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## THE EFFETC OF GUIDED QUESTION TECHNIQUE ON STUDENTS WRITING SKILL OF DESCRIPTIVE TEXT AT EIGHT GRADE STUDENT OF MTS NEGERI PEMATANG SIANTAR

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### ABSTRACT

This study aims to determine the effect of guided question technique on student's writing skill. The subject of research was students of SMP Satrya Budi Karang Rejo at eight grade. This research were used quasi experimental with pre-test and post-test design. In this design there was two groups, namely groups randomly selected experimental and control groups. The researcher were use two classes as sample in this research, they were VIII A that consisted 20 students of controlled class, namely class VIII A was an controlled class in this study given used conventional method. This research were used quantitative method. The result of the researcher were quite significant with the experimental class was mean score of post-test is 81.65. The mode is the score who students' most get in experimental class got

**Keyword:** *Guided Question, Writing skill Descriptive text*

### INTRODUCTION

Language is the key to knowledge. In daily human life, language is a very essential means of communicating. By using it, the individual communicates and socializes with each other and they can convey their idea, convince others, or promise something. Language is the representation of concepts fused into words using speech-sound. Words are mixed into

sentences, this mixture responding to those thoughts into thoughts.<sup>1</sup> Language is concisely defined in our human system of communication that uses arbitrary signals such as gestures, voice sound or written symbols. <sup>2</sup>It can help people express an intention to someone else, and experience and if we are to understand the process by which communicate with one another. We must look conscientiously at the human capacity for language and the particular qualities of language which enable it to play so powerful a role within us and between us.

In English, everyone needs to master the four skills to get good communication. They listen, read, speak and write. While reading and writing are known as active productive abilities, listening and reading are known as passive or receptive skills. To learn language, people need to master constructive techniques that make them smarter and more involved in communication. To be a master and writing are therefore very necessary.

It is equally necessary to talk and write to learn. All have variations and similarities and differences When speaking and then .people can communicate by writing like expressing ideas, feelings, to same speech . Nevertheless contact by communication is talking is very limited by time because people can only communication when they are dealing directly with the other person or audience. Unlike the case with communication through writing more freely because it is not limited by time. In writing activities, writers are usually far from the reader and often do not know who the reader is from different times and places.

<sup>3</sup>Writing than in speech where the pronounced in the second word, but not in the first Therefore, writing is one way that is often used by people to communicate by pouring ideas, thoughts,etc to others when unable to communicate verbally. In this globalization era, the ability to write effectively is becoming increasingly important, especially in English. In addition, people really need to be able to do writing simple stories, writing letters, reports, papers, these, etc. writing skills are very important to succeed in college as well as to advance your career.

## LITERATURE RIVIEW

Writing is the use of a language is one methodof interactions, two people information giver and information sharing practices will always be interested in any

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<sup>1</sup> Donn Byrne, 1980, *English Teaching Perspectives*, Singapore : Longman Group Ltd, p.

<sup>2</sup> Sholihatul Hamidah Daulay, 2011, *Introduction to General Linguistics*, Medan: La-tansa Press,p.12

<sup>3</sup> David Crystal, *Special writing system* , (London: Pearson Education. 2010) p. 2.

method of successful communication. Writing is a skill complex because it involves the ability to spell, arrange words and use vocabulary. When you write something, you use the word and put the sentence and the paragraph together. Someone then, reads what you write. Writing also a process of when people write, they need to think about what they are going to write and assess the meaning and their audience. Self-discovering what we are and what you think. In addition, writing often makes people need to explore their thinking if they write a form of experimentation.

Writing has a function on as a means to get understand human interest. If there are not writing, the knowledge will be lost, religion track will not exist, and life will not be comfortable. Because writing contains ideas, desires, and expressions that will be expressed. And Allah say that writing is one of ways to get knowledge to development his knowledge and status in society

### **Writing Skill**

Writing is one of English many productive skills. It is a writer's ability to communicate information to a reader. This means that through a written form, the writer can communicate. In addition to reading listening and speaking skills, writing skills are important for people to make full communication. That is why writing skills are key to mastering them. In addition, the ability to write a form in the rule of language is also related.<sup>4</sup>

In other words, writing is an incredible skill to concentrate and express idea, sign, symbol into written form. The writer needs to concern this ability in writing. writing skill is a complex skill which has to concern many aspects such as planning, organizing, spelling, punctuation, translating to the readable text, word choice, etc. It also can be more difficult if the L2 learners proficiency is weak.<sup>5</sup> Furthermore, writing sometimes becomes frustrating for people because it is not easy to transfer thoughts and feelings from one head into words. Even writing is difficult, it can still be mastered by people with a hardwork because writing is a skill like driving, cooking, etc. It is not an automatic process. From the explanations above, the writer infers that writing skill is one of the productive English skills which is difficult to master because the writer needs to concern several things. They are planning, organizing, spelling, punctuation, translating, word choice, language rule, etc. Even

