9</sup>

There are some features in a descriptive text that we must give a serious attention, they are: The identification of the descriptive text is usually as a main idea of the paragraph or called as a general statement, and the description of the descriptive text is about the explanation of the general statement or main idea or supporting details to the general statement. Another feature is grammatical feature of a description. Factual descriptions usually include the following grammatical features: (a) verbs in the present tense, (b) adjective to describe the features of the subject, and (c) topic sentences to begin paragraph and organize

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<sup>7</sup> Ann Raimes, *Technique in Teaching Writing*, (New York: Oxford University Press, 1983), p.2

<sup>8</sup> Fred D. White, *The Writer's Art*, (California: Wadsworth Publishing Company, 1986)p.7

<sup>9</sup> Fikri Fauzi Alwi, *Improving Students' Ability in Writing Descriptive Text using Clustering Technique at Eight Grade Students of MTs. Darul Ma'arif Cipete* (Jakarta: UIN Syarif Hidayatullah Jakarta, 2011) p.2

the various aspect of the description.<sup>10</sup> In writing descriptive text, students need to consider a number of different factors. They need to have knowledge of the topic, the convention and style of the genre, and the context in which their writing will be read.

In learning descriptive text, students may have difficulties in learning it. In fact, most students hardly ever follow the writing stages in their writings. They often copied texts from the students who were good at English subject. Sometimes they just rearranged jumbled sentences given by the teacher or taken from the topic which has been given by the teacher. They are confused what to write although they know the topic which has been given by the teacher. They are confused to write their idea about the topic.

According to Brown, the criteria of writing score is still poor if the students' writing score get 45 – 67.<sup>11</sup> Based on preliminary research at SMP Perintis 2 Bandar Lampung, the writer found some problems that caused students' writing ability was still low such as: the students have lacks of vocabulary and they were scared to arrange the sentences. Furthermore, the writer also interviewed the English teacher to get deeper information of writing problem. She said that most of students at SMP Perintis 2 Bandar Lampung had lack of vocabulary and they worried about making mistakes. Moreover, the students also got difficulties in developing their ideas. Besides, students were

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<sup>10</sup>Anderson Mark and Kathy Anderson, *Text Types in English 3*, (South Yarra: Macmillan Education Australia Pty Ltd, 1998)

<sup>11</sup> H. Douglas Brown, *Teaching by Principles: An Interactive Approach to Language Pedagogy*, 2<sup>nd</sup> Ed., (New York: Pearson Education, 2001), p.357 – 358.

lazy to bring dictionary.<sup>12</sup> The statements above were supported by following information from the data obtain of writing score of the eighth grade at SMP Perintis 2 Bandar Lampung. From 147 students, there were only 49 (33,33%) students who got score above criteria and 98 (66,66%) students got score under criteria.

The writer also found that students of SMP Perintis 2 Bandar Lampung had lack in writing descriptive text, and they got difficulties to remember new meaning of sentence. It happened because of some factors, that are; the teacher did not used the various technique in English language teaching process, the students have low motivation to learn English language, the students was scared to arrange the sentences and the students had limited time to practice writing.

Based on this problem, the writer wants to try a technique that is guided questions. The writer is interested in this technique because it is easy to understand and it can help the students to explore their idea in learning writing skill. As Raymond said that, asking questions can be a way of playing with material before deciding what you want to make of its' shape.<sup>13</sup> Guided questions is a technique in teaching learning writing by using some questions to help writing. According to Traver, guided questions is the basic questions that directs the search for uderstanding.<sup>14</sup> As the function of this teaching technique, it was

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<sup>12</sup> Kenida Elsa Putri, *Interviewed to English Teacher of SMP PERINTIS 2 Bandar Lampung on October 25<sup>th</sup> 2017*(unpublished).

<sup>13</sup> James C. Raymond, *writing is unnatural Act*, (New York: Harper & Row Publisher, 1980), p. 16.

<sup>14</sup> Rob Traver, *'Educational Leadership'' ASCD March 1988''*, (<http://smallschoolproject.org>, accessed on may 4, 2018)

believed that guided question technique can direct the students' ideas when writing is processing. Writing process need flexibility and recursive directions.<sup>15</sup> Brown says that Guided questions is used to prompt the test-taker to write from an outline.<sup>16</sup> The outline helps to guide the learner through presumably logical development of ideas that have been given some forethought. Guided questions are used for guiding a learner to write something. One of the possibilities for a guided writing is by giving the learner some questions as guide before writing. So that by answering the questions the students can express their ideas in writing.

In addition, Brown suggests that a series of questions essentially serve as an outline of emergent written text.<sup>17</sup> Meanwhile, White said that the needs to know the topic might consider using the questions. He called this method by *5Ws and the H grid*. He draws this method by a table.<sup>18</sup>

**Table 2.1**  
**Concept of Guided Questions**

5Ws and the H grid		
Questions	General	Specific
What?		
Where?		
When?		

<sup>15</sup> Larry Lewin in Muhayyinah, *The Effectiveness of Guiding Questions Technique in Teaching Writing Among Students' Year X of SMK NU Lamogan*, (Surabaya: IAIN Sunan Ampel, 2012) p. 12.

<sup>16</sup> H. Douglas Brown, *Language Assasement* (Essex: Longman, 1988), p.235

<sup>17</sup> *Ibid*, p.235

<sup>18</sup> Fred D. White, *The Writer's Art...*, P.40-41.

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Why?

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Who?

