

CHAPTER II

THE USE OF GUIDING QUESTION TECHNIQUE TO IMPROVE STUDENTS' DESCRIPTIVE TEXT WRITING

A. Previous Research

There are some researchers conducted in improving students' descriptive text writing. Related to this research, the researcher chooses some literatures about previous research which are relevant to the improving students' descriptive text writing.

The title was *Improving Students' Writing Organization of Descriptive Text Through The Use of Teams Games Tournament* by Septa Nur Afiyani (063411015), Walisongo State Institute for Islamic Studies. The purpose of the research is to know how much the improvement of students' writing organization of descriptive text after being taught through TGT (Team Games Tournament). She used an Action Research method. Data was collected through documentation, observation, and test. Her research built the use of TGT to improve students' writing organization of descriptive text. The result of this research showed the improvement of the students' ability in writing descriptive text.¹

¹ Septa Nur Afiyani, *Improving Students' Writing Organization of Descriptive Text Through The Use of Teams Games Tournament*, thesis (Semarang: Walisongo State Institute for Islamic Studies Semarang, 2010), p. vii.

The difference between the research and the researcher's is the technique of learning. Her research used Team Games Tournament, while the researcher used guiding question technique to improve students' descriptive text writing. The similarities are, both her research and the researcher focus on improving students' writing skill in descriptive text and also conduct a Classroom Action Research.

The research entitled "The Effectiveness of Guided Questions in Teaching Student's Narrative Writing of the eight Grade Students of MTs Pembangunan UIN Jakarta in the Academic Year 2014/2015" by Erma Velandi (1110014000121), English Education Department faculty of Teacher Training and Education Syarif Hidayatullah State Islamic University Jakarta 2015. The aim of the research is to find out the students' achievement in writing descriptive text taught by using guided questions technique and taught without guided questions technique. The type of the research is experimental research. The researcher used two classes of MTs Pembangunan UIN Jakarta in the Academic Year 2014/2015, one class as control class and one class as experimental class. For control class, the researcher used conventional method to teach writing Narrative Text and for experimental class, the researcher used guided question as a technique to teach writing narrative text. The result of the research shown that the students' writing narrative text achievement in experimental class better than control class. From the result of the

research, it can be concluded that guided questions is an effective technique to teach writing because it makes students felt fun and active in class and also can improve students' writing skill.² The similarity between this research and the research above is object of the study that is writing. In addition the researcher also used same technique with the research above that is guiding question technique. The difference between this research and the research above is the research method, the researcher used Classroom Action Research and the research above used Experimental Research. Besides, the kind of genre that was used by the researcher is different from the research above, the researcher used descriptive text and the research above used narrative text.

B. Literature Review

In this chapter, the researcher discusses some related topics in order to build comprehension frame of thought of this research. The related topics to be discussed are:

1. Writing
 - a. General concept of writing

Writing can be defined as the activity to make letters or number on a surface, especially using pen or

² Erma velanda, *The Effectiveness of Guided Questions in Teaching Students' Narrative Text Writing, thesis* (Jakarta: Teacher Training and Education faculty of Syarif Hidayatullah State Islamic University, 2015), p.

pencil.³ Writing is one of the four language skills besides listening, speaking, and reading. It is an activity in arranging words, phrases, and sentences that is grammatically correct and appropriate with its purpose. Generally, writing can be interpreted as the act of forming or tracing a character on paper or other suitable materials with a pen or pencil.

According to Harmer, writing is a way to produce language and express idea, feeling, and opinion. Furthermore, he stated that writing is a process that what people write is often heavily influenced by the constraints of genres, and then these elements have to be presented in learning activities.⁴

According to Richard, “Writing is the most difficult skills for second language learner to master of putting together strings of grammatically correct sentences”.⁵ It can be said that writing can be distinguished from other skills as the most difficult one. There are many factors influencing writing to be good

³ Oxford University, *Oxford Learner's Pocket Dictionary*, (New York: Oxford University press, 2003), 3rd Ed., p. 502

⁴ Jeremy Harmer, *How to Teach Writing*, (Longman: Pearson Education Limited, 2004), p. 31.

⁵ Jack C. Richards, *Methodology in Language Teaching: An Anthology of Current Practice*, (New York: Cambridge university press, 2002), p. 303.

one such as grammatical, vocabularies, punctuation, and spelling knowledge. They are integrated into a paragraph.

