

***IMPROVING STUDENTS' WRITING SKILL OF DESCRIPTIVE  
TEXT THROUGH GUIDED QUESTION AT EIGHTH GRADE  
OF SMP MUSDA MEDAN IN ACADEMIC YEAR 2017/2018***

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**Abstract:** The objectives of this study are to find out that through guided question can improve student's writing skill for the eighth grade a junior high school in SMP MUSDA Medan in the academic year of 2017/2018 and to explain how to improve students' writing skill in descriptive text through guided question at eighth grade in SMP MUSDA Medan in academic year 2017/2018.

This study was conducted by using classroom action research, consists of 32 students where taken as a sample of this research. The research was conducted in two cycles. There were three meetings from each cycle in this research. The research design that used in this research were quantitative data and qualitative data. Based on the writing test score, students kept improving in every test. In the pre- test the mean score was 67,13 in post test the mean of writing score was 76,21. Based on observation sheet, it was found that teaching learning process ran well and students were actived and interested in writing descriptive text through guided question. The result of this research that by using guided question method can improve students' writing skill in descriptive text.

**Keywords:** Writing Skill, Descriptive text, Quided Question method

## INTRODUCTION

Writing is a medium of human communication that creates language and through the inscription or recording of signs, symbols, characters and letters. In most languages, writing is a complement to speech or spoken language. Writing is not a language but a form of technology that developed as tools developed with human society. Within a language system, writing relies on many of the same structures as speech, such as vocabulary, grammar and semantics, with the added dependency of a system of signs or symbols. The result of writing is generally called text, and the recipient of text is called a reader.

Motivations for writing include publication, storytelling, correspondence and diary. Writing has been instrumental in keeping history, maintaining culture, dissemination of knowledge through the media and the formation of legal systems.

In the present era, English has an important role of human life. It can be understood since English right as a universal language in the world. In Indonesia right now, English plays a very important role because many books, articles, and media are written down on English, so many of students on Indonesia learn English, especially on *Toba Batak* area.

Indonesia also makes English as the first foreign language to be studied and it is taught in all school levels. This quoted according to Depdikbud (19993:1) that states ,”English is the first foreign language to be studied in order to master and develop the knowledge, technology, arts and to create good relation with other countries”. This quotation show the utility of English and the important of English language. That is the reason why students must learn English.

Writing is one of the four language skills in language learning, its role is realized as very substancial not only for the language competency mastery but also for the knowledge mastery. By giving writing activity in the language learning teacher actually has opened student’s sechemata. Through writing, everybody is not only able to express feelings and ideas, but also to communicate with others and have remembering facts and ideas. People need to learn English writing because it is a process of transforming thoughts and ideas into written form. Writing is very important capability for being owned by students, Writing is also an excellent communication tool. Through writing, each person will be able to convey feelings, ideas, and announcements to others Sharples (1999:8).

In fact in academic year 2012/2013, even though most students have learnt writing English in secondary school, most of them cannot write human. It is found that some

students have problem in writing. In reality, students writing ability is relatively low especially transferring from spoken to written language.

Based on the researcher's experience during Teaching Practice (PPL=T) in Junior High School, Students' writing ability was quite low, especially in writing Descriptive text. They often confused how to write and how to start. This condition affects the students' achievement in writing descriptive text. In order to overcome this problem, it is needed some creative and prepare the strategy to make teaching writing significantly and more interesting.

There are many ways to make teaching writing significantly and more interesting to help students in writing descriptive text human. One of ways that can be used is guided Question. Guided question is a guiding question the fundamental query that directs to search for understanding. Everything in the curriculum is studied for the purpose of human, Guiding question help provide focus and coherence for units of study.

Guided question can support teaching learning process because the teacher as the facilitator in teaching learning process should design a good concept in order to encourage students to write a good piece of writing. In teaching and learning process, guided question in classroom apply student centered rather than teacher oriented. Using guided question, are asking the students to find the human. Ask the questions and frontload the necessary material; then the students investigate, analyze, and knowledge of the underlying concepts. In this way, teacher create classroom of inquiry, where real world problem is discussed.

The reason of researcher took this title because the students also often made some mistakes grammatical on their writing. It is very common when students write, because the human undeveloped in grammatical mastery. Afterwards, they do not organize the sequence of paragraph human. The teacher used a course book in teaching writing and rarely used pictures as media. The media that human used by the teacher to support teaching and learning of writing human not sufficient. Furthermore, students had low motivation in composing a story.

Based on the background of the study, the problems of this study are formulated as follows: 1) Does guided question can improve students' writing descriptive text for eight grade junior high school in SMP Musda Medan in academic year 2017/2018? 2) How to improve students' writing skill in descriptive text through guided question at seven grade in SMP Musda Medan in academic year 2017/2018?

## **METHODOLOGY**

The researcher was used classroom action research. Classroom action research is a type of insider investigation by researcher's in their own area as a focus for their study. Obviously, the most important is that action research is always relevant to the participants. Relevance is guaranteed because the focus of each research project is determined by the researchers, who are also the primary consumers of the findings. Ferrance (2000:1) states that action research is a process in which participants examine their own educational practice systematically and carefully, using the technique of research.

The study of this research used quantitative and qualitative research and supported by observation. The design of study is to find out improvement writing skill of descriptive text by using guided question.

There are two variables in this research they are independent and dependent variable. Independent variable is guided question and dependent variable is writing skill of descriptive text. Sugiyono (2009: 117) stated that, Population is a region consisting of generalization: object/subject that has certain quality and characteristic was determined by the research to be studied and then drawn its conclusion.

