IMPROVING STUDENTS' WRITING SKILL OF DESCRIPTIVE TEXT THROUGH GUIDED QUESTIONS

(A Classroom Action Research at VIII-8 class of SMP PGRI 1 Ciputat-Kota Tangerang Selatan)

"Skripsi"

Presented to the Faculty of Tarbiyah and Teachers Training

In a Partial Fulfillment of the Requirements

For the Degree of S.Pd in English Language Education

By

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DEPARTMENT OF ENGLISH EDUCATION

FACULTY OF TARBIYAH AND TEACHERS TRAINING

SYARIF HIDAYATULLAH STATE ISLAMIC UNIVERSITY

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Ciputat, 26 April 2011

Muhammad Bagus Nawawi

ABSTRACT

Muhammad Bagus Nawawi. 106014000405. *Improving Students' Writing Skill of Descriptive Text through Guided Questions (A Classroom Action Research at SMP PGRI 1 Ciputat-Kota Tangerang Selatan).* Skripsi, Department of English Education Faculty of Tarbiyah and Teachers Training "Syarif Hidayatullah" State Islamic University Jakarta. Advisor: Dr .H. M. Farkhan M.Pd.

Key Words: Descriptive Writing, Guided Questions, VIII-8 Class of SMP PGRI 1 Ciputat.

Writing is one of the language skills that should be taught besides the other skills. Based on the curriculum of junior high school recommended by the government, there are some texts which have to be mastered by the students at junior high school. One of the texts is descriptive text. Descriptive text is the text which describes something, someone, situation, and etc. or write about the way persons, places, or things appear. In learning descriptive text, students may have difficulties in learning it. Students may be confused what to write although they know the topic which has been given by the teacher. Therefore, in this study, researcher will try to apply Guided Questions Technique. This model is expected to overcome the problem that occurs in the field.

This research is aimed to find out whether teaching writing of descriptive text using guided questions is effective to improve students' writing skill, to collect students' perception and impression of guided questions process, and to collect the progressive result of students' participation in learning writing of descriptive text at VIII-8 class of SMP PGRI 1 Ciputat-Kota Tangerang Selatan. Subject in the study is students of VIII-8 grade class of SMP PGRI 1 Ciputat-Kota Tangerang Selatan. The instruments that are used in this research are the English test sheet, observation sheets, Questionnaire sheets and interview.

Based on the research results, the application of learning writing skill (descriptive text) by using guided questions has improved, In the end of cycle three, the result of the posttest shows that there are 43 students (100%) who pass the KKM, there are also 100% of students understand the material, 100% of students thought that guided questions made them easily in making descriptive paragraph, 88.37% of students think that guided questions make them more creative in creating descriptive paragraph. In addition, students' responses to learning are generally positive. Based on these findings, it can be concluded that the application of the guided questions can improve students' writing ability of grade VIII-8 of SMP PGRI 1 Ciputat-Kota Tangerang Selatan.

ABSTRAK

Muhammad Bagus Nawawi. 106014000405. *Improving Students' Writing Skill of Descriptive Text through Guided Questions (A Classroom Action Research at SMP PGRI 1 Ciputat-Kota Tangerang Selatan).* Skripsi, Jurusan Pendidikan Bahasa Inggris, Fakultas Tarbiyah dan Keguruan, Universitas Islam Negeri Syarif Hidayatullah Jakarta. Pembimbing: Dr .H. M. Farkhan M.Pd.

Key Words: Descriptive Writing, Guided Questions, VIII-8 Class of SMP PGRI 1 Ciputat.

Menulis merupakan salah satu keterampilan Bahasa Inggris yang harus diajarkan disamping keterampilan yang lain. Berdasarkan kurrikulum yang direkomendasikan pemerintah ada beberapa teks yang harus dikuasai oleh siswa SMP. Salah satunya adalah teks descriptive. Teks descriptive adalah teks yang menggambarkan sesuatu, seseorang, situasi dan lain-lain. Dalam mempelajari teks descriptive kebanyakan siswa memiliki kesulitan dalam mempelajarinya. Mereka tidak tahu apa yang harus ditulis meskipun mereka sudah mengetahui topiknya. Oleh karena itu, dalam penelitian ini, peneliti akan mencoba mengaplikasikan tekhnik *guided questions*.

Model ini diharapkan dapat mengatasi masalah yang terjadi. Penelitian ini bertujuan untuk mengetahui apakah pengajaran *Writing* (Menulis) menggunakan *guided questions* dapat memperbaiki kecakapan menulis siswa, untuk mendapatkan persepsi dan kesan siswa terhadap proses *guided questions*, dan untuk mendapatkan perbaikan hasil partisipasi siswa dalam pengajaran menulis teks deskriptif di kelas VIII-8 SMP PGRI 1 Ciputat-Kota Tangerang Selatan. Subjek yang diteliti adalah siswa kelas VIII-8 SMP PGRI 1 Ciputat-Kota Tangerang Selatan.

Instrument yang digunakan pada penelitian ini adalah test, lembar observasi, angket, dan wawancara. Berdasarkan hasil penelitian, aplikasi pembelajaran reading menggunakan *guided questions* adalah meningkat, hasil posttest di siklus ke-3 ada 43 atau 100% siswa yang lulus *KKM* dengan rata-rata nilai 81.86, dan 100% siswa memahami materi dan berpendapat metode *guided questions* membuat mereka mudah membuat paragrap descriptive. Hasilnya, respon siswa terhadap pembelajaran positif. Berdasarkan hasil data dapat disimpulkan bahwa aplikasi *Guided Questions* dapat memperbaiki kecakapan menulis siswa di kelas VIII-8 SMP PGRI 1 Ciputat-Kota Tangerang Selatan.

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In the Name of Allah the Beneficent, the Merciful

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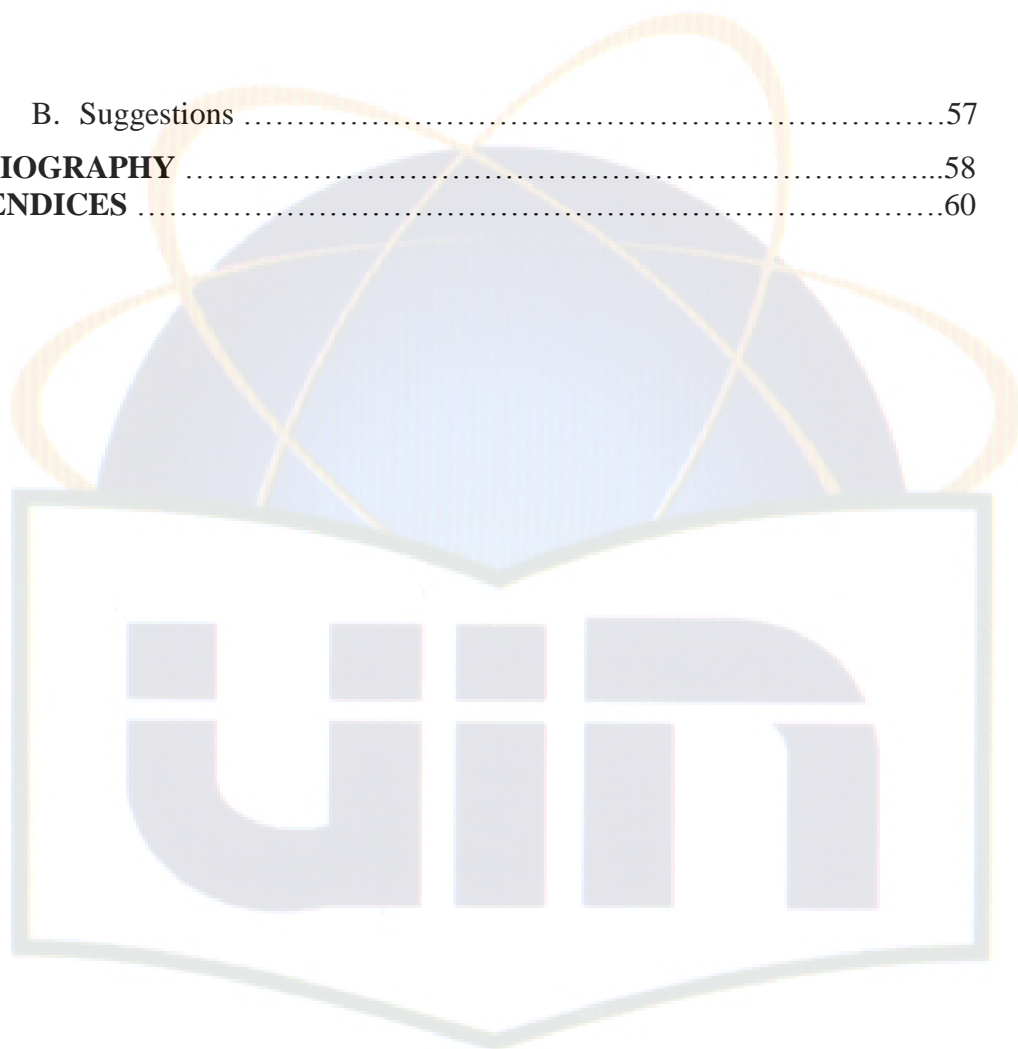
Jakarta, April 2011

The writer

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CHAPTER I

INTRODUCTION

A. Background of the Study

Language is a tool of communication. There are several forms for communication; the forms are spoken language and written language. The purpose of communication is to send a message from the writer or speaker to the reader or listener. The fact that the human is a social mankind; they certainly realize that they cannot survive without interacting to another people. Because of that, people start to make their own way to interact, and then a language was born.

English is one of international languages. English is the language which is used by most countries in the world. Jack C. Richard and Theodore S. Rodgers (1986) in their book, they said "Latin was most widely studied as foreign language five hundred years ago. However, English has become the most widely studied foreign language today"[1]

English has four basic skills; they are Speaking, Listening, Writing, and Reading. Speaking and Writing are productive skills. Listening and Reading are receptive skills. In the other hand, Nida Husna in her book said that reading is an active skill. "The reader is not a passive role. It is, on the contrary, an active work,

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[1] Jack C. Richards and Theodore S. Rodgers, *Approaches and Methods in Language Teaching,* (New York: Cambridge University Press, 1986), p. 1

which requires a lot of skills and the effort to combine them so we get the comprehension of the text."[2]

Alexander LG (1975) said that all of four basic language skills are Understanding, Speaking, Reading and Writing. In his book he also said that the most important of all basic language skills are speaking and writing. "Speaking and writing are the most important of these skills, since to some extent they presuppose the other two".[3]

In this section, the writer focuses on Writing skill. Writing is one of the language skills that should be taught besides the other skills. Writing is regarded as a productive skill it aims at assisting students in expressing their idea written.

The process of writing integrates visual, motor and conceptual abilities. Therefore, the students must have extensive knowledge if they want to write something.

Based on the curriculum of junior high school which recommended by the government, there are some texts which have to be mastered by the students at junior high school. One of the texts is descriptive text.

"Descriptive is giving a picture in words."[4] Descriptive text is the text which describes something, someone, situation, and etc. or write about the way persons, places, or things appear.

In learning descriptive text, students may have difficulties in learning it. Students may be 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.

In fact, when the writer visited at eighth grade of SMP PGRI 1 Ciputat-Kota Tangerang Selatan, he found that the students still do not understand clearly what the descriptive text is, and how to describe persons, places, and things in English writing.

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[2] Nida Husna, M.Pd, *Step by Step to Reading Skills,* (Jakarta: English Department Faculty of Tarbiyah and Teachers Training "Syarif Hidayatullah" State Islamic University Jakarta), p. 7

[3] L.G. Alexander*, Practice and progress*, (London: Longman Group Ltd, 1975). p. viii

[4] Oxford, *Advanced Learner's Dictionary*, (New York: Oxford University press, 1995)

Because of that problem, the writer wants to try a method that is guided questions. The writer hopes by using this method, the students can make it easier to write what should write in descriptive text. This method is expected can help the students to make a descriptive text.

Based on the reasons stated above, the writer takes a title of this "skripsi" **"Improving Students' Writing Skill of Descriptive Text Trough Guided Questions (A Classroom Action Research at Eighth Grade Students of SMP PGRI 1 Ciputat Tangsel)"**

B. Identification and Limitation of the Problem

The writer identifies and limits his study in teaching the writing material stated in the English Module used for SMP PGRI 1 Ciputat at VIII eight class at the odd semester. This study focuses on the improvement achieved by students in writing ability of descriptive text through guided questions.

C. Statement of the Problem

The general question of the study is: Is there any improvement in students' writing skill of descriptive text?

D. Significance of the Study

The results of the study are expected to provide useful information for English teachers in teaching writing skill of descriptive text using guided questions at SMP PGRI 1 Ciputat, for the writer and for the next researchers as a reference who are interested in conducting similar studies in the next time. This study is also expected can contribute to all people who involved in developing quality of English education.

E. Definitions of Key Terms

The following are given to make the readers have the same perception for some terms used in this study to avoid misunderstanding, so the terms here are to be defined as follows:

1) ***Descriptive writing*** means part of factual genre which describes a particular person, place, or thing.

2) ***Guided Questions*** is a method for teaching English in which the teacher gives some questions to the students applied to a topic in teaching writing.