From the definitions above, it can be concluded that writing is the way of producing language and expressing ideas, feelings, and opinions in the form of letters, symbols, or words into written form, Writing is also distinguished as difficult skills, because it is complex process. Writing requires students to use grammar and vocabulary correctly to express what they want to say clearly.

b. Writing purpose

The purpose of writing is to produce and deliver the writer's ideas and message to the reader. It is means that the writer needs something to write and also needs to pay attention what they will write and what the purpose of it. So that the readers know exactly what the writer is trying to accomplish in her/his writing. It is strengthened by Penny Ur, "The objective of the teaching writing in a foreign language is to get learners to acquire the abilities and skills they need to produce a range of different kind of written texts similar to those educated person would be expected to be able to produce in their own language".⁶

⁶ Penny Ur, *A Course in Language Teaching: Practice and Theory*, (Cambridge: Cambridge University Press, 1996), p.162.

Hence, in every student's writing activity, make sure that students have some writing aim, they have to consider the purpose of their writing, not only the type of text they wish to produce but also the language they use and information they choose, etc.

c. Writing process

In short, writing process comprises the mechanics by which writers create publishable product. It is the method all writers use to generate ideas, choose, and organize these ideas, write and revise their piece and format them for published.⁷ The writer concludes that the writing needs a process to create a text, so the students will need some stages to make a text, it means that it will not be instant to create a text. Here, the process of the writing :

1) Prewriting

Prewriting is the first step of writing process. In this step author should generate ideas and put their thoughts in order. "Researchers such as Matsuhashi (1981) have found that as writing tasks become more complex and as more abstract thought is required, so

⁷Garth Sundem, *Improving Student Writing Skill*, (U.S.A: Shell Education, 2006), p. 41.

too do experienced writers require more time to plan their writing.”⁸

2) Writing

It is the next step in writing process. In this step the author should expand the general ideas that have been done in prewriting step. The point in this step is to get the thoughts down on the paper. The ideas can be rearranged, added and edited later on revising step.

3) Revising

Revising is the final step in writing process. Revising is often neglected in the writing process. Sometimes, students and teacher feel that they have already written the paper and it is enough. But, revising has the greatest potential for learning. While students revising, they learn techniques to make their writing better—techniques they can apply the next time they draft. Students will see “before” and “after” versions, and by comparing the two, they will demonstrate to themselves the specific elements that make for a better piece of writing (Adams, 1991).⁹ In revising a text, it would be better if these components

⁸ Garth Sundem, *Improving Student Writing Skill*, (USA: Shell Education, 2006), p. 43.

⁹ Garth Sundem, *Improving Student Writing Skill*, (USA: Shell Education, 2006), p.55.

checked, they are language in use (grammar, vocabulary), punctuation, spelling, content, etc.

In conclusion, writing process is one of important parts to be done by the writer. So, for the teachers, they have to convince the students' actually writing is a process. Therefore: to make a good writing, the students have to apply the stages of writing started above.

2. Guiding question technique

a. The definition of guiding question technique

According to Traver, Guiding question is basic question that direct the search for understanding.¹⁰ As a teaching technique, it can be very useful for helping students to explore a topic or information they need to write a text. As another expert stated that using questionnaires can be very effective devices for motivating writers and providing students with content for their individual writing.¹¹

Margaret Bonner in his book step into writing also gave explanation about several steps into writing by using questions. They are:

¹⁰ Rob Traver. "Educational Leadership", March, 1998, p. 72, <http://pypchat.wikispaces.com>, was accessed on November 08, 2015.

¹¹ Tricia Hedge, *Writing*, (New York: Oxford University Press, 1998), p. 41.

- 1) Think about your subject. (“subject” means any event, person, problem, project, idea, or issue. In other words, anything you might write about).
- 2) Answer the questions about your subject, Start with the first question, and move right through the list.
- 3) List the answer (for a guidance of your text you might write about).¹²

Guiding question can help the students to explore their idea in learning writing skill, as Meyers said that question can be way to help exploring topic in writing skill. Any good paragraph or essay goes through many stages before it’s finished. First you may simply explore your subject by using questions.¹³ Moreover, by asking question about your subject, you can also generate ideas and details such questions include why, what, when, where, who, and how. White also said that the needs to know the topic might consider using the questions. He called this method by 5w and the H gird. It works because the question generates and provides a wraparound understanding of the topic.¹⁴ This is almost the same

¹² Margaret Bonner, *Step Into Writing*, (New York: Addison-Wesley Publishing Company, 1994), p. 54.