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<sup>4</sup> Wayon Dirgayasa, (2014), Writing a Genre Based Perspective, Medan : Unimed press, P. 159

<sup>5</sup> Jack C. Richards and Willy A. Renandya, Methodology in Language Teaching: An Anthology of Current Practice, (New York: Cambridge University Press, 2002), p. 303. 7 John Langan, op.cit, p. 13.

so, writing can be mastered by working hard or practice because it is a skill not an automatic process.

### 3. Genres of Writing

<sup>6</sup>The word genre comes from French (and originally Latin) word for kind" or class. Genre is a functional term that refers to the processes of language involved to do things with language. Genre is a text type that functions as a frame of reference such that a text can be created effectively in terms of the accuracy of the text aspect of objectives, selection, and organization, as well as provision in the use of grammar. Genre is way of simple text or writing, for grouping texts together, genre, a term representing how writers typically use language to respond to recurring situation.<sup>7</sup>

The first is academic writing. This is kind of writing which is used at high school and college classes. <sup>8</sup>This is used to fulfill a requirement for high school or college classes. This kind of writing is categorized as formal writing.<sup>9</sup> It means that students should pay attention to write complete sentences and organize them in a certain way. The examples of academic writing are papers and general subject reports, short-answer test responses, essay, academically focused journals, technical reports, theses and dissertation. The second is job related writing. This kind of writing is made for job necessity. Phone messages, letters, emails, memos, and manuals are some example of job-related writing. The last is personal writing. It is a kind of writing that shows feeling, reactions, and experience that one has ever had. Some example of personal writing are letters, greeting cards, invitations, notes, and personal journals.

### 4. The Purpose of Writing

Writing is a human social network that expresses language and emotion with signs and symbols writing is a mix of process and product, the process refers to the act of collecting and working with ideas before they are done in a way that is finished and understandable to readers :

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<sup>6</sup> <https://en.wikipedia.org/wiki/Genre> access on February 2 2018 at 19.28 p.m.

<sup>7</sup> H. Douglas Brown, *Language Assessment: Principles and Classroom Practices*, (New York: Pearson Education, 2003), p. 219.

<sup>8</sup> Alice Oshima and Ann Hogue, *Introduction to Academic Writing Third Edition*, (New York: Pearson Education, 2007), p. 3.

<sup>9</sup> Ibid

a) Writing to understand experience Experiences is something that happened to people's life which are sad, happy, disappointing and all others. Here the writers do not only write the things that happened to them but to underline what point and what the important experience had been occurred. They should use the first person in this writing because they tell about their own lives. Writing to understand experience has two goals. The first, writers have a better understanding of themselves and readers become understand experience distinct from their own.

b) Writing to report information consist of data which are fact, inferences and opinion. In this purpose of writing, the writers draw on data to transfer information from one mind to another through language which is written language<sup>10</sup>

## **Guided Question Technique**

### **1. Definition of Guided**

Question Guided is a teaching method that is carried out to guide students through learning by giving them questions The basic questions that directs students to understand is according to travers guiding questions the basic question. It means that students ideas in writing can be driven by guided question that serve as an outline of written text. This description will help direct students through the creation of ideas in a rational way<sup>11</sup>. Moreover, this technique can help students do the first step in writing process. It is exploring their topic in writing. Raymond stated that questions can be a way to help exploring topic in writing skill. Asking questions can be a way of playing with material before what you want to make of its shape<sup>12</sup>.

Moreover, teachers can guide the writing of students by asking 5 W and 1 H Questions (what, why, where who and how) to generate ideas and specifics, especially when writers are going to write an event or story, the writers can think about the answer to each questions and determine what information is most relevant for readers to write on the paper. From the explanations above, it can be concluded that guided question is a teaching technique which is used by giving the students 5W + 1H questions in order to direct students to generate their ideas and details when they are writing an event or story. When students

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<sup>10</sup> Nation, I.S.P. (2009). Teaching ESL/EFL Reading and Writing. NY: Routledge

<sup>11</sup> H. Douglas Brown, Language Assessment Principles and Classroom Practices, (California: Longman, 2003), p. 235

<sup>12</sup> James C. Raymond, Writing (Is an Unnatural Act), (New York: Harper & Row Publisher, 1980), p. 16.

answered the questions, those answers can be an outline of their writing before generating into a paragraph.