3) ***SMP PGRI 1 Ciputat*** refers to Junior High School PGRI 1 Ciputat, which is under the supervision of the National Education Department of Indonesia
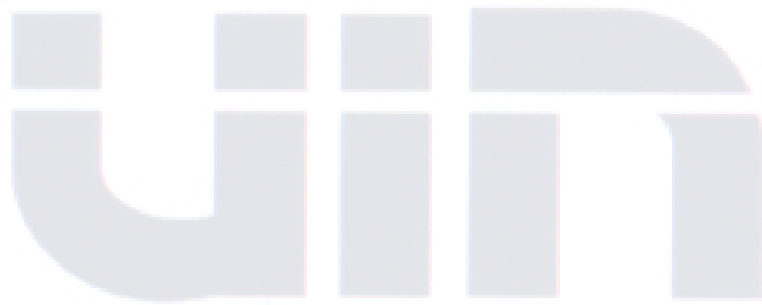
CHAPTER II
THEORETICAL FRAMEWORK

A. Writing Skill

1. The Definition of Writing Skill

Generally, writing is a way in sending message from the writer to the reader. Similar to Donald Hall said on his book "*Writing Well*" that writing is pretentious and wordy, but a message comes through. Writing also is a way the writer think or a way of thinking which is shared to the reader, like Robert Scholes and Nancy R. Comley (1985) said that writing is a way of thinking as well as a means of communication. Fred D. White (1986) also said that writing is more than public communication; it is a way of thinking.[5]

Writing is an individual activity similar to Jo McDonough and Christopher Shaw (1993) said that writing, like reading, is in many ways an individual, solitary activity.[6]

Similarly, Trisha Phelps-Gunn and Diana Phelps-Terasaki (1982) said that writing is a useful, effective, enjoyable, and above all necessary component of the modern world. It provides the pleasure of sending a

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[5] Fred D. White, *The Writer's Art*, (California: Wadsworth Publishing Company, 1986)p.7

[6] Jo Mc Donough and Christopher Shaw, *Materials and Methods in ELT*, (Cambridge: Blackwell Publisher, 1993) p.164

personal message to a friend. It assumes career and financial importance in the composition of a resume or a business letter.[7] They also said that writing is the most complex language mode, being four times removed from inner language, and adds the component of written expression to the earlier abilities. To Myklebust (1960), writing is composed of successful development in three other language modes, deriving its focus from aural, oral, and visual receptive components.[8]

From the opinions above, writing is the way of thinking or sending message from the writer to the reader which becomes the part of language or language skills and it also means communication.

2. The Purpose of Writing

Every activity has a purpose, so do writing. Writing also has a purpose. According to Martha Heasley Cox (1962) on her book that is *Writing Form Process Purpose*, she said that the purposes of writing are:

a. *To inform,* you may have more than one purpose in any assignment. You may wish primarily to inform, that is, to convey information.

b. *To amuse,* when your purpose in writing is to amuse or entertain, be funny if you can; but examine carefully the humor you plan to use.

c. *To satirize,* satire is often a form of humor, but it is always humor with a serious purpose – to effect reform.

d. *To persuade,* if your purpose in writing is to persuade you desire to influence your reader's thoughts or action.

The explanation above is the purpose of writing for general writer, but the purpose for students is learning. According to Fred D. White (1986)

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[7] Trisha Phelps-Gunn and Diana Phelps-Terasaki, *Written Language Instruction*, (London: an Aspen Publication, 1982), p. 1 .

[8] Trisha Phelps-Gunn and Diana Phelps-Terasaki, *Written Language…*, p.7.

Writing means learning. Because of that writing has several other purposes for students in writing or it also can be called several other functions of writing for students. They are:

a. *Writing can improve a students' academic performance.*

b. *Writing allows a writer to create and maintain a marketable image of him or herself in the eyes of potential and current employers.*

c. *Writing enhances personal and community relationships.*[9]

3. The Characteristic of Good Writing

A good writing is a product of careful thinking. There are several Characteristic of a good writing. According to Fred D. White (1986), there are four characteristic of a good writing. They are:

a. *The appeal to a target audience.* It means that a writer should know that his or her writing is wanted to read by many readers and it appropriates with the readers' desire.

b. *A coherent structure*. It means that writing have organizational scheme or outline.

c. *A smooth, detailed development*. It means that a writer should build his idea like discussing the idea in detail.

d. *An appropriate, well – articulated style.* It means that a writer should be able to choose the appropriate words to explain his idea. It is also called diction. It also means that a writer should avoid such as ambiguous sentence or unnecessary complicated wording.[10]

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[9] Fred D. White, *The Writer's Art…*, p.18.

[10] Fred D. White, *The Writer's Art…*, p.7-9.

According to Pardiyono, M.Pd (2007) on his book "*Teaching Genre-Based Writing"* said that to produce effective written text, a writer should:

a. Have the knowledge of content and the nature of text. It includes the purpose of writing, the genre of writing, rhetorical structure, grammar, and textual devices (cohesion and coherent).

   Cohesion: related to the use of appropriate grammatical patterns; substitution, elliptical construction, preposition, conjunctions to relate among the clauses within paragraphs, and references. Coherent: related to the topic flow or flow of thoughts through the use of transition signals to establish interrelation among the sentences and paragraphs.[11]

b. Have the knowledge of basic sentence patterns.

c. Have the knowledge about textual devices. It includes:

   Linguistic realization. It means the sentence is grammatically correct and realized by cohesive devices.

   Topic flow. It means the sentence is realized by coherent devices.

d. Identify the role of written text. In the side of writer, written text has *function*. In the other hand, in the side of reader written text has *meaning*. From the two roles can be concludes into three roles of function or meaning. They are: *ideational meaning, interpersonal meaning,* and *textual meaning.*[12]

4. The Forms of Writing

Writing has several genre or forms. According to Robert Scholes and Nancy R. Comley (1985), the forms of writing fall into three categories. They are *writer-oriented forms, reader-oriented forms, and topic oriented forms*.

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[11] Pardiyono, M.Pd., *Teaching Genre- Based Writing*, (Yogyakarta: CV. ANDI OFFSET, 2007), p. 30

[12] Pardiyono, M.Pd., *Teaching Genre- Based Writing...*, p. 17-30.

a. **Writer-Oriented Forms**, it means the forms of writing in which the writer is the center of attention.[13] There are two forms of these categories. They are Expression and Reflection.

1) *Expression*. In this form the writer writes to express their feeling or thoughts.[14]

2) *Reflection.* In reflective writing, the writer's self is doubled. In reflection we look back – that is, our present, writing self looks back upon some previous self and measures, in some way, the distance between *then* and *now*. Reflection allows us to discover significance in the events of our own lives.[15]

b. **Reader-Oriented Forms**. There are two forms of reader-oriented writing. They are *Direction* and *Persuasion*.

1) *Direction*. It provides information and arranges the information in the most useful and comprehensible order such as cook book and instruction book.

2) *Persuasion*. It is designed to persuade or to motivate the reader to do something[16]

c. **Topic-Oriented forms.** The six forms of topic-oriented writing are *narration, description, classification, argumentation, analysis,* and *synthesis.*

1) *Narration* is the writing form which shared to the reader about an event that happens in time.

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[13] Robert Scholes and Nancy R. Comley, *The Practice of Writing,* (Newyork: ST. Martin's Press, 1985), p.8.

[14] Robert Scholes and Nancy R. Comley, *The Practice of Writing...*, p.9.

[15] Robert Scholes and Nancy R. Comley, *The Practice of Writing...*, p.9.

[16] Robert Scholes and Nancy R. Comley, *The Practice of Writing...*, p.10.

2) Description is to take a scene or an object and capture it in language.

3) Classification is the form that puts a premium on organization. It uses category or subtopic.

4) Argumentation differs from persuasion by being more rational. It includes a thesis to be argued and the evidence to support the thesis.

5) Analysis is both a way of observing and a way of writing about what writer have observed.

6) Synthesis is the fullest and most complete form of academic writing.[17]

5. The Process of Writing

If someone wants to write something and he/she wants to make a perfect piece of writing, he /she has to know the process of writing. Not all writers write in the same way, but experienced writers can point to particular elements that generally occur in the act of writing, even though these elements may be combined in different ways. Similar to Robert Scholes and Nancy R. Comley (1985) said that there are three phases in the process of writing. They are:

a. *Prewriting,* the most productive way to begin your writing task is to collect your thoughts on paper without the pressure of structuring your expression into its final form. Prewriting is your chance practice what you have to say begin to worry about how your audience will judge the eventual form of your work. The writer must begin by choosing a subject to write about. It means making a list to potential subjects. It

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[17] Robert Scholes and Nancy R. Comley, *The Practice of Writing...*, p.10-12.

purposes to narrow the focus, to discover the limits that will allow working productively.[18]

b. *Drafting,* drafting is the point at which you begin to put your ideas in some kind of order and to envision a potential shape for the work you will produce: a beginning, a middle, and an end. Before begin drafting, some writers make an outline to remind themselves of how they wish to order their ideas.[19]

c. *Revising*, the writers should revise after drafting, because to revise their writing is important if they want to be a professional writer. "It is an advantage writers can all have if they revise and rewrite before they present their work to the reader. The professional writer's secret is revision and revision and revision".[20]

In the other hand, Fred D. White (1986) said that there are five stages of process of writing. They are:

a. *Invent.* To discover a topic, the important details about the topic, and what a writer mainly want to say about it.

b. *Gather and Plan.* Retrieve details about the topic from a writer's memory or from background reading.

c. *Organize and outline.* Map out a writer's idea in terms of beginning, middle, and end; device a working (trial) outline to maintain coherence and a thorough development.

d. *Write a first draft.* Develop your idea, concentrating more on content than on style or correctness.

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[18] Robert Scholes and Nancy R. Comley, *The Practice of Writing...*, p.16-18.

[19] Robert Scholes and Nancy R. Comley, *The Practice of Writing...*, p.18-19.

[20] Robert Scholes and Nancy R. Comley, *The Practice of Writing...*, p.19.

e. *Revise.* Rework your draft to improve accuracy, readability, and development. Revision can take place whenever you want it to, but the most efficient time for it to occur is after you have completed a preliminary draft.[21]

B. Descriptive Text

1. The Definition of Descriptive Text

Descriptive text is a text which describes person, place, mood, situation, and etc. in words. Similar to Diane A. Wilbur (1966) said that descriptive writing is to create a clear picture or impression of person, place or object.[22] Fred D. White (1986) also said that descriptive text is drawing in words.[23]

Descriptive text is also a text which describes something that appeal directly to the sense like John E. Warriner (1982) said that descriptive paragraph is giving a picture in words that appeal directly to the sense (sight, sound, smell, touch, taste). He said a descriptive paragraph is normally full of vivid verbs and precise adjectives. It depends on details, not action, to hold the readers interest.[24]

Meanwhile, According to Barnet and Stubbs's (1983), "Description represents in words our sensory impressions caught in a moment of time. In much descriptive writing visual imagery dominates."[25]

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[21] Fred D. White, *The Writer's Art…*, p.32-33.

[22] Diane A. Wilbur, Composition: *Models and Exercises,* (New York: Harcourt, Brace & World, Inc., 1966), P. 41.

[23] Fred D. White, *The Writer's Art…*, p.61.

[24] John E. Warriner, *English Grammar and Composition*, (New York: Harcourt, Brace Jovanovich, Publishers, 1982), P. 327

[25] Barnet and Stubbs's, *Practical Guide to Writing*, (Boston: Little, Brown and Company, 1983) P.160

From the opinion about descriptive above, so the writer concludes that the descriptive text is a text which is describes person, place, mood, situation, and etc., it also describes an object that appeal to the sense.

Besides that, descriptive text has several elements like Lila Fink, Phyllis Levy, Charlotte Miller, and Gwen Brewer (1983) said that there are some elements of description. They are:

a. *Concrete details*. A concrete detail is a specific description that supports, reflects, or expands a writer's attitude or purpose. Example: The modern math student, using a calculator instead of a slide rule, makes speedy and accurate calculations.

b. *Images*. An image is a concrete, literal (real, actual) description of person, physical object, or sensory experience that can be known through one of the five senses (sight, sound, taste, touch, and smell). Example:

Lightning crackled and sizzled across the darkened sky. (Sound and sight).

The orange calico kitten's bristled tongue scratched its way across my cheek. (sight and touch; concrete details)

c. *Similes*. A simile is a comparison, using *like* or *as*, between two objects. The comparison is between two things essentially different yet similar in one aspect. Example:

Anger heated up in me like water about to boil.

The lecturer was as exciting and informative as stale beer.[26]

2. Guides in Writing Descriptive Text

There are several things which should be known before writing descriptive text. They are:

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[26] Lila Fink, et. Al., *Choices a Text for Writing and Reading*, (Boston: Little , Brown & Company, 1983) P. 41

a. *Communicative purpose*:

Descriptive is a type of written text, which has the specific function to give description about an object (human or non human).

b. *Rhetorical structure*:

As explained before, the rhetorical structure of descriptive text is identification and description.

Identification is a statement of topic or subject which wants to be described.