The population in this research choose the eighth grade student's of SMP Musda Medan. The research was choose the students of this school as the population because it found that the students difficult in learning of Writing English. They are consist of 32 students. Sample is a part of all population. Arikunto (2002: 112) stated that: "Sample is a group of subjects selected from the population". The sample of this research is the eighth grade students of SMP Musda Medan. They are consist of 32 students.

In writing test, the researcher was used writing text, and questionnaire sheets. The test was administered to know the students' learning level at the beginning of the study. The students test by asking them to write a descriptive text based on their knowledge and experience. Observation and questionnaire sheet was included on quantitative data. While, qualitative data was collected through interview sheet. It conducted to know the situation of students including the background of problem in writing.

In analyzing the data, the researcher administer two cycles. Each cycles consist of three meeting, so the total meeting is six meetings. Each cycles consisted of four steps, namely: planning, action, observation, and reflection.

Action research is a cyclical process (Figure 3.1). Through repeated intervention and analysis, researcher came to understand the issue or problem and hopefully to do something about it.

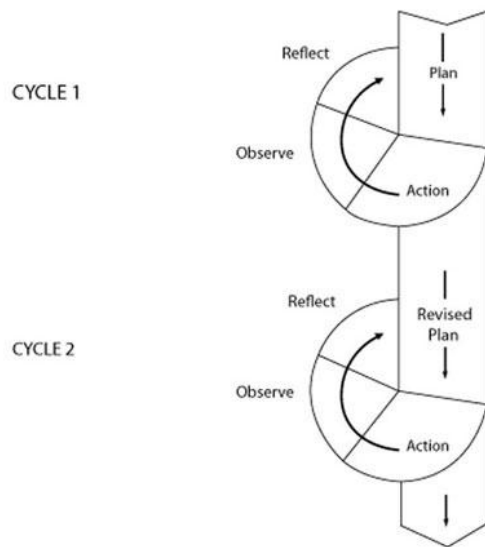


Figure Action research cycle

The technique of data analysis in this study was applied qualitative and quantitative data. The qualitative was analyzed from the observation sheets to describe the improvement of the students' writing descriptive text. The qualitative data was analyzed to know the students' problems in teaching learning process. The quantitative data was analyzed by computing the score of the test is given by the teacher.

To know the mean of the students' score for each cycle, the researcher was applied the formula that formulized as follow:

$$\bar{x} = \frac{\sum x}{N}$$

( Sudijono's Formula, 1988: 81 )

Where :

$\bar{x}$  = The mean of the students' score

$\sum x$  = The total score

$N$  = The number of the students

## RESULT AND DISCUSSION

### The Quantitative Data

The quantitative data were taken from the result which carried out in two meetings. The researcher was conducted by applying action research. The test was given to the students in each meeting. It means that there were two degrees of comparison test within

pre-test score which were taken in the first meeting. The result of students' ability on degrees of comparison score.

The improvement of students score in degrees of comparison test could be seen from the mean of the students' for each meeting by using this formula :

$$\bar{x} = \frac{\sum x}{N}$$

( Sudijono's Formula, 1988: 81 )

Where :

$\bar{x}$  = The mean of the students' score

$\sum x$  = The total score

$N$  = The number of the students

The mean of students' score in every cycle test was :

Pre-Test  $\bar{x} = \frac{2148}{32} = 67,13$

Post-Test  $\bar{x} = \frac{2449}{32} = 76,53$

Based on the collaboration above, it could be concluded that all students got improvement of score, high and low improvement. There were differences between the lowest and higher scores in each test which was given to the students. The differences showed that there was improvement students' writing skill of descriptive text. The improvement of students' score each degrees of comparison test can be seen in the following table.

In this research, the indicator of succesful ability on degrees of comparison was 93,75% of the students have got score above 70 in their degrees of comparison test. The number of students who were competent on degrees of comparison was calculated by applying the following formula :

$$P = \frac{R}{T} \times 100\%$$

Where :

$P$  = The percentage of students who get the point 70

$R$  = The number of students who get the point up 70

$T$  = The total number of students who do the test

The percentage of the improvement of students' ability on degrees of comparison can be seen as follow :

$P1 = \frac{13}{32} \times 100\% = 40,62\%$

$P2 = \frac{30}{32} \times 100\% = 93.75\%$

The Qualitative Data

The qualitative Data were taken from the observation sheet. The observation sheet was an alternative way to collect the information about teacher behaviours, students' attitude, the class participation, and the teaching learning climate while the research occurred. The observation sheet was done by a collaborator in the class using checklist and scale.

From the result of observation, it could be concluded that the teacher could present the material well, managed the class well and used the time effectively. The students also gave participation and active in asking question about descriptive text.

After the research analyzed the data, the finding of this research showed that guided question method could improve students' ability on writing descriptive text. The improvement could be proved from the mean of students' score in every test from each cycle. The mean of students score in pre-test was 67,13. the mean of students score in the post-test was 76,21.

This improvement not only happened in the mean score of students but also the expression, interest, and excitement of students showed that there was improvement. It can be seen in the observation sheet. Most of the students were active and enthusiast during teaching learning process.

## **CONCLUSION**

After analyze the whole data, it can be concluded that the students' writing test score improved from the pre test until post test. The conclusion are shown as follow:

1. The students' writing skill improve by using guided question is higher than the students' taught without guided question.
2. Teaching and learning writing skill of descriptive text through Discovery guided question help teachers relate subject matter content to real-world situation, and motivates students to make connections between knowledge and its applications to their lives as family members, citizens and works. Teaching descriptive text by using guided question also helped students to solve the challenges that faced by students in term of building and developing their knowledge of writing a descriptive text.

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