## **RESEARCH METHODOLOGY**

In conducting this study, the researcher used quantitative method. By using experimental design of the research, This research was conducted to students of SMP SATRYA BUDI KARANG REJO Based on observations made by researchers, to improve how to writing descriptive text there the similar research has not been ever conducted in this school before and the first students of this school learn descriptive text. The data was collected through pre-test in the first meeting. The aim is to measure students skill in writing descriptive text in both class before conducting the treatment. After treatment will conducted, the students in both classes were given a post test. It is used to find out the result after the treatment and the effect of guided question technique in students writing descriptive text.SPSS v.22 and t-test formula are used for analyzing the data. SPSS v.22 is used for analyzing normality and homogeneity of the test. Normality test is used to know whether the data from experimental and controlled class are normally distributed or not while homogeneity test is used to find out whether the data from two classes have the same variant in order that hypothesis can be tested by t-test or not.

## **FINDING AND DISCUSSION**

The data was collected through pre-test and post-test. The aim is to measure students skill in writing descriptive text in both classes before and after conducting the treatment. The researcher conducted pre and post-test to investigate the students' writing descriptive text. The essay test was applied at the same form but with different topic in pre-test and post-test.

In this research, the data from students that got treatment by using guided question technique in teaching writing descriptive text in experimental class. In the controlled class, students taught descriptive text without using guided question technique. So, the score is presented before and after taught by using different treatment. The test was held in class VIII at SMP SATRYA BUDI Karang rejo The form of writing test is the instruction to students in order to make descriptive text based on topic with their own words. The data is divided into two parts of test that are pre test and post test. The test are conducted in experimental and controlled class. VIII-A consisted of 20 students as experimental class and VIII-B consisted of 20 students as controlled class. The tests are scored by scoring rubric with focused on five aspects. They are content, organization, vocabulary, language use, and mechanic.

The first test was pre-test to know the basic knowledge about descriptive text before being taught by using guided question technique. After that, the treatment using guided question technique was implemented in experimental class while in controlled class was applied conventional technique in teaching writing descriptive text. It was held by 3 meetings. Final step, post-test was administrated to know the differences before and after applying guided question technique in teaching writing Descriptive text.

However, the score in experimental class increased significantly compared to score in the controlled class. The score of post-test in experimental class is higher than in controlled class (81.65 > 74.25). It means there is better improvement after using guided question technique than conventional technique.

In the description of the data which was taken from 20 students of experimental class, Table 4.1 showed data description of the experimental class score. In experimental class, there are only 4 students passed the standard of minimum completeness (KKM) while doing pre-test. Then after post-test, there are 3 students could not pass and 17 students could pass the standard of minimum completeness (KKM). The mean score before and after using guided question technique in teaching descriptive text in experimental class from

65.30 to 81.65 Then, mode in pre-test in experimental class is from 60 to 85. In addition, the median of pre-test in experimental class is from 66.50 to 84. Moreover, the students' lowest score before and after treatment was 42 to 70 and the highest score was 80 to 90.

In controlled class, there is only 1 student passed and 19 students failed to get the standard of minimum completeness (KKM) while doing pre-test. Then after post-test, there are 12 students could not pass and 8 students could pass the standard of minimum completeness (KKM). The mean score before and after treatment in controlled class from 65.30 to 74.25 Then, mode in pre-test in controlled class is from 60 to 75. In addition, the median of pre-test in controlled class is from 65.50 to 75. In addition, the highest post-test score in controlled class was 78 to 81 and the lowest score was 50 to 60.

It showed there is significant difference score between experimental and controlled class after applying different treatment in both of classes. Therefore, there are differences between before and after the treatment with applying guided question technique and conventional technique. The data showed that there is a significant progress in both of class. But, the most significance result can be seen in experimental class that got better result before and after doing treatment. It means that by using guided question technique is effective in increasing the students' writing skill in descriptive text.

From data analysis, the objective of this study was to know how the significant effect of applying guided question technique in teaching writing descriptive text in eighth grade (VIII) at SMP SATRYA BUDI Karang rejo is Then in control class (the result of writing descriptive text had significant different before and after taught by using guided question technique. This indicated that students are able to write better by using guided question technique. Based on the result of post test that showed the score is higher than pre test.

Finally, guided question like 5W + 1H which can open up students' line of thoughts. These questions can be used as a guided question which is given to students when they are writing a story or event to direct them in writing and generate their ideas and details. So in teaching writing descriptive text, guided question technique as the technique to make easier the students write something. This guided question technique is good to guide and help students in organizing and generating their ideas in writing descriptive text.

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