Description is the details of identification or the object.

c. *Grammatical patterns*:

The declarative sentence usually is used in the descriptive text. The use of conjunction is also needed to make coherent devices. The present tense is used dominantly because in the descriptive text includes facts, general accepted-facts, or reality.[27]

After knowing about the explanation above, when a writer wants to write descriptive text, he or she also should know the guides of writing descriptive text. There are some guides to write a descriptive text. According to John J. De Boer (1982), there are six guides for writing description.

a. Observe carefully and record your sense impressions.

b. Select significant details that convey a *dominant impression* of the subject.

c. Organize your description according to a unifying principle; for example, the order of space for descriptions of places.

d. Choose either stationary or a moving *vantage point* from which to describe a scene.

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[27] Pardiyono, M.Pd.,*Teaching Genre-Based Writing…*, p.33-34.

e. Use concrete, vivid language. Use figure of speech and connotative language.

f. In characterizing people:

Give details of appearance and of actions.
Use a person's own words where they serve to reveal character.
Describe feelings and attitudes.[28]

3. The Purpose of Descriptive Text

Based on the definition of descriptive above the purpose of description is to present the reader with a picture of person, subject or setting. Similar to Diane A. Wilbur (1966) said that the goal of descriptive writing is to create a clear picture or impression of person, place or object.[29]

Meanwhile, Fred D. White (1986) said that there are several aims of descriptive text:

a. *To see* means to help the reader to see the objects, persons, and sensations you present, as you might guess, description is important for all rhetorical aims, not just for expressiveness.

b. *To explain* means to explain the reader about a subject. For example: a science writer will describe the shape of an airplane wing to help *explain* to readers how mechanized flight is possible.

c. *To persuade* means the writer describes something to make readers interested. For example: an attorney might describe the damage done to a bedroom window to help prove forced entry and thereby *persuade* the jury that accused committed burglary.

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[28] John J. De Boer, *Basic Language Messages and Meanings*, (New York: Harper & Row, Publishers, Inc. 1982), p. 90

[29] Diane A. Wilbur, Composition: *Models and Exercises…* , P. 41.

d. *To re-create* means make a reader making something. For example: the description allows the reader to *re-create* the experience – particularly the sensory pleasures of that experience – in their own minds, thereby enhancing their delight in the subject at hand.

e. *To demonstrate* means the writer wants to demonstrate something to a reader. When a writer describes the thawing of Walden Pond after a long, cold winter is to demonstrate the animated quality of nature and how its processes are more complex and beautiful than non observers can realize.[30]

C. Guided Questions

Most of students think that writing is the most worrisome. They cannot think anything to write about. Even when the teachers give them the topics, students feel hopelessly lost, it is not because they do not like the topics, but because they are confused what to write and they do not know enough to write about them. Because of that problem the writer tries to use guided questions method to overcome the problem. To overcome that problem, the writer tries to use guided questions method in teaching descriptive text. Here is the explanation about guided questions.

1. The Definition of Guided Questions

Guided questions is a method which is the writer used in this research. Guided Questions is a method for teaching English in which the teacher gives some questions to the students applied to a topic in teaching writing.

Rise B. Axelrod and Charles R. Cooper (1985) on their book that is "*The ST. Martin's Guide to Writing*", they said that asking questions about a

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[30] Fred D. White, *The Writer's Art…*, p.61-62.

problem or topic is a way to learn about it and decide what to do or say. It is a useful and systematic approach to exploring a problem.[31]

They also said that there are several steps in using questions for invention. They are:

a. Think about your subject. (By "subject" it means any event, person, problem, project, idea, or issue. In other words, anything you might write about).

b. Start with the first question, and move right through the list. Try to answer each question at least briefly with a word or phrase.

c. Write your responses quickly, without much planning.[32]

Lois Robinson (1967) called this method by guided writing or controlled writing. He said that guided or controlled writing is writing in which one cannot make a serious error so long as he follows directions.[33] This is the same method which gives some questions about a topic by giving some questions which are called Question Paragraph, then turning the questions into a paragraph of affirmative statements.

Guided questions can help the students to explore their idea in learning writing skill like James C. Raymond (1980) said that questions can be a way to help exploring topic in writing skill. Asking questions can be a way of playing with material before deciding what you want to make of it, like toying with modeling clay until it takes a vague shape that suggests the final shape it ought to take. If you happen to know in advance what sort of writing you want to do, you can turn directly to the questions that are most suitable for that sort of writing. If you do not know what sort of writing you

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[31] Rise B. Axelrod and Charles R. Cooper, *The ST. Martin's Guide to Writing*, (New York: ST. Martin's press, 1985), P. 475

[32] Rise B. Axelrod and Charles R. Cooper, *The ST. Martin's Guide to Writing...*, P. 475.

[33] Lois Robinson, *Guided Writing and Free Writing*, (New York: Harper and Row Publisher, 1967), P. 2.

want to do, working through several sets of questions may lead you to a purpose as well as to information.[34]

Meanwhile, John Langan (1942) said that you can generate ideas and details by asking questions about your subject. Such questions include *Why? When? Where? Who?* and *How?*. [35]

Fred D. White (1986) also said that explained that the needs to know the topic might consider using the questions. He called this method by *5Ws and the H grid.* It works because the questions it generates (What, Where, When, Why, Who, and How) provide a wraparound understanding of the topic. He draws this method by a table.[36]

Table 2.1

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

Adapted by Fred D. White [37]

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[34] James C. Raymond, *Writing (Is unnatural Act)*, (New York: Harper & Row Publisher, 1980), P.15-16.

[35] John Langan, *College Writing Skills with Readings*, (Boston: Mc Graw Hill, 1942) P. 26.

[36] Fred D. White, *The Writer's Art…*, p.40-41.

[37]Fred D. White, *The Writer's Art…*, p.40-41.

2. The Purpose of Using Guided Questions

Based on the definition of guided questions above the purposes of using guided questions are:

a. To increase students' achievement in writing skills especially in descriptive paragraph.

b. To make easier for students' in exploring the topic which they will write about.

D. Teaching Writing Skill of Descriptive Text Through Guided Questions

In this section, the writer will give teacher's preparation and the procedure of teaching writing skill of descriptive text by using guided questions method.

1. Teaching Preparation

Teacher has an important role in achieving the learning objectives. Therefore, a good teacher is one who prepares his or her self and lesson plan well before giving the materials to his or her students in the classroom. Similar to Jeremy Harmer (1991) said that before making a plan, teachers need to know several things. This includes knowledge of how to teach – including ideas for different activities and knowledge of useful techniques. Teachers should also be familiar with the (rules of the) institution they are working in. However, the most important is knowledge of the students; who they are and what needs they have.[38]

The teacher in the teaching and learning process should make three activities. They are: (a.) teaching preparation including the mastery of the materials, (b.) teaching and learning process in the classroom, and (c.) evaluation. According to the School – Level Curriculum (KTSP), there are

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[38] Jeremy Harmer, *The Practice of English Language Teaching,* (UK: Longman, 1991), p. 274.

some preparations that must be designed by the teacher. They are: syllabus, annual program or semester program, lesson plan.

Syllabus is the overall organizing principle for what is to be taught and learned or it can be define as the pedagogical arrangement of learning content. According to Jo Mc Donough and Christopher Shaw (1993) Syllabus is the way in which that content is organized and broken down into a set of teachable and learnable units, and will include consideration of pacing, sequencing and grading of items, method of presentation and practice, and so on. [39]

Annual program was arranged to determine the materials which should be taught and learned for school in a year. This program should be prepared and developed by the teacher before they start teaching, because it is the guideline for the development of the next programs.

Semester program is the conversion of the annual program. The function of this program is: (a) The guidance in constructing the lesson plan. (b) The calendar model of teaching – learning activity, and (c) The effort of using the available time effectively and efficiently.

Lesson plan is a course design of a subject which is applied by the teacher for one meeting or several meetings. According to Mansur Muslich (2007), on his book he says:

> *"Rencana Pelaksanaan Pembelajaran (RPP) adalah rancangan pembelajaran mata pelajaran perunit yang akan diterapkan guru dalam pembelajaran di kelas".[40]*

There are some steps for designing lesson plan. They are: (a.) take a subject unit which will be applied in learning process, (b.) write the standard and basic competency, (c.) determine the indicators to attain the basic

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[39] Jo Mc Donough and Christopher Shaw, *Materials and Methods in ELT*, (Cambridge: Blackwell Publisher, 1993), p. 13

[40] Mansur Muslich, *KTSP (Kurikulum Tingkat Satuan Pendidikan) Dasar Pemahaman dan Pengembangan*, (Jakarta: PT Bumi Aksara, 2007), p. 45

competency, (d.) determine the time allocation analysis to attain the indicators, (e.) make the objective of learning which will attain in learning process, (f.) determine the subject materials, (g.) use the good method for the teaching and learning activities, (h.) manage the steps of learning activities which is called *three phase technique*, namely: first activities, core activities, and end activities, (i.) mention the resources and media which is used in teaching and learning activities, and (j.) determine the evaluation technique, form and the evaluation instrument which will used in teaching and learning activities. Those are can be seen in the table 2.1 below:

Table 2.2
The Format of Lesson Plan

RENCANA PELAKSANAAN PEMBELAJARAN (RPP)	
Satuan Pendidikan	: ....
Mata Pelajaran	: ....
Kelas/semester	: ....
Standar Kompetensi	: ....
Kompetensi Dasar	: ....
Indikator	: ....
Alokasi Waktu	: ....x..........menit (....Pertemuan)

A. Tujuan Pembelajaran
....

B. Materi Pembelajaran
....

C. Langkah-langkah kegiatan Pembelajaran
Pertemuan 1
Kegiatan Awal: (Dilengkapi dengan alokasi waktu)
....

Kegiatan Inti: (Dilengkapi dengan alokasi waktu)
....

Kegiatan Penutup: (Dilengkapi dengan alokasi waktu)
....

D. Sumber Balajar (Disebutkan secara kongkret)
....

Penilaian
Teknik
....

Bentuk Instrumen
....

Contoh Instrumen (Soal/tugas)
(Dilengkapi Kunci Jawaban atau Pedoman Penilaian)

....
Mengetahui,
Kepala Sekolah   Guru Mata Pelajaran
....

Adapted from Mansur Muslich.[41]

From the table 2.1 above, the teachers should follow the steps in designing a lesson plan in order to get a good teaching preparation, and also can apply it into teaching and learning activities in the classroom effectively and efficiently.

2. The Procedure of Teaching Writing Skill of Descriptive Text through Guided Questions

The procedure of teaching or the steps of teaching in this action research is divided into three cycle, those are cycle 1, cycle 2, and cycle 3.

Here are the tables of procedure of teaching from cycle 1 till cycle 3:

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[41] Mansur Muslich, *KTSP (Kurikulum Tingkat Satuan Pendidikan) Dasar Pemahaman dan Pengembangan…*, p. 47.

The procedure of teaching in Cycle 1 is:

The Procedure of Teaching in Cycle 1

Table 2.3

Activity	The Procedure	Time
Motivation	• Greetings • The teacher motivates the students which points to the basic competence. • Teacher explains to the students about the objectives of learning.	• 10 minutes
Presentation	• Teacher explains to the students about descriptive paragraph. • The teacher explain to the students about how to make descriptive paragraph by using guided questions.	• 30 minutes
Exercise	• The teacher give the test to the students. • The students do the exercise.	• 20 minutes
Evaluation	• The teacher evaluates the students' error in the test. • The teacher gives the students questionnaire and has them complete the questionnaire.	• 20 minutes

The procedure of teaching in Cycle 2 is:

The procedure of teaching in Cycle 2

Table 2.4

Activity	The Procedure	Time
Motivation	• Greetings • Teacher motivates the students.	10 Minutes
Presentation	• The teacher explains to the students how to answer the questions in guided questions method correctly.	30 minutes
Exercise	• The teacher gives the students test.	20 minutes
Evaluation	• The teacher evaluates the students' error. • The teacher gives the students questionnarie.	20 minutes

The procedure of teaching in Cycle 3 is:

The procedure of teaching in Cycle 3

Table 2.5

Activity	The Procedure	Time
Motivation	• Greetings. • The teacher motivates the students.	10 minutes
Presentation	• Teacher revises and explains the mistakes which are done by the students on the last meeting.	30 minutes
Exercise	• The teacher gives the students test.	20 minutes
Evaluation	• Teacher evaluates the results of the test. • Teacher gives the questionnaire and asks the students to complete the questionnaire.	20 minutes

CHAPTER III

PROFILE OF SMP PGRI 1 CIPUTAT – KOTA TANGERANG SELATAN

A. Background of SMP PGRI 1 Ciputat-Kota Tangerang Selatan

SMP PGRI 1 Ciputat – Kota Tangerang Selatan is one of educational institutions of national struggle which is sheltered by The Organization of Republic Indonesian Teacher (PGRI/ Persatuan Guru Republik Indonesia). SMP PGRI 1 Ciputat-Kota Tangerang Selatan is very consistent with the objective, that is to held quality education and affordable for the whole society.

SMP PGRI 1 Ciputat – Kota Tangerang Selatan is located at Jl. Pendidikan, No. 30, Ciputat, South Tangerang. This school was founded in 1975 by certificate establishment with the number: 210/I.02.Kep/E.1993, date: January 5th, 1983. Establishing on the land area 1777 m², for the building are 1200 m², schoolyard area 300m² and the sport field area 600 m². The area of land which is used by SMP PGRI 1 Ciputat Tangsel is owned by ABRI soldier 203 which is given for education. This school is headed by Cartam S.Pd., M.Pd. as a principal.