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How?

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*Adapted by Fred D. White*

It can be concluded that guided questions is a teaching technique by giving some questions related to the topic in order to motivate and help the students in exploring ideas when they are going to write.

There are some functions of guided questions based on Gould as follows:

**Table 2.2**  
**Function of Guided Questions**

WH Questions	Function
When?	Asking about Time
Where?	Asking about Place
Who?	Asking about Person/Topic
How?	Asking about Manner
What?	Asking about Object/Idea/Action

In the form of WH-Questions and based on the topic discussed, through questions, students will be guided step by step in their writing based on the question and the topic given. After that, the students arrange their answers into

systematic paragraph. This is approved by Gould who says that, using the reporter's WH-Question creates an important context.<sup>19</sup>

The aim of this technique is to help the students in gathering ideas before starting to write. As Raymond says that, questions can be a way to help exploring ideas in writing.<sup>20</sup> Guided questions are effective to be implemented in teaching learning writing. It has been revealed by previous research conducted by Yulia and friends about Improving Recount Text Writing by Guided Questions-word questions also revealed that questions words can help and guide the students to write much more rather than without any clues. Giving the students some questions words can guide and help the students to write more, particularly in recount text writing. The technique could also improve students' achievement significantly in writing skill of recount paragraph.<sup>21</sup>

## 2. METHODOLOGY

In this research, the writer applied experimental design in order to know the influence of using guided questions towards students' writing ability in descriptive text. In this case, the quasi experimental pretest - posttest group design were used. Then, it compares the influence of the treatments towards an

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<sup>19</sup> Eric Gould, *The Act of Writing*, (New York: Random House Inc, 1989), p.119.

<sup>20</sup> James C. Raymond, *Writing (is Unnatural Act)*, (New York: Harper & Row Publisher, 1980), p.15

<sup>21</sup> Yulia, And Friends, *Improving Recount Text Writing Ability by Guided Questions-Word Questions at SMP Negeri 6 Pontianak*, *Journal* (Pontianak: FKIP Tanjungpura University, 2012), Unpublished, p.13 available on <http://jurnal.untan.ac.id/index.php/jpdpb/article/download/1151/pdf> (Accessed on March 20, 2017)



experimental class. The population of this research was the students at the first semester of eighth grade of SMP Perintis 2 Bandar Lampung in the academic year of 2017/2018. The population of this research were consists of 147 students includes four classes. In getting the sample from population, the writer used cluster random sampling. The samples of the research were two classes. It takes from two of the four classes which were chosen by the writer as the sample classes. VIII B was the experimental class and VIII C was the control class.

### **3. RESEARCH FINDING**

At the beginning of the activity, the pre-test was administered on, 15 November 2017 at 09.55 am to know students' achievement in writing descriptive paragraph before they were given treatments by the researcher. The result shows that average score between experimental class and control class were slightly different. The average score of experimental class was 58.29 and the average score of control class was 58.44 the normality test and homogeneity test shown that the data were normal and homogeneous. Therefore, it could be concluded that two groups, experimental class and control class, had the same ability at the beginning of the research.

At the end of this research, post test was given on 29 November 2017 at 07.15 am to measure the improvement of students' descriptive paragraph writing ability in both classes after treatments done. In experimental class the average score of pre-test was 58.29 and the average score of post-test was 75.162

where is control class the average score of pre-test was 58.44 and the average score of post-test was 70.028. Based on the analysis of the data of normality test post-test experimental was normal distribution and the testing hypothesis, the result of  $T\text{-test}=2.155$   $t$  critical at  $df=70$  and significant degree 5% (0.05) was 1.994. The null hypothesis ( $H_0$ ) was refused and alternative hypothesis ( $H_a$ ) was accepted. Based on the computation above, it could be concluded that there was a significant influence of using questions and answers technique towards students' descriptive paragraph writing ability.

From the analysis above, we knew that the students who got treatment by guided questions got a better score than the students without using guided questions in teaching writing descriptive text. It could be seen that writing score of the students after being treated by using guided questions were higher than using free writing technique. It could be said that there was a significant influence of using Guided Questions Technique towards Students' Writing Skill of Descriptive Text at the first semester of the Eighth Grade Students' of SMP Perintis 2 Bandar Lampung in the Academic Year of 2017/2018.

#### **4. CONCLUSION**

Based on the finding of the research, it was found that the students who were taught by using guided questions have increased their ability in descriptive text writing ability. In this research, at the beginning of class, the students were taught through guided questions in the experimental class and free writing in the

control class. The material was three topics of descriptive text based on the picture that was provided for three treatments.

Based on the result of data analysis, the writer concluded that there was a significant influence of using guided questions technique towards students' writing ability in descriptive text. It was supported by result of  $t_{\text{test}}$  where  $t_{\text{observed}}$  was higher than  $t_{\text{critical}}$  ( $t_{\text{observed}} > t_{\text{critical}}$ ) that was  $2.155 > 1.994$  for level of significance 0.05. This also indicated that the hypothesis alternative ( $H_a$ ) was accepted. Therefore, teaching writing by using guided questions can give a significant influence towards students' writing ability in descriptive text.

Therefore, guided questions technique can motivate the students in order to increase their writing ability. It is supported by the students' scores, they received higher scores after the writer gave the treatments by using guided questions as a way in learning writing ability. In other words, guided questions had significant influence in students' writing ability in descriptive text at the first semester of the eighth grade of SMP Perintis Bandar Lampung.

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