

**IMPROVING STUDENTS' WRITING SKILL BY USING GUIDED
QUESTION**
*(A Pre-Experimental Research at the Eight Grade Students of SMP Nurkarya Tidung
Makassar)*



A Thesis

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**FAKULTAS KEGURUAN DAN ILMU PENDIDIKAN
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PROGRAM STUDI PENDIDIKAN BAHASA INGGRIS**

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MOTTO AND DEDICATION

FAILURE TEACHES SUCCESS

TO

"THIS FOR MY BELOVED PARENTS BACO AND SURIANI THEY ALWAYS GIVE ME LOVE, MOTIVATION, ADVICE EITHER SPIRITUALLY AND PHISICALLY AND TO MY BROTHER AND SISTER, THANKS FOR ALL YOUR LOVE. I LOVE YOU"

ABSTRACT

Munawir B. 2017. *Improving Students' writing skill in writing descriptive paragraph by using Guided Question (A Pre-Experimental Research at the Eight Grade Students of SMP Nurkarya Tidung Makassar)*. A Thesis, English Education Department Faculty of Teachers Training and Education Makassar Muhammadiyah University. Supervised by Hj. Andi Tenri Ampa and Amar Ma'ruf.

This research aimed at finding out the improvement of the students writing skill in writing descriptive paragraph especially in content and organization by using Guided Question.

The researcher used a pre-experimental research, the data was collected by using written test. The pre-test was given to the students to find out the students' improvement in writing process before the treatment and the post-test was given to find out the students' improvement in writing process after the treatment. The sample was the eight grade students of SMP Nurkarya Tidung Makassar at class VIII B that consisted of 20 students in academic year 2016/2017. Meanwhile, the sample of this research taken by using purposive sampling.

The research findings indicated that the improvement of the eight grade students of SMP Nurkarya Tidung Makassar, improved after the application of Guided Question. It was proved by the mean score of contents' pre-test was 24.16 and mean score of post-test was 35.83. Hence, there was improvement in term of organization it was proved by mean score of pre-test was 23.32 and post-test was 36.66.

Finally, the researcher concluded that the improvement of the students ability to write content and organization descriptive paragraph using guided question at the eight grade students of SMP Nurkarya Tidung Makassar was significantly improved.

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In the name of Allah, Most Gracious, Most Merciful

Alhamdulillah Rabbil Alamin. This is worthy enough the researcher expresses his gratitude to the Almighty God Allah SWT, the most compassion, the most merciful. For blessing his, so the researcher could finish writing this thesis. Salam and shalawat are addressed to the beloved and chosen prophet Muhammad SAW as the greatest figure ever.

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Finally, the researcher realized that this thesis still have not been perfect yet and still need more suggestions and critics, thus more improvements for this thesis are strongly needed.

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Makassar, maret 2017

MUNAWIR B

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CHAPTER I

INTRODUCTION

A. Background

To become successful in teaching English the dominant factor that the English teacher should pay attention to, especially in teaching writing. Through writing, someone can improve his experience, solve his problem, develop and broaden his thinking. Writing is one of the language skills, beside listening, speaking and reading that must be mastered by English learners. They have to be able to express their thoughts in writing to develop their ideas, and make readers interested when their writing reads. In writing the student tries to transfer their thinking to the reader, what he knows, what he is thinking, feeling and their experience about something. Revel in Akbar Tanjung (2014:8) argues that writing is a kind of activity where the writer expresses all ideas in his mind in the paper from word to sentence, sentences to paragraph and from paragraph to essay.

Writing descriptive paragraph is one type of writing that sometimes makes the students difficult in writing. Allami and Salmani in Andi Asrifan (2007:8) said: Description is another type of writing. Description is a little more troublesome for students because it is, in fact, the first step towards reasoning. In writing descriptive paragraph the students need to think of the important details they want to put into their compositions. They should be informed as to which pieces of information are needed for their specific to interact compositions. After looking carefully at the pictures, the students should judge what is essential to put into their writing.

There are some problems in the field when giving writing materials to the students, especially in descriptive paragraph. First problem is the students' lack of how to express ideas in

the form of writing, second is lack of background knowledge what they have to present to the readers, and the third is lack of knowledge about kinds of composition. Some students still do not know what narrative, descriptive, expository and argumentative text are and how to develop them into good and coherent composition. Whereas, the junior high school students are expected to have ability to compose a good writing (Meyer in Sulistyawati: 2012: 1)

Based on the some problem above the researcher tries to carry out a research with the title “Improving students writing skill in descriptive paragraph by using Guided Question. The researcher tries to conduct the research at SMP Nurkarya Tidung Makassar. The researcher decides to conduct this research at SMP Nurkarya Tidung Makassar because the researcher thinks that he should use Guided Question to nurture the students’ writing ability. From the long contemplation, the researcher decides to provide Guided Question to foster the students writing ability.

Guided question is a technique for teaching in which the teacher gives some questions to the students applied to a topic teaching. Cooper and axelrod said that asking questions about 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 explore a topic.

Based on the information above the researcher hope that by using Guided Question can improve the students’ writing ability in descriptive paragraph. The students can write descriptive text with good in content and organization.

B. Research Questions

According to the statement above, the research questions are formulate as follows:

1. How was the improvement of the students' ability to write the content of descriptive Paragraph by using Guided Question at the eight grade students of SMP Nurkarya Tidung Makassar?
2. How was the improvement of the students' ability to organize descriptive paragraph by using Guided Question at the eight grade students of SMP Nurkarya Tidung?

C. Objective of the research

In relation to the research questions above, the objective of this research are to find out:

1. The improvement of the students' ability to write content descriptive Paragraph using Guided Question at the eight grade student of SMP Nurkarya Tidung Makassar.
2. The improvement of the students' ability to organize descriptive paragraph in writing descriptive paragraph by using Guided Question at the eight grade students of SMP Nurkarya Tidung Makassar.

D. Significance of the research

This research was expected to give a contribution to the teaching and learning of English, especially for the teachers and students who are involved in reading and writing skill. Then, it was expected to be very useful information for the teaching in writing, for the teacher, it will be directly intended to provide them with more understanding of the effectiveness of teaching descriptive text through Guided Question, and for the students, it can help them to learn descriptive text through Guided Question. And for the researcher, hopefully this can be used as a reference in conducting the some study for obtaining better result.

E. Scope of the research

The scope of this research was restricted to the use of Guided Question in improving the students' writing skill. That focused on the students' writing skill in terms of contents and organization of descriptive paragraph at the eight grade of SMP Nurkarya