B. Vision, Mission, and Target of SMP PGRI 1 Ciputat-Kota Tangerang Selatan

Here is the vision, mission and target of SMP PGRI 1 Ciputat-Kota Tangerang Selatan.

1. **Vision**

   To make a superior school based on IMTAQ, and IPTEK (science and technology), culture and environmental perspective.

2. **Mission**
   a. To prepare young generation who mastered science and technology with the foundation IMTAQ.
   b. To enhance knowledge of intelligent, skilled and virtuous learners.
   c. To make graduates as future leaders who master science and technology.

3. **Target**
   a. The graduates of SMP PGRI 1 Ciputat-Kota Tangerang Selatan received in senior high school and other schools which has good quality.
   b. To achieve a good academic achievement.
   c. To create a conducive, responsible educational center, and has good quality.

C. Teachers and Staffs of SMP PGRI 1 Ciputat-Kota Tangerang Selatan

Here is the list of teacher and staff of SMP PGRI1 Ciputat-Kota Tangerang Selatan:

Teachers of SMP PGRI 1 Ciputat-Kota Tangerang Selatan

Table 3.1

NO	Name	Ket
1.	Cartam, S.pd, M.Pd	Principle
2.	H. S. Danu Wardoyo	Vice Principle
3.	A. Sartiman M., S.Pd	Teacher
4.	Kono Sukana, S.Pd	Teacher
5.	Dedi Suryadi, S.Pd	Teacher
6	Tarso Sutarsono	Teacher
7	Kartoyo, S.Pd	Teacher
8	Idjah, S.Pd	Teacher
9	Hj. Refniwati, S.Pd	Teacher
10	Hj. Nurwati, S.Pd	Teacher
11	Sumarti	Teacher
12	Sudarmilah, S.Pd	Teacher
13	Gunawan, S.Pd	Teacher
14	Drs. Yadih	Teacher
15	Neneng Junarsih, BA	Teacher
16	Pendi, S.Pd	Teacher
17	Kiwa, S.Hut	Teacher
18	Hj. Sinauriyah ZA	Teacher
19	Ruskandar, S.Pd	Teacher
20	Tri Miswarsih, S.Pd	Teacher
21	Hj. Supingah, S.Pd	Teacher
22	H. Sukiman, S.Pdi	Teacher
23	Hadis, S.Pd	Teacher
24	Eti Hernawati, S.Pd	Teacher
25	Dasyanti, S.Pd	Teacher
26	Drs. Zaenal Abidin	Teacher
27	Ujang Suryono, S.Pd	Teacher
28	Drs. Wawang Ukuwan	Teacher
29	Komariah, S.Pd	Teacher
30	Jumbadi, S.E	Teacher
31	Hardomo, BA	Teacher

32	Dra. Roslaini	Teacher
33	M. Syarifuddin, S.Pdi	Teacher
34	Mulyadi, S.Pd	Teacher
35	Surati, S.Pd	Teacher
36	Dra. Ecin Kuraesin	Teacher
37	Hasanah, S.Pd	Teacher
38	Lilis Kristiani, S.Pd	Teacher
39	Even Afriansyah	Teacher
40	Subarkah Bayu Aji	Teacher
41	Kiswadi, A.Md	Teacher
42	Nurjanah, S.Pd	Teacher
43	Nursiwan	Teacher
44	Ujang Rahman	Teacher

D. Facilities of SMP PGRI 1 Ciputat-Kota Tangerang Selatan

Here is the list of school infrastructure of SMP PGRI 1 Ciputat-Kota Tangerang Selatan:

School infrastructure resources of SMP PGRI 1 Ciputat

Table 3.2

- Class Room	- Library
- Principle Room	- Science Laboratory
- Vice Principle Room	- Computer Laboratory
- The Teacher's Common Room	- Audio visual Laboratory
- Administration Room	- Art and crafts Room
- Guidance and counseling Room	- Sports field
- Students' union Room	- First aid room

- Mosque	- Canteen
- Cooperative Society Room	- Ceremony Court

E. The Number of Students of SMP PGRI 1 Ciputat-Kota Tangerang Selatan

Here is the list of the number of students of SMP PGRI 1 Ciputat-Kota Tangerang Selatan.

Students of SMP PGRI 1 Ciputat-Kota Tangerang Selatan

2010-2011

Table 3.3

Class	Male	Female	Σ
VII	216	221	437
VIII	161	168	329
IX	151	167	317
Σ	528	555	1.083

F. Management and resource of SMP PGRI 1Ciputat-Kota Tangerang Selatan.

The Purpose is to facilitate teaching and learning activities in order to produce good quality graduates efficient and effective.

1. human resources (HR) in the implementation of the UN
   a. Principals
   b. vice principal

- Curriculum
- Student
- Infrastructure
- PR (Public Relation)

c. Parents

d. Teacher

e. Guidance and counseling

f. Administration

g. Librarians

h. laboratory
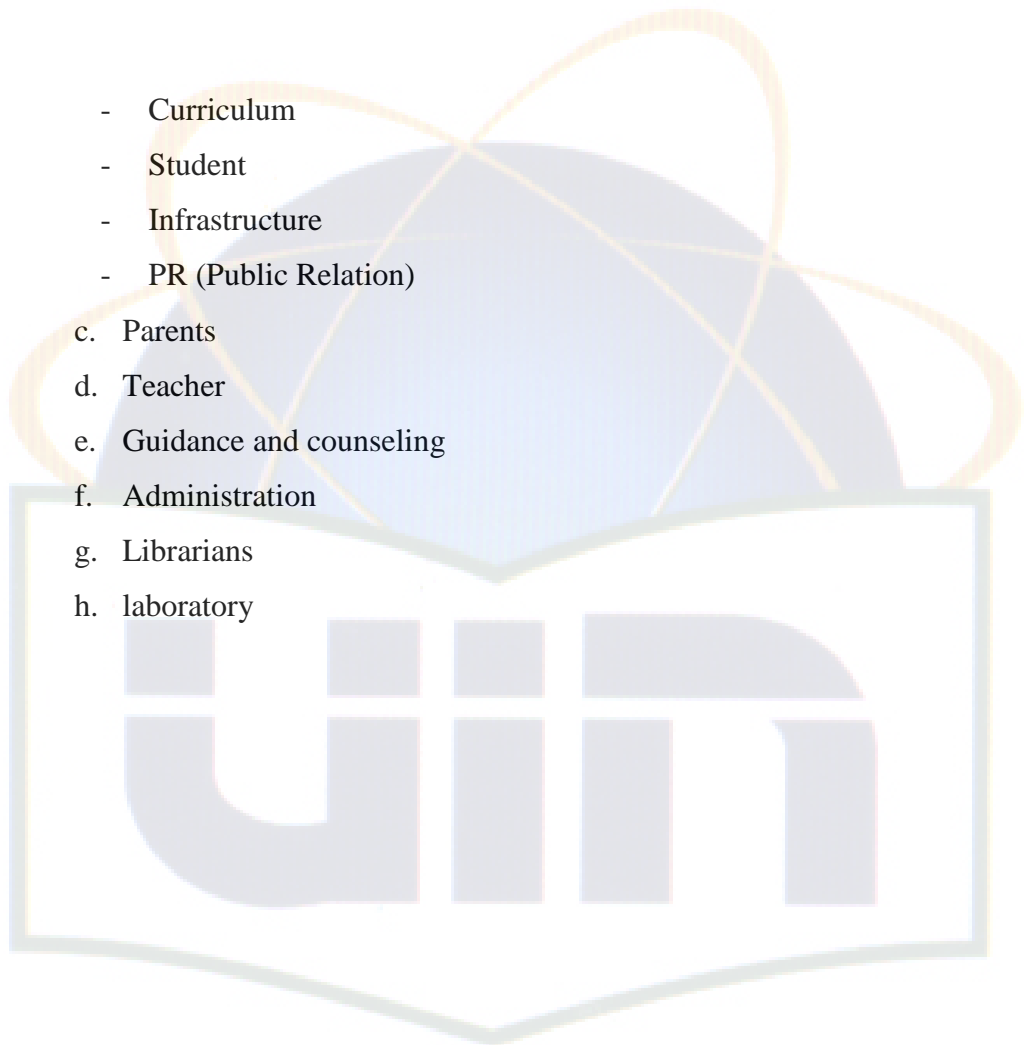
CHAPTER IV

RESEARCH METHODOLOGY AND FINDINGS

A. Research Methodology

1. The Place and Time of Research

This research was held more or less for three months started from November 29th up to January 30th, 2010.

This research was implemented at the eighth grader of.SMP PGRI 1 Ciputat Tangsel, academic year 2010-2011.

The place of this research is at the VIII-8 class of SMP PGRI 1 Ciputat Tangsel. The number of the students is 43 which is divided into 20 boys and 23 girls

2. The Purpose of Research

The purpose of research is to know and to decribe whether guided questions is effective to improve the students' writing skill, to collect the students' perception and impression about process of learning writing skill by using guided questions, and to collect the progression result of students' participation in learning writing skill of descriptive text at VIII-8 class of SMP PGRI1 Ciputat-Kota Tangerang Selatan.

3. Research Instrument

The writer used Classroom Action Research (CAR) in this research. CAR is a sequence research activity, that has purpose to improve social quality, that is done by collecting data or information systematically through four steps: planning, acting, observing, and reflecting.

Class room action research has four steps in each cycle: planning, acting, observing, and reflecting.

a. Planning

According to Trianto, M.pd. (2011), this phase consist of three activities. The activities are: arranging the way to find the answer or to solve the problem; arranging the way to test the hypothesis or preparing the instrument; arranging the lesson plan which includes the scenario of teaching and learning activity, the material of the lesson, and the objectives of learning.[42]

b. Acting

In this phase, the scenario of teaching and learning activity is applied. The scenario of teaching and learning activity should be done very well. Trianto (2011) said that, generally, this phase took 2 till 3 months to finish several materials and the lesson. [43]

c. Observing

This phase is done at the same time with acting phase. In this phase, the writer needs a collaborator, because this research includes collaborative classroom action research. This phase is done by collaborator when the teaching and learning process is being done. The collaborator observes and writes the situation during the classroom action research. To get the

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[42] Trianto, M.Pd., *Panduan Lengkap Penelitian Tindakan Kelas,* (Jakarta: Prestasi Pustaka Publisher, 2011) P. 77.

[43] Trianto, M.Pd., *Panduan Lengkap Penelitian Tindakan Kelas…*, p.77.

observation data, the collaborator complete the observation sheet which have been provided by the writer. It also includes the process and the result of reflection data. The data of this phase can be quantitative data (the result of test, the attendance, the score of assignment, and etc.); and qualitative data which describes the activeness of students, the enthusiasm of the students, and etc.

d. Reflecting

In this phase, the writer is discussing and analyzing the result of CAR based on the data. Then, the writer evaluates the data to make better CAR on the next cycle. This phase includes analyzing the data, scoring the test and evaluating the result of observation in the CAR. After analyzing the data, the writer interprets, explain and make a conclusion of his CAR. From the conclusion, the writer know whether any improvement or not in the CAR.

4. Technique of Collecting Data

The type of this research is Quantitative research and Qualitative Research.

The technique of collecting data of this research is as follow:

a. Test

The writer uses test to get data result about process of learning writing skill. The tests are pre-test and post-test. The pre-test is completed before implementing guided questions. It is to evaluate students' writing skill score at first. On the other hand, the post-test is implemented after using guided questions. The test is held on the action of each cycle. It is to get learning outcomes data. It was taken by giving test to the students after teaching. This data is the achievement of students.

To get the writing score, the writer uses the table of scoring writing.