¹³ Alan Meyers, *Gateways to Academic Writing*, (New York: Longman, 2005) p.2-3.

¹⁴ Fred D. White, *The Writer’s Art*, (Los Angeles: Wadsworth Publishing Company, 1986), p. 41-42.

technique which gives some questions about a topic which are called question paragraph, then, turning the question into a paragraph of affirmative statements.

Based on the explanation above, it can be concluded that guiding question is a technique of writing in which students are guided to express their ideas into a written form by giving some questions related to the topic, which is going to be written by students, in order to minimize the mistake made by students and help them organize their ideas coherently as long as they follow the question given by teacher.

b. The characteristic of guiding question

According to Rob Traver in educational leadership, there are four characteristic of guiding question,¹⁵ they are:

- 1) Open ended yet focus inquiry on a specific topic. It is suggested for a teacher. When a teacher would teach writing using guiding question technique, the teachers should pay attention to the question which is used. The Guiding questions should give opportunity for students to explain what they are understand.
- 2) Non-judgment but answering them requires high level cognitive work, such as the development of a

¹⁵ Rob Traver, "Educational Leadership", March 1998, p. 71, <http://pypchat.wikispaces.com>, was accessed on November 08, 2015.

rich description, model evaluation or judgment. The questions used by teachers should be able to direct the students' thinking in organizing their ideas in writing.

- 3) Contains emotive force and is intellectually stimulating. It means that guiding question should be able to stimulate students' thinking.
 - 4) Succinct, they contain only a handful contain. Succinct means that the questions must be clear and focus on specific subject or topic.
- c. The advantages of using guiding question technique

Based on the definition of guiding question above, it can be known that the advantages of using guiding question for the students are:

- 1) It can facilitate the teaching of writing to the students, so that the students will not be confused what they are going to write because they are guided to write by answering the questions related to the topic.
- 2) It can minimize mistakes by students when they write
- 3) The students will not be confused what they are going to write because they are guided to write by answering the questions related the topic.
- 4) It can make their writing more coherent because they write the paragraph by following the questions.
- 5) It can make students easier to explore the topic which they will to write about.

From that statement, the students can achieve many benefits through guiding questions. They can be easier to write a text, especially in writing descriptive text. Besides, it gives more details in writing a descriptive text.

3. Descriptive text as a Kind of genre

The term “genre” is used to refer to particular text types. It is a type or kind of text defined in terms of its social purposes, also the level of context dealing with social purpose. Genre is a term for grouping texts together, representing how writers typically use language to respond to recurring situations.¹⁶

According to Gerrot and Wignell, there are many kinds of genres (text type). They are:¹⁷

a. Spoof

Spoof is a kind of genre that has social function to retell an event a humorous twist.

b. Recount

It is a kind of genre that social function to retell event for the purpose of informing or entertaining.

¹⁶ Ken Hyland, *Genre and Second Language Writing*, (The United State of America: The University of Michigan Press, 2004), p.4.

¹⁷ L. Gerrot and P. Wignell, *Making Sense of Functional Grammar*, (Sidney: Antepodean Educational Enterprises, 1995), p. 192-217.

c. Report

Report is a kind of genre that social function to describe the way things are with reference to range of natural, man-made and social phenomena in our environment.

d. Analytic Exposition

It is a kind of genre that social function to persuade the reader or listener that something is the case.

e. Anecdote

Anecdote is a kind of genre that social function to share with others or listeners an account of an unusual or amusing incident

f. Narrative

Narrative is a kind of genre that social function to amuse, entertain and to deal with actual or vicarious experience in different ways. Narratives deal with problematic events which lead to crisis or turning point of some kinds, which in turn finds a resolution.

g. Description

It is a kind of genre that social function to describe a particular person, place, or thing.

h. Hortatory Exposition

It is a kind of genre that social function to persuade the reader or listener that something should not be the case.

i. Explanation

Explanation is a kind of genre that social function to explain the process involved in the formation or working of natural or socio cultural phenomena.

j. Reviews

It is a kind of genre that social function to critique an art work or an event for a public audience.

k. Discussion

It is a kind of genre that social function to present (at least) two points of view about an issue

l. Procedure

Procedure is a kind of genre that social function to describe how something is accomplished through a sequence of actions or steps.

m. News Item

It is a kind of genre that social function to inform reader, listener, viewers about events of the day which are considered newsworthy or important.

4. Descriptive Text

a. The definition of descriptive text

Descriptive text is a part of factual genres. As Andersons stated that factual description text generally describes a specific subject; it differs from an information report which describes a general group. Example of factual descriptive text included description of particular

building, a specific animal, a particular place, and a specific person.¹⁸ From the explanation above we can say that descriptive text is factual genres of text which describes of a specific subject, it usually about characteristics of the subject.

b. Purpose of descriptive text

There are so many purposes of descriptive text developed by some experts. Thus, Rosa and Eschholz said that description is a create a verbal picture, a place, person, a thing even an idea or a state of mind can be made vividly concrete through description.¹⁹ Writing any description requires the writer gather many details about a subject, relying not only on what the eyes see but on the other sense impression, touch, taste, smell, hearing as well. So it can be said that description is drawing a subject through the words to make the reader see and feel the subject.

According to Gerot and Wignell, in their book making sense of functional grammar, they stated that

¹⁸ Marx Anderson And Kathy Anderson, *Text Types In English 3*, (Yarra : Macmillan, 1998), p. 26.

¹⁹ Alfred Rosa And Paul Eschholz, *Models For Writers*, (New York: Bedford/ St. Martin's, 2003), P. 400.

descriptive text is a kind of text which aimed to describe a particular person, place, or thing.²⁰

From those statements above, the writer concludes that the purpose of descriptive text is to describe particular things or subject specifically, such as people, place, animal etc.

c. Generic Structure of Descriptive Text

- 1) Identification: identifies the phenomenon
- 2) Description of feature: describes features in order importance:
 - a) Parts/things (physical appearance).
 - b) Qualities (degree of beauty, excellence, or worth/value).
 - c) Other characteristics (prominent aspect that are unique).

d. Grammatical feature of descriptive text

1) Use of Present tense

When describing things from a technical or factual point of view, the present tense is predominantly used; for example, has, eats, sings, lays, swim

²⁰ Linda Gerot And Peter Wignell, *Making Sense Of Functional Grammar* (Australia: Gerd Stabler 1995) , p. 208

2) Relational verb

Relational verbs are used when classifying and describing appearance/qualities and parts/functions of phenomena (is, are, has, have); for example, 1) Eric the Red is an old man. Eric the Red has a greatcoat.

3) Action verb

Action verbs are used when describing behaviours/ uses; for example, 1) An ant has three body parts. Some ants have wings. The queen ant *lays* the eggs. Ants *live* in colonies.

4) Adjective

Adjectives are used to add extra information to nouns and may be technical, everyday or literary, depending on the text; for example, It is grey and brown.

5) Focus on specific participant

5. Teaching Descriptive Text Writing by Using Guiding Question Technique

In teaching writing of descriptive text through guiding question, the teacher follows the following procedures:

In prewriting activity, the teacher shows a picture and gives students some questions related to the picture in order to stimulate students curiosity about the material will be

discussed. It can be very effective way to involve them in the teaching and learning activities. After that, shows them an example of descriptive text based on the topic and the questions given, involves them to identify the definition, generic structure and language feature of the text, after that, teacher gives feedback with clear explanation in every students questions.

In students writing activity, the teacher decides the topic to be described by students and gives them some questions related to the topic. After that the teacher asks the students to make a descriptive text based on the topic and the questions given. Those activities will make all the students easier to make a descriptive text because they are guided by some questions related to the topic given by the teacher.

C. Action Hypotheses

The action hypotheses that proposed in this research are:

1. There will be positive response from students of SMP Muhammadiyah 1 Semarang in the Academic Year of 2015/2016 after being taught by using guiding question technique.
2. The use of guiding question technique can improve students' writing ability on descriptive text at seventh grade students of SMP Muhammadiyah 1 Semarang in the Academic Year of 2015/2016.