Table 4.1
Table of scoring writing skill

Score	Level	Criteria
Content	- 30 – 27	- **Excellent to very good:** Knowledgeable, substantive, thorough development of thesis, relevant to assigned topic.
	- 26 – 22	- **Good to average:** some knowledge of subject, adequate range, limited development of thesis, mostly relevant to topic, but lacks detail.
	- 21 – 17	- **Fair to poor:** limited knowledge of subject, little substance, inadequate development of topic.
	- 16 – 13	- **Very poor:** does not show knowledge of subject, non – substantive, not pertinent, OR not enough to evaluate.
Organization	- 20 – 18	- **Excellent to very good:** fluent expression, ideas clearly stated/ supported, well-organized, logical sequencing, cohesive.
	- 17 – 14	- **Good to average:** somewhat choppy, loosely organized but main ideas stand out, limited support, logical but incomplete sequencing.
	- 13 – 10	- **Fair to poor:** non-fluent; ideas confused or disconnected; lacks logical sequencing and development.
	- 9 – 7	- **Very poor:** does not communicate, no organization, OR not enough to evaluate.
Vocabulary	- 20 – 18	- **Excellent to very good:** sophisticated range, effective word/ idiom choice and usage, word form mastery, appropriate register.
	- 17 – 14	- **Good to average:** adequate range, occasional error of word/ idiom form, choice, usage *but meaning not obscured*.
	- 13 – 10	- **Fair to poor:** limited range; frequent errors of word/ idiom form, choice, usage; *meaning confused or obscured*.
	- 9 – 7	- **Very poor:** essentially translation; little knowledge of English vocabulary, idioms, word form; OR not enough to evaluate.
Language use	- 25 – 22	- **Excellent to very good:** effective complex constructions; few errors of agreement, tense, number, word order function, articles, pronouns, prepositions.
	- 21 – 18	- **Good to average:** effective but simple constructions; minor problem in complex

			constructions; several errors of agreement, tense, number, word order function, articles, pronouns, prepositions *but meaning seldom obscured.*
	- 17 – 11	-	**Fair to poor:** major problem in simple/ complex construction; frequent errors of negation, agreement, tense, number, word order/ function, articles, pronouns, prepositions and/ or fragments, run-ons, deletions; *meaning confused or obscured.*
	- 10 – 5	-	**Very poor:** virtually no mastery of sentence constructions rules; dominated by errors; does not communicate; OR not enough to evaluate.
Mechanics	- 5	-	**Excellent to very good:** demonstrates mastery of conventions; few errors of spelling, punctuation, capitalization, paragraphing.
	- 4	-	**Good to average:** occasional errors of spelling, punctuation, capitalization, paragraphing *but meaning not obscured.*
	- 3	-	**Fair to poor:** frequent errors of spelling, punctuation, capitalization, paragraphing; poor handwriting; *meaning confused or obscured.*
	- 2	-	**Very poor:** no mastery of conventions, dominated by errors of spelling, punctuation, capitalization, paragraphing; hand writing illegible; OR not enough to evaluate.

Scoring profile by Jacobs et al.'s (1981)[44]

b. Observation

In this case, the writer is helped by collaborator to observe the students directly in the classroom and gets the description about students' activity and participation in learning writing process. It is to get implementation of

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[44] Arthur Hughes, *Testing for Language Teachers Second Edition,* (New York: Cambridge University Press, 1989). P. 104

learning data. This data was obtained from the result of the writer's observation which was taken in each cycle.

c. Questionnaire

The writer uses questionnaire to get students and teacher reflection data. It was taken by giving questionnaire to the students and teacher.

5. Monitoring and Evaluation

In the process of teaching learning, every cycle was observed by the observer or subject teacher to know that the results of the action has good changes or desired changes. Observation was implemented by an observer or teacher subject or collaborator by completing the instrument which was prepared. The collaborator observed the students activity when the teaching and learning process.

To know the changes of students' response was by using questionnaire which is completed by the students on the last meeting in each cycle. Then, to evaluate students' achievement is using the results of the test which is given at the end of cycle.

6. The Analysis of The Reflection Results

The data which is analyzed are:

a. The changes in students' response when the teaching and learning process; and at the end of process.

Analysis which is used is description, explaining observation data, and the questionnaire which is completed by the students at the end of each cycle.

b. The improvement of students' achievement.

To know the improvement of students' achievement is using quantitative analysis. The formula is:

$$P = \frac{\text{Posrate} - \text{Baserate}}{\text{Baserate}} \times 100\%$$

Posrate   = the average of achievement after action research
Baserate   = the average of achievement before action research.[45]

To know the average of students' achievement uses the formula:

$$\overline{X} = \frac{\sum x}{N}$$

$\overline{X}$ = the average of students' achievement
$\sum x$ = the number of students' achievement
N = the number of students[46]

To know the percentage of the students who passes the KKM (Criterion Minimum Completeness) uses the formula:

$$P = \frac{F}{N} \times 100\%$$

P   = the percentage of students who passes the KKM
F   = the number of students who passes the KKM
N   = the number of all students[47]

Measurement of reflection in this action research is as follows:

a. The improving of creativity that can be seen in students' enthusiasm, activeness, and the happiness of students in the teaching and learning process.

b. The improving of students' achievement in each cycle.

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[45] Zainal Aqib, et. Al., *PTK untuk Guru SMP,SMA, SMK,* (Bandung: Yrama Widya, 2008), P. 53.

[46] Sudjana, *Metoda Statistika,* (Bandung: Pt. Tarsito, 2002). P. 67.

[47] Anas Sudjiono, *Pengantar Statistik Pendidikan,* (Jakarta: Pt Raja Grafindo P'sada, 2008), P.43

B. Research Findings

1. Analysis Data

a. Before The Implementation of CAR
1) Pre Interview

Pre interview was held on Monday, November 16th 2010 started at 09.00 A.M and finished at 09.30 A.M. in this interview, the writer asked the teacher some questions related to the condition in English class, on students' performance and achievement. The writer also asked the teacher about the problem was faced in the eighth grade class.

The teacher explained the condition about English class. There were ten classes in eighth grade in SMP PGRI 1 Ciputat Tangsel but the teacher had been teaching in three classes. The three classes were VIII-8, VIII-9, and VIII-10. The writer did the research in VIII-8. There were some problems in VIII-8 class in learning English. Comparing with other classes in English class, Most of students of VIII-8 were passive; because when the students learning writing in English, they still had difficulties in distinguishing the genre of writing and exploring their idea. They also were lack of vocabulary and they do not understand what the words mean, so it is hard for them to explore their idea in English. In the learners' opinion, they still faced difficulty in following English. They thought English as a complex lesson and they considered that writing as the most difficult one in learning English, mostly on VIII-8 grade that gained the lowest score of writing test. Most of them were barely to pass the criterion of minimum completeness *(KKM)* 70 concerning the school policy.

In addition, the students' problem was difficult in English writing. Descriptive was a text that was learned by eighth grade students, one of problems in writing descriptive text was that the students felt hard when they were creating descriptive text. In the learners' opinion, they did not know what to write, because they do not

know enough vocabulary and were confused. Consequentlly, the students lose the interest or the pleasure of writing, the students considered that writing was not interesting activity.

The other problem was that the teacher thought writing monotonously. He frequently took the grammar materials from English textbook, which was served by the school. Eventually, the teacher recommended to the writer try to use appropriate learning technique in supporting students' difficulties in writing text.

2) **The Result of Pre-Test**

The pretest had done before the CAR. It was conducted on Wednesday, December 1th 2010. It started at 11.00 am. The pre test used to measure the students' writing skill of descriptive text. The students were asked to make a descriptive paragraph based on the topic which provided.

Based on the result of the pre test, the data showed that the mean of pretest was 45.46. There were only two students who derived the score above the criterion of minimum completeness (KKM) meanwhile the other 41 students were below that criterion. The lowest achievement gained score 35. From that analyzing, it could be seen that almost of the VIII-8 students' writing skill of descriptive text was still very low.

b. **The Implementation of CAR**

1) **Cycle 1**

a) **Planning**

In this phase, the writer made a planning for the action based on the problems faced by students toward writing skill of descriptive text. In this case, the writer prepared the instrument of research for teacher and students like questionnaire and form of observation. The

writer also prepared the post-test 1 for students to know whether any improvement in students' writing achievement from pre-test to the post-test1. The writer also prepared learning resources, and developed learning scenario.

b) Acting

The action of the cycle 1 was done on December 14th and 15th 2010. The writer implemented the teaching learning process based on the lesson plan had been made. Here, teacher tried to motivate the students which pointed to the basic competence and explain the objectives of learning. Then, the writer explained to the students about descriptive paragraph and how to make descriptive paragraph by using guided questions. The writer let the students ask if they did not understand. Next, the writer gave the example of guided questions and the topic, then tried to make descriptive paragraph together. Afterward the writer gave the post-test 1 to the students. The writer provided a topic and guided questions to the students. Then, the writer asked the students to make a descriptive paragraph based on the topic and guided questions. Next, the writer discussed the test with the students and evaluated the most-students' error. Finally, the writer gave the students questionnaire to get the students-reflection data.

c) Observing

In this phase, the collaborator observed the writer and the students' activity when the teaching and learning process. This cycle was divided into two meetings. At the first meeting, there were 13.95% students, who were asking, there were 11.62% students, who were giving their idea, and there were 62.79% finishing their test on time. At this meeting, there were 37.21% students had not finished yet their test. At the second meeting, there was the improvement, there were 34.88% students, who were asking, there were 16.27% students,

who were giving their idea, and there were 90.69% students had finished their test. In the other hand, there were 9.31% students who had not finished yet their test.

At this phase, the writer also gave questionnaire to the students to get the reflection data. The result of questionnaire at this cycle was: there were 69.76% students understand the material, there were 58.13% students thought that this method make them easy to make descriptive paragraph, there were 55.81% thought that this method make them creative in creating descriptive paragraph, and there were 83.72% students felt happy learning descriptive text by using guided questions method. In the other hand, there were 41.86% students still had difficulties learning descriptive text by using guided questions.

The average of students' achievement in this cycle is 61.16, and there were just 13.95% students were passed the KKM or there were just 6 students whom passed the KKM. So, there were 37 students or 86.04% students did not pass the KKM.

In this cycle, there were 9.31% students still had not finish yet their test and there were 41.86% students had difficulties in using guided questions to learn descriptive text. It showed that there were some students who were not ready to learn writing using guided questions method. So, at the next cycle the writer needed to motivate the students.

d) Reflecting

Based on the result of observation and questionnaire toward teaching learning process in this cycle, the writer and the teacher discussed the conclusion of applying the action for instance:

- There were some students had not finished yet their test, it may be caused the students had not been ready to learn descriptive text by using guided questions.

- There were some students still did not understand how to make descriptive text by using guided questions. It may be caused that they still did not know how to learn descriptive text by using guided questions.
- There were some students who did not answer the questions in guided questions correctly especially in grammar.

From the reflecting phase above, there must be more efforts to develop students' writing skill of descriptive text by using guided questions. It needed to be improved again in the next cycle. The writer needed to motivate the students and to explain again about how to make descriptive paragraph by using guided questions and how to answer the questions in guided questions correctly.

2) Cycle 2

a) Planning

In this phase, the writer prepared the lesson plans. Then, the writer prepared the research instrument like questionnaire to get the reflection data. Next, the writer prepared the post-test2, to get the achievement data and also prepared learning resources and the scenario of teaching and learning process.

b) Acting

The action of the cycle 2 was done on December 21th and 22th 2010. The writer implemented the teaching learning process based on the lesson plan had been made. Here, teacher tried to motivate more to the students to improve their motivation. Then, the writer explained the objectives of learning to the students. The writer also explained to the students how to answer the questions in guided questions correctly and explained to them about the grammatical structure, and the most-students error. Then, the writer let the students ask if they did not understand. Next, the writer gave the post-test 2 to the students. The

writer provided a topic and guided questions to the students. Then, the writer asked the students to make a descriptive paragraph based on the topic and guided questions. Next, the writer discussed the test with the students and then evaluated and explained the students' error. Finally, the writer gave the students questionnaire to get the students-reflection data.

c) Observing

In this phase, the writer asked the collaborator to observe the teaching and learning activity by completing the observation sheet. On cycle 2, there were 58.13% students asking, 72.09% giving their idea, and 100% students finishing their test on time.

The result of the questionnaire of this cycle is: there were 81.39% students understand the material, 86.04% students thought that this method made them easily in making descriptive paragraph, 74.41% students thought that this method made them more creative in creating descriptive paragraph, 88.37% students felt happy to learn descriptive paragraph by using guided questions. But there were 13.95% students still have difficulties in learning descriptive text by using guided questions, it might be caused there were some students did not pay attention to the writer explanation.

The average of students' writing achievement on this cycle is 69.76 and there were 29 students passed the KKM or 67.44% students. In the other hand, there were 32.55% students did not pass the KKM or 14 students.

On this cycle, there were 13.95% students still had difficulties in learning descriptive paragraph using guided questions, and 32.55% students did not pass the KKM. So, the writer would continue to the next cycle.

d) Reflecting

Based on the result of observation and questionnaire toward teaching learning process in this cycle, the writer and the teacher discussed the conclusion of applying the action for instance:

- There were 13.95% students still had difficulties in learning descriptive paragraph by using guided questions.
- There were 32.55% students did not pass the KKM.
- There were some students who still did not pay attention to the teacher explanation.

From the reflecting phase above, the writer needed to motivate the students more and asked the students to pay attention to the explanation. For the next cycle, the writer would give a reward to the students who passed the KKM.

3) Cycle 3

a) Planning

In this cycle-3 phase, the writer prepared lesson plans and also the research instrument to get the reflection data. The writer also prepared the learning resources and the post-test 3 to get the students' achievement data. Then, the writer made the learning scenario to control the teaching and learning activity.

b) Acting

The action of the cycle 3 was done on January 4th and 11th 2010. The writer implemented the teaching learning process based on the lesson plan had been made. Here, teacher tried to motivate more to the students to improve their motivation and gave a reward to the students who passed the KKM. Then, the writer explained the objectives of learning to the students. Next, the writer explained to the students about the most-students error. Then, the writer let the students ask if they did not understand. Afterward, the writer gave the post-test 3 to the students. The writer provided a topic and guided

questions to the students. Then, the writer asked the students to make a descriptive paragraph based on the topic and guided questions. Next, the writer discussed the test with the students and then evaluated and explained students' error. Finally, the writer gave the students questionnaire to get the students-reflection data.

c) Observing

In this phase, the collaborator helped the writer to observe the teaching and learning activity through completing the observation sheet that is provided to get observation data.

In this cycle, there were 81.39% students asking, 76.74% students giving their idea, and 100% students finishing their test on time. In this cycle, there were also 100% students understand the material, 100% students thought that guided questions made them easily in making descriptive paragraph, 88.37% students thought that guided questions made them more creative in creating descriptive paragraph, 100% students felt happy learning descriptive paragraph through guided questions, and 0% students had difficulties in learning descriptive paragraph through guided questions. From the achievement data, there were 100% students passed the KKM.

From the result of this cycle, the writer stopped this research and did not continue to the next cycle.

d) Reflecting

The reflection was carried out after gaining the score result of writing test. The writer and the teacher felt satisfied in as much their efforts to improve the students' writing skill of descriptive text had been realized. The students could understand how to make descriptive text easily, and could explore their idea easily. It was proven by their improving scores from the pretest 1. Indeed, they seemed more interesting during the teaching learning process.

After achieving the target research of where minimally 75% students who passed the KKM, therefore the writer and the teacher decided to stop the CAR because it had already succeeded. Hence, the writer and the teacher did not have to revise the plan.

According to the result of the evaluating between the writer and the collaborator, it could be assumed that the implementing of CAR in developing students' writing skill of descriptive text by using guided questions was appropriate with the planning that had been discussed by the writer and the collaborator previously. In this case, every action was planned as good as possible so that the writing activities could be accomplished well.

c. The Result of Post Test

Here, the writer inputted the result of data including the pretest, posttest 1, posttest 2, and posttest3 into a table as following:

Table 4.2

The Students' Writing Score of Pretest, Posttest 1, Posttest 2, and

Posttest 3

No.	Name of students	Pre-test	Cycle1 Post-test	Cycle2 Post-test	Cycle3 Post-test
1.	Ahmad Rosyid	35	55	70*	85*
2.	Andini Gustanti	75*	85*	85*	95*
3.	Anggita Damayanti	35	60	70*	85*
4.	Annisa Nada Achdiyanti	75*	75*	80*	95*
5.	Ari Putra Pratama	35	50	60	80*
6.	Bayu Aji Putranto	50	65	75*	85*
7.	Chika Khumairoh Zatia	35	65	75*	80*
8.	Debi Kusmiati	50	65	85*	80*
9.	Dina fitriani	35	70*	80*	95*
10.	Dwi Ayu Ningsih	45	60	70*	80*
11.	Eby Pratama	35	60	60	80*
12.	Erwin Saputra	45	55	60	80*
13.	Fahri Dwiki Ramadhan	45	55	60	80*

14.	Febrilia Sekar Sari	50	65	70*	85*
15.	Fetra Hadyan	35	55	65	80*
16.	Fherawati Oktaviani	60	70*	75*	95*
17.	Galih Ramadhan	35	55	60	85*
18.	Geri Margiansah	35	60	65	70*
19.	Helen Yuniar	45	55	70*	80*
20.	Heni Yuliani	35	60	75*	85*
21.	Khansa Fadilah	45	65	70*	80*
22.	Larasati Werdiningsih	45	55	60	80*
23.	Lintar Nurhayadi Putra	50	55	75*	75*
24.	Mega Rihana	50	65	70*	95*
25.	Melati Suci Suwarna	55	75*	75*	95*
26.	Mellinda	55	60	70*	85*
27.	Muhammad Andri	55	60	70*	85*
28.	Muhammad Rofiq N.	35	50	70*	80*
29.	Ongki Apriyanto	35	50	55	70*
30.	Pandu	35	50	75*	70*
31.	Prayogi	55	60	60	70*
32.	Rahmah Sri Wulan	65	75*	75*	95*
33.	Riefky Tama Irgi	45	55	70*	70*
34.	Rina Septiani	45	65	70*	85*
35.	Rizky Maulana	45	65	65	80*
36.	Robbi Kurniawan	45	55	75*	80*
37.	Saraswati Dewanti H.	45	65	70*	85*
38.	Sopiyatin Diniyah	45	65	65	80*
39.	Sunardi Hernawan	45	65	70*	80*
40.	Suprihatin	35	55	65	70*
41.	Syahmina Hasfi	45	65	75*	85*
42.	Teti Supriyatin	55	65	80*	75*
43.	Varhan Maulana	35	50	60	70*
	Mean: $$X = \frac{\sum x}{N}$$	45,465 12	61,16279	69,76744	81,86047

*: The students who passed the KKM (70)

Figure 4.1
The Graphic of the of Students' Score
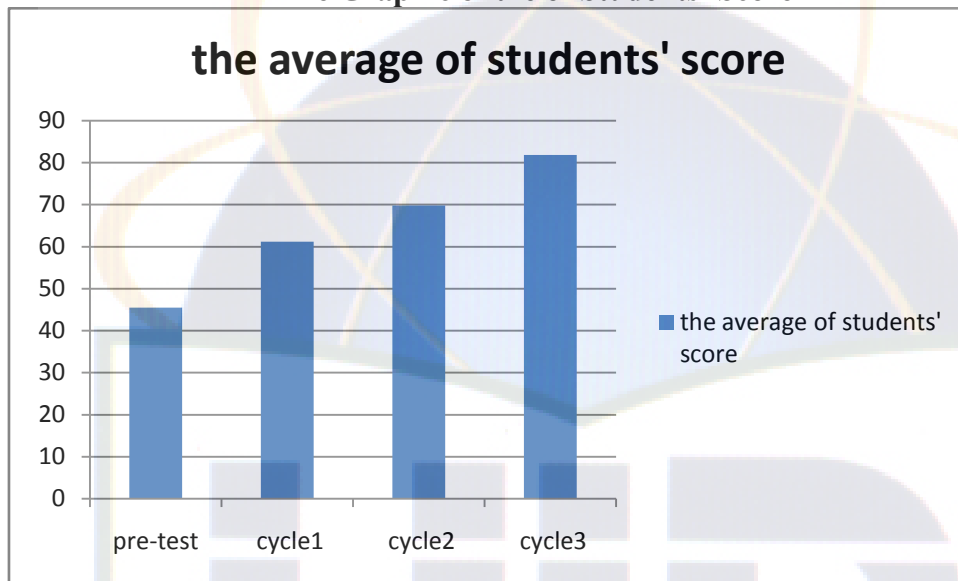
In analyzing numerical data, the writer compared the test result between pretest and posttest of each cycle. Before carrying out the CAR, the writer gave students the pretest. The mean score of the pretest was computed such following:

$$\overline{X} = \frac{\sum x}{n}$$

$$\overline{X} = \frac{1955}{43}$$

$$\overline{X} = \mathbf{45.46}$$

Based on that computation, the mean score of the class in pretest was 45.46. On the other side, to know the class percentage who passed the KKM using the formula as:

$$P = \frac{F}{N} \times 100\%$$

$$P = \frac{2}{43} \times 100\%$$

P = **4.65%**

From that calculation, there were two students who passed the KKM, so after dividing with the number of students in the class and altering that into percentage, it could be derived about 4.65% students whom passed the KKM.

Next, after scoring the pretest the writer calculated the result of posttest 1. It was to know the improvement from the pretest to posttest 1 result. However to measure that improvement, it was needed to know the mean score of the class by using the formula as:

$$\overline{X} = \frac{\sum x}{n}$$

$$\overline{X} = \frac{2630}{43}$$

$$\overline{X} = \textbf{61.16}$$

It was known that the mean score of the class in the posttest 1 derived 61.16. It gained any improvement 15.7 from the pretest or having; from the pretest to the posttest 1 result. To know that improvement into percentage, the writer calculated as following:

$$P = \frac{\text{Posrate} - \text{Baserate}}{\text{Baserate}} \text{X } 100\%$$

$$P = \frac{61.16 - 45.46}{45.46} \text{X } 100\%$$

P = **34.53%**

In the 1st cycle of posttest 1, there were 6 students who passed the KKM. If it was calculated into class percentage, it was derived 13.95% through the formula:

$$P = \frac{F}{N} \text{ X } 100\%$$

$$P = \frac{6}{43} \text{ X } 100\%$$

P = **13.95%**

In the end of cycle two, the mean of students' score in writing posttest 2 gained 69.76. It was derived from:

$$\overline{X} = \frac{\sum x}{n}$$

$$\overline{X} = \frac{3000}{43}$$

$$\overline{X} = \textbf{69.76}$$

To know the improvement from the pretest to posttest 2 into percentage, after getting the mean score 69.76, the writer made a percentage calculation as following:

$$P = \frac{\text{Posrate} - \text{Baserate}}{\text{Baserate}} \text{ X } 100\%$$

$$P = \frac{69.76 - 45.46}{45.46} \text{ X } 100\%$$

P = **53.45%**

Based on that computation, it could be seen that the posttest 2 had 53.45% improvement from the pretest or 14.06% (69.76 − 61.16) improvement from the posttest 1. Meanwhile, to know the percentage of the class that passed the KKM, it could be calculated as following:

$$P = \frac{F}{N} \text{ X } 100\%$$

$$P = \frac{29}{43} \text{ X } 100\%$$

$$P = \textbf{67.44\%}$$

In the end of cycle three, the mean of students' score in writing posttest 3 gained 81.86. It was derived from:

$$\overline{X} = \frac{\sum x}{n}$$

$$\overline{X} = \frac{3520}{43}$$

$$\overline{X} = \textbf{81.86}$$

To know the improvement from the pretest to posttest 3 into percentage, after getting the mean score 81.86, the writer made a percentage calculation as following:

$$P = \frac{\text{Posrate} - \text{Baserate}}{\text{Baserate}} \text{X } 100\%$$

$$P = \frac{81.86 - 45.46}{45.46} \text{ X } 100\%$$

$$P = \textbf{80.07\%}$$

In the end of cycle three, the result of the posttest showed that there were 43 students or 100% who passed the KKM. It improved from the pretest which gained only 4.65% and in the posttest 1 which had any improvement become 13.95%. Therefore, based on the class percentage result from the pretest to the

posttest 3 in the third cycle improved about 83.07%. It proved that the target of CAR success in which minimum 75% students passed the KKM could be achieved.
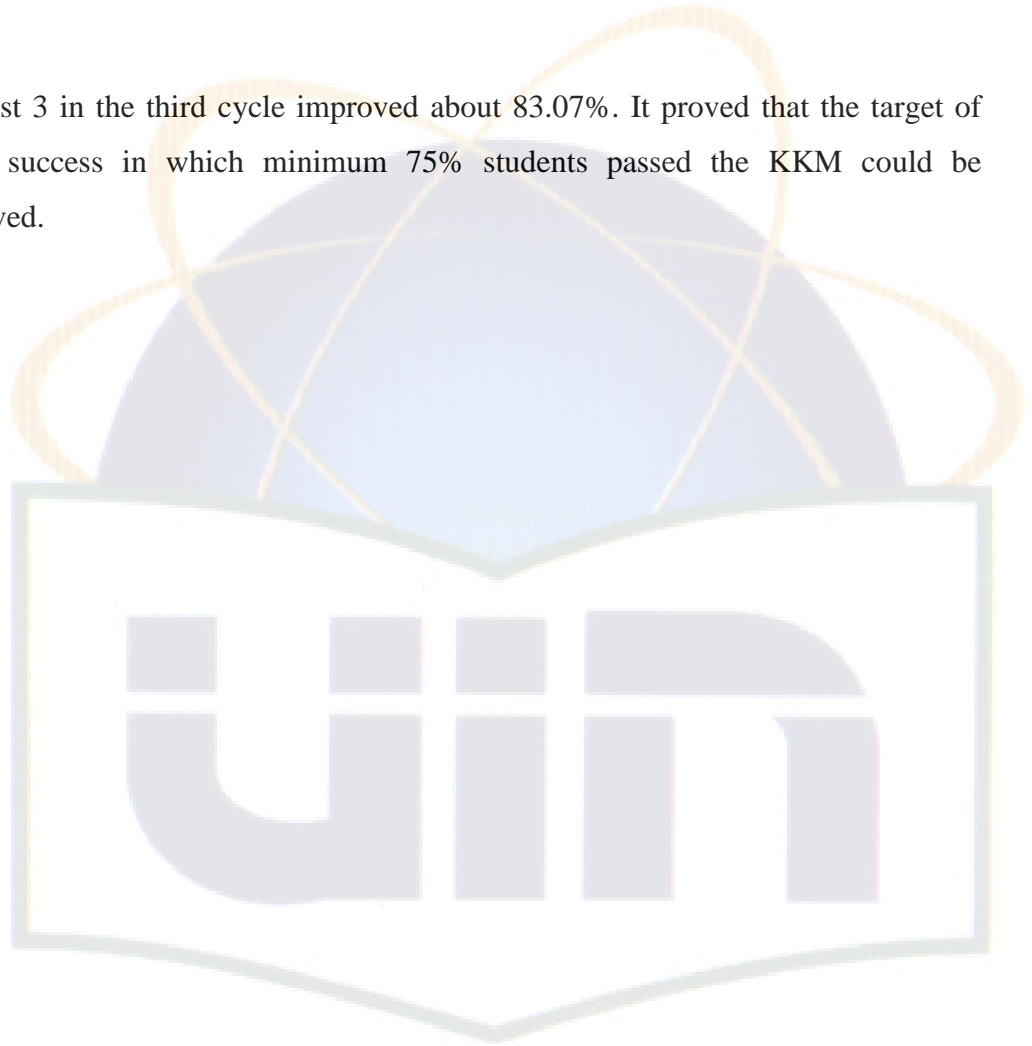
CHAPTER V

CONCLUSION AND SUGGESTION

After finishing the whole steps of CAR, the writer arranges some conclusions and suggestions based on the result of this research.

A. Conclusion

Based on the research carried out in VIII-8 grade at SMP PGRI 1 Ciputat Tangerang Selatan academic year 2010/2011, it is concluded that guided questions is effective to enhance the students' writing skill of descriptive text. It refers to the following information:

1. Related to the achievement data, there are some progressions of students' score from pretest to the posttest of the third cycle. In the pretest, there are two (4.65%) students who passed the *KKM* and the mean score of pre test are 45.46. Then in the result of posttest in cycle 1, there are 6 (13.95%) students in the class who passes the *KKM* considering that their mean score of the test gained is 61.16. Next in the result of posttest in the second cycle, there are 29 (67.44%) students who passed the *KKM* in which their mean score of writing test derived is 69.76. Next in the result of posttest in the third cycle, there are 43 (100%) students who pass the *KKM* in which their mean score of writing test derived is 81.86.

2. The observation result shows that the students' participation are more interested in learning descriptive paragraph through guided questions in the classroom.

3. Based on the questionnaire result it can be concluded that the students' perception and impression about process of learning writing skill of descriptive text through guided questions is more enthusiastic.

From the result of research on the previous chapter shows that *Guided Questions* method makes students easier in making descriptive paragraph, and makes them easier in exploring their idea in making descriptive paragraph. The method also can improve students' achievement significantly in writing skill of descriptive paragraph.

B. Suggestions

Based on the classroom research result, the writer gives some suggestion as follows:

1. In learning writing skill, the teachers are hoped more creative in teaching their students in order to maximize teaching learning process, and makes the students are not boring.

2. Teachers should not teach their students monotonously, because it may make them bored. Teachers may use the other innovations in teaching and learning process to improve students' academic achievement.

3. Guided questions can be applied in English teaching learning process as one of the innovations in teaching and learning process, particularly the attempt of improving students' writing skill of descriptive text. Guided questions make them easier in creating descriptive paragraph.

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Appendix 1

<div align="center">

ANGKET SISWA
PENELITIAN TINDAKAN KELAS

</div>

Mata Pelajaran   : Bahasa Inggris
Pada Sekolah   : SMP PGRI 1 Ciputat-Kota Tangsel
Siklus ke   :

No	Pertanyaan	Ya	Tidak
1.	Apakah pembelajaran *Descriptive Text* menggunakan *Guided Questions* membuat kamu mudah memahami materi pelajaran?		
2.	Apakah pembelajaran menulis dalam bahasa Inggris menggunakan *Guided Questions* membuat kamu lebih mudah membuat *Descriptive Text*?		
3.	Apakah pembelajaran menggunakan *Guided Questions* mendorong kamu lebih kreatif menulis dalam bahasa Inggris?		
4.	Apakah pembelajaran *Descriptive Text* menggunakan *Guided Questions* menyenangkan?		
5.	Apakah kamu mengalami kesulitan dalam pembelajaran *Descriptive Text* menggunakan *Guided Questions*?		

Appendix 2

PRE-TEST

Name   **:**
Class   **:**

Make a descriptive paragraph using the title below!
Title   : Mr. Even is an English teacher

_____

_____
_____
_____
_____
_____
_____
_____
_____
_____

Appendix 3

Post-test 1

Title : **My name is…**
Questions

1. What is your name?
2. Where do you live?
3. How old are you?
4. Are you a student?
5. Where do you study?
6. How do you go to school?

Make a descriptive paragraph by answering the questions above!

_____
_____
_____
_____
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_____

Appendix 4

Post-test 2

Title   : Mr. Even is a Teacher

<u>Questions</u>

1. What is the title?

2. Where does he live?

3. Where does he work?

4. What does he usually bring for teaching?

5. What is his duty?

6. How does he go to school?

7. Is he a good teacher?

Make a descriptive paragraph by answering the questions above!

_____

_____

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_____

Appendix 5

Post-test 3

Title   **: My Family**

<u>Questions</u>

How many persons are in your family?
What is your father's name?
Where does he work?
What is your mother's name?
What is her name?
Where does she work?
Do you have brother and sister?
What is his/her name?

Make a descriptive paragraph by answering the questions above!

`

_____

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_____

RPP 1

RENCANA PELAKSANAAN PEMBELAJARAN

1

Nama Sekolah   : **SMP PGRI 1 CIPUTAT**
Mata Pelajaran   : **Bahasa Inggris**
Kelas/Semester   : **VII/ Genap**

Standar Kompetensi : **Menulis**

Mengungkapkan makna dalam teks tulis fungsional dan esai pendek sangat sederhana berbentuk *descriptive* dan *procedure* untuk berinteraksi dengan lingkungan terdekat

Kompetensi Dasar   :

Mengungkapkan makna dalam teks tulis fungsional pendek sangat sederhana dengan menggunakan ragam bahasa tulis secara akurat, lancar dan berterima untuk berinteraksi dengan lingkungan terdekat

Indikator   :

1. Siswa mampu menjawab pertanyaan *guided questions* yang telah diberikan.
2. Siswa mampu menuliskan sebuah *descriptive text* yang sesuai dengan tema yang di berikan.

pek skill   : **Menulis**
Alokasi waktu   : **2 X 40 menit**

A. Materi Pembelajaran   :
Buatlah sebuah paragraf descriptif menggunakan *guided questions*!

B. Metode Pembelajaran / Teknik :
1. Ceramah
2. Demonstrasi
3. Penugasan dan latihan

D. Langkah-langkah Kegiatan :

Kegiatan	Langkah-langkah	Waktu
Motivasi	Salam dan tegur Guru meminta salah seorang siswa menjelaskan pengertian *descriptive text.* Absensi.	10 menit
Presentasi	Guru menjelaskan *descriptive text*. Guru menjelaskan cara membuat *descriptive text* dengan menggunakan *guided questions*.	30 menit
Latihan	Siswa membuat *descriptive text* dengan metode *guided questions*.	30 menit
Evaluasi	membahas hasil kerja siswa	10 menit

E. Sumber Belajar
1. Buku teks yang relevan.

F. Penilaian
   a. Teknik : praktek
   b. Bentuk : Pertanyaan tertulis.

   Title   : My name is...
   <u>Questions</u>

1. What is your name?
2. Where do you live?
3. How old are you?
4. Are you a student?
5. Where do you study?
6. How do you go to school?

Make a descriptive paragraph by answering the questions above!
`
_____
_____
_____
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_____

Title   : Mr. Even is a Teacher
<u>Questions</u>
1. What is the title?
2. Where does he live?
3. Where does he work?
4. What does he usually bring for teaching?
5. What is his duty?
6. How does he go to school?

Make a descriptive paragraph by answering the questions above!
`
_____
_____
_____
_____
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_____

Mengetahui
Kepala Sekolah   **Guru Mata Pelajaran**

 Cartam, S.Pd., M.Pd.   **Muhammad Bagus Nawawi**
NIP. 1963 1230 198703.1.008   **NIM. 106014000405**

Appendix 7

RPP 2

<table>
<tr><td colspan="2" align="center">RENCANA PELAKSANAAN PEMBELAJARAN
2</td></tr>
<tr><td>Nama Sekolah</td><td>: SMP PGRI 1 CIPUTAT</td></tr>
<tr><td>Mata Pelajaran</td><td>: Bahasa Inggris</td></tr>
<tr><td>Kelas/Semester</td><td>: VII/ Genap</td></tr>
<tr><td>Standar Kompetensi</td><td>: Menulis
Mengungkapkan makna dalam teks tulis fungsional dan esai pendek sangat sederhana berbentuk descriptive dan procedure untuk berinteraksi dengan lingkungan terdekat</td></tr>
<tr><td>Kompetensi Dasar</td><td>:
Mengungkapkan makna dalam teks tulis fungsional pendek sangat sederhana dengan menggunakan ragam bahasa tulis secara akurat, lancar dan berterima untuk berinteraksi dengan lingkungan terdekat</td></tr>
</table>

Indikator :
1. Siswa mampu menjawab pertanyaan *guided questions* yang telah diberikan.
2. Siswa mampu menuliskan sebuah *descriptive text* yang sesuai dengan tema yang di berikan dengan metode *guided questions*.

pek skill : Menulis
Alokasi waktu : 2 X 40 menit

A. Materi Pembelajaran :
   Buatlah sebuah paragraf descriptif menggunakan *guided questions*!

B. Metode Pembelajaran / Teknik :
   1. Ceramah
   2. Demonstrasi
   3. Penugasan dan latihan

D. Langkah-langkah Kegiatan :

Kegiatan	Langkah-langkah	Waktu
Motivasi	Salam dan tegur Guru menanyakan siswa tentang pelajaran sebelumnya Absensi.	10 menit
Presentasi	Guru menjelaskan cara menjawab *questions* dengan benar.	30 menit
Latihan	Siswa membuat *descriptive text* dengan metode *guided questions*.	30 menit
Evaluasi	membahas hasil kerja siswa	10 menit

E. Sumber Belajar
   1. Buku teks yang relevan.

F. Penilaian
   a. Teknik : praktek
   b. Bentuk : Pertanyaan tertulis.

Title : **Mr. Cartam is Our Head Master.**
Questions

   1. What is the title?
   2. Where does he live?
   3. Where does he work?
   4. How does he go to his office?
   5. Is he very kind?
   6. What does he usually do?

Make a descriptive paragraph by answering the questions above!

`
_____
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_____

Title   : SMP PGRI 1 Ciputat

<u>Q</u>uestions

1. Is SMP PGRI 1 Ciputat one of Junior High schools in Tangsel?
2. How many rooms does it have?
3. How many classes does it have?
4. Does it have a canteen?
5. Do the teachers very kind over there?
6. Is SMP PGRI a good school?

Make a descriptive paragraph by answering the questions above!

`
_____
_____
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_____
_____

Mengetahui
Kepala Sekolah   Guru Mata Pelajaran

Cartam, S.Pd., M.Pd.   **Muhammad Bagus Nawawi**
NIP. 1963 1230 198703.1.008   **NIM. 106014000405**

RPP 3

RENCANA PELAKSANAAN PEMBELAJARAN
3

Nama Sekolah	:	**SMP PGRI 1 CIPUTAT**
Mata Pelajaran	:	**Bahasa Inggris**
Kelas/Semester	:	**VII/ Genap**

Standar Kompetensi : **Menulis**
Mengungkapkan makna dalam teks tulis fungsional dan esai pendek sangat sederhana berbentuk *descriptive* dan *procedure* untuk berinteraksi dengan lingkungan terdekat

Kompetensi Dasar :
Mengungkapkan makna dalam teks tulis fungsional pendek sangat sederhana dengan menggunakan ragam bahasa tulis secara akurat, lancar dan berterima untuk berinteraksi dengan lingkungan terdekat

Indikator :

1. Siswa mampu menjawab pertanyaan *guided questions* yang telah diberikan.
2. Siswa mampu membuat *guided questions* sendiri.
3. Siswa mampu menuliskan sebuah *descriptive text* yang sesuai dengan tema yang di berikan, dengan metode *guided questions*.

pek skill : Menulis
Alokasi waktu : 2 X 40 menit

A. Materi Pembelajaran :
Buatlah sebuah paragraf descriptif menggunakan *guided questions*!

B. Metode Pembelajaran / Teknik :
1. Ceramah
2. Demonstrasi
3. Penugasan dan latihan

D. Langkah-langkah Kegiatan :

Kegiatan	Langkah-langkah	waktu
Motivasi	• Salam dan tegur • Absensi.	• 10 menit
Presentasi	• Guru merevisi dan menjelaskan kesalahan-kesalahan pada siswa dalam membuat *descriptive paragraph.*	• 30 menit
Latihan	• Siswa membuat *descriptive text* dengan metode *guided questions.*	• 30 menit
Evaluasi	• membahas hasil kerja siswa	• 10 menit

E. Sumber Belajar
1. Buku teks yang relevan.

F. Penilaian
a. Teknik : praktek
b. Bentuk : Pertanyaan tertulis.

Title : **My Family**

Questions

1) How many persons are in your family?
2) What is your father's name?
3) Where does he work?
4) What is your mother's name?
5) What is her name?
6) Where does she work?
7) Do you have brother and sister?
8) What is his/her name?

Make a descriptive paragraph by answering the questions above!

`

_____
_____
_____
_____
_____
_____

Mengetahui
Kepala Sekolah   Guru Mata Pelajaran

Cartam, S.Pd., M.Pd.   **Muhammad Bagus Nawawi**
NIP. 1963 1230 198703.1.008   **NIM. 106014000405**

Appendix 9

Observation Sheet

No.	Name	Cycle 1				Cycle 2		Cycle 3	
		First meeting		Second meeting		Third meeting		Fourth meeting	
1.	Ahmad Rosyid								
2.	Andini Gustanti								
3.	Anggita Damayanti								
4.	Annisa Nada Achdiyanti								
5.	Ari Putra Pratama								
6.	Bayu Aji Putranto								
7.	Chika Khumairoh Zatia								
8.	Debi Kusmiati								
9.	Dina fitriani								
10.	Dwi Ayu Ningsih								
11.	Eby Pratama								
12.	Erwin Saputra								
13.	Fahri Dwiki Ramadhan								
14.	Febrilia Sekar Sari								
15.	Fetra Hadyan								
16.	Fherawati Oktaviani								
17.	Galih Ramadhan								
18.	Geri Margiansah								
19.	Helen Yuniar								
20.	Heni Yuliani								
21.	Khansa Fadilah								
22.	Larasati Werdiningsih								
23.	Lintar Nurhayadi Putra								
24.	Mega Rihana								
25.	Melati Suci Suwarna								
26.	Mellinda								
27.	Muhammad Andri								
28.	Muhammad Rofiq N.								
29.	Ongki Apriyanto								
30.	Pandu								
31.	Prayogi								
32.	Rahmah Sri Wulan								
33.	Riefky Tama Irgi								
34.	Rina Septiani								
35.	Rizky Maulana								
36.	Robbi Kurniawan								
37.	Saraswati Dewanti Hasanah								

38.	Sopiyatin Diniyah												
39.	Sunardi Hernawan												
40.	Suprihatin												
41.	Syahmina Hasfi												
42.	Teti Supriyatin												
43.	Varhan Maulana												

Appendix 10

The Result of Observation

No.	Name	Cycle 1						Cycle 2			Cycle 3		
		First meeting			Second meeting			Third meeting			Fourth meeting		
1.	Ahmad Rosyid				√		√	√	√	√	√	√	√
2.	Andini Gustanti	√	√	√	√	√	√	√	√	√	√	√	√
3.	Anggita Damayanti						√	√		√	√		√
4.	Annisa Nada Achdiyanti	√	√	√	√	√	√	√	√	√	√	√	√
5.	Ari Putra Pratama						√		√	√	√	√	√
6.	Bayu Aji Putranto			√	√		√	√	√	√	√	√	√
7.	Chika Khumairoh Zatia						√		√	√	√	√	√
8.	Debi Kusmiati			√	√		√	√	√	√	√	√	√
9.	Dina fitriani			√			√	√	√	√	√		√
10.	Dwi Ayu Ningsih						√			√			√
11.	Eby Pratama						√		√	√	√	√	√
12.	Erwin Saputra						√			√			√
13.	Fahri Dwiki Ramadhan			√			√		√	√		√	√
14.	Febrilia Sekar Sari	√	√	√	√	√	√	√	√	√	√	√	√
15.	Fetra Hadyan							√		√	√		√
16.	Fherawati Oktaviani	√	√	√	√	√	√	√	√	√	√	√	√
17.	Galih Ramadhan						√	√	√	√	√	√	√
18.	Geri Margiansah				√		√	√		√	√	√	√
19.	Helen Yuniar			√			√		√	√		√	√
20.	Heni Yuliani			√			√		√	√	√		√
21.	Khansa Fadilah			√			√		√	√		√	√
22.	Larasati Werdiningsih			√			√		√	√			√
23.	Lintar Nurhayadi Putra			√			√		√	√	√	√	√
24.	Mega Rihana			√	√		√	√	√	√	√	√	√
25.	Melati Suci Suwarna	√	√	√	√	√	√	√	√	√	√	√	√
26.	Mellinda			√			√		√	√	√	√	√
27.	Muhammad Andri			√	√	√	√	√	√	√	√	√	√
28.	Muhammad Rofiq N.			√			√	√	√	√	√	√	√
29.	Ongki Apriyanto						√	√		√	√		√
30.	Pandu							√		√	√		√
31.	Prayogi						√		√	√		√	√
32.	Rahmah Sri Wulan	√		√	√		√	√	√	√	√	√	√
33.	Riefky Tama Irgi			√			√		√	√		√	√
34.	Rina Septiani			√	√		√	√	√	√	√	√	√
35.	Rizky Maulana			√			√		√	√	√		√
36.	Robbi Kurniawan						√			√			√
37.	Saraswati Dewanti Hasanah			√			√	√	√	√	√	√	√

No.	Name											
38.	Sopiyatin Diniyah			√			√		√	√	√	√	√
39.	Sunardi Hernawan			√	√		√	√	√	√	√	√	√
40.	Suprihatin									√	√		√
41.	Syahmina Hasfi			√			√	√	√	√	√	√	√
42.	Teti Supriyatin			√	√	√	√	√	√	√	√	√	√
43.	Varhan Maulana							√		√	√		√

*1 = Asking, 2 = Giving Idea, 3 = finishing the test on time

Appendix 11

The Percentages of Students' Participation in Cycle I, Cycle II, Cycle III

No.	Cycle		The amount of the Students and the Aspects that be observed		
			Asking	Giving Idea	Finishing the test on time
1.	I	Fisrt meeting	13.95%	11.62%	62.79%
		Second meeting	34.88%	16.27%	90.69%
2.	II	Third meeting	58.13%	72.09%	100%
3.	III	Fourth meeting	81.39%	76.74%	100%

Appendix 12

The result of students' questionnaire

No.	Pertanyaan	Jawaban	Siklus 1 (%)	Siklus 2 (%)	Siklus 3 (%)
1.	Apakah pembelajaran *Descriptive Text* menggunakan *Guided Questions* membuat kamu mudah memahami materi pelajaran?	Ya	69.76%	81.39%	100%
		Tidak	30.23%	18.60%	0%
2.	Apakah pembelajaran menulis dalam bahasa Inggris menggunakan *Guided Questions* membuat kamu lebih mudah membuat *Descriptive Text*?	Ya	58.13%	86.04%	100%
		Tidak	41.86%	13.95%	0%
3.	Apakah pembelajaran menggunakan *Guided Questions* mendorong kamu lebih kreatif menulis dalam bahasa Inggris?	Ya	55.81%	74.41%	88.37%
		Tidak	44.18%	25.58%	11.62%
4.	Apakah pembelajaran *Descriptive Text* menggunakan *Guided Questions* menyenangkan?	Ya	83.72%	88.37%	100%
		Tidak	16.27%	11.62%	0%
5.	Apakah kamu mengalami kesulitan dalam pembelajaran *Descriptive Text* menggunakan *Guided Questions*?	Ya	41.86%	13.95%	0%
		Tidak	5813%	86.04%	100%

Appendix 13

The Schedule of CAR

No.	Activity	Month									
		November		December				January			
		3	4	1	2	3	4	1	2	3	4
1.	**Arrange the concept**	√									
2.	**Preparation** - Arrange the lesson plan - Prepare teaching instrument - Prepare pre-test	√ √ √									
3.	**Action** - Prepare class and media - Pre-test - Cycle 1 - Cycle 2 - Cycle 3		√	√	√	√	√	√	√		
4.	**Arrange Result or report of the CAR**									√	√

Appendix 14

The Students' achievement

No.	Name	Pre-test	Post-test 1	Post-test 2	Post-test 3
1.	Ahmad Rosyid	35	55	70*	85*
2.	Andini Gustanti	75*	85*	85*	95*
3.	Anggita Damayanti	35	60	70*	85*
4.	Annisa Nada Achdiyanti	75*	75*	80*	95*
5.	Ari Putra Pratama	35	50	60	80*
6.	Bayu Aji Putranto	50	65	75*	85*
7.	Chika Khumairoh Zatia	35	65	75*	80*
8.	Debi Kusmiati	50	65	85*	80*
9.	Dina fitriani	35	70*	80*	95*
10.	Dwi Ayu Ningsih	45	60	70*	80*
11.	Eby Pratama	35	60	60	80*
12.	Erwin Saputra	45	55	60	80*
13.	Fahri Dwiki Ramadhan	45	55	60	80*
14.	Febrilia Sekar Sari	50	65	70*	85*
15.	Fetra Hadyan	35	55	65	80*
16.	Fherawati Oktaviani	60	70*	75*	95*
17.	Galih Ramadhan	35	55	60	85*
18.	Geri Margiansah	35	60	65	70*
19.	Helen Yuniar	45	55	70*	80*
20.	Heni Yuliani	35	60	75*	85*
21.	Khansa Fadilah	45	65	70*	80*
22.	Larasati Werdiningsih	45	55	60	80*
23.	Lintar Nurhayadi Putra	50	55	75*	75*
24.	Mega Rihana	50	65	70*	95*
25.	Melati Suci Suwarna	55	75*	75*	95*
26.	Mellinda	55	60	70*	85*
27.	Muhammad Andri	55	60	70*	85*
28.	Muhammad Rofiq N.	35	50	70*	80*
29.	Ongki Apriyanto	35	50	55	70*
30.	Pandu	35	50	75*	70*
31.	Prayogi	55	60	60	70*
32.	Rahmah Sri Wulan	65	75*	75*	95*
33.	Riefky Tama Irgi	45	55	70*	70*
34.	Rina Septiani	45	65	70*	85*
35.	Rizky Maulana	45	65	65	80*
36.	Robbi Kurniawan	45	55	75*	80*
37.	Saraswati Dewanti Hasanah	45	65	70*	85*
38.	Sopiyatin Diniyah	45	65	65	80*

39.	Sunardi Hernawan	45	65	70*	80*
40.	Suprihatin	35	55	65	70*
41.	Syahmina Hasfi	45	65	75*	85*
42.	Teti Supriyatin	55	65	80*	75*
43.	Varhan Maulana	35	50	60	70*
Mean: $$X = \frac{\sum x}{N}$$		45,46512	61,16279	69,76744	81,86047

*: *The Students who passed the KKM: 70*

Appendix 15

The Graphic of the average of Students Achievement

the average of students' score

- pre-test
- cycle1
- cycle2
- cycle3

the average of students' score
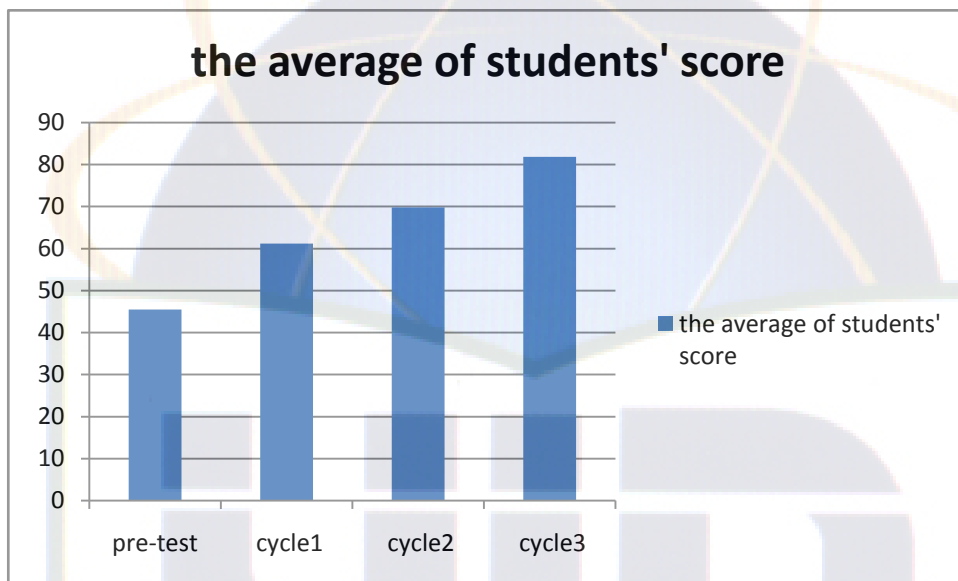
Appendix 16

The percentage of the Students Who Passed the KKM

No.	Test	Precentage
1.	Pre-test	4.65%
2.	Post-test 1	13.95%
3.	Post-test 2	67.44%
4.	Post-test 3	100%

Perihal   : Permohonan Pengisian Angket

Lampiran   : 1 (Satu) Berkas

Kepada Yth,

Bapak Even Apriansyah

Di-

SMP PGRI 1 Ciputat Tangsel

Assalamu'alaikum Wr. Wb.

Dalam rangka penulisan skripsi sebagai salah satu persyaratan untuk mendapatkan gelar Strata Satu (S1) Sarjana Pendidikan di Universitas Islam Negeri (UIN) Syarif Hidayatullah Jakarta, maka saya memohon dengan hormat kepada bapak untuk mengisi angket yang telah disediakan.

Data atau keterangan yang di minta semata-mata untuk kepentingan penelitian. Oleh karena itu, bapak tidak perlu ragu dalam memberikan jawaban yang sejujurnya dan sesuai dengan kondisi yang bapak alami dan rasakan selama ini. Kerahasiaan jawaban yang bapak berikan akan dijamin sepenuhnya.

Setiap jawaban yang bapak berikan merupakan sebuah penghargaan yang tidak ternilai harganya bagi kesempurnaan penelitian ini. Atas perhatian dan partisipasi bapak saya ucapkan terimakasih.

Wassalamu'alaikum Wr. Wb.

Bekasi, 10 Nopember 2010

Pemohon,

Muhammad Bagus Nawawi

NIM. 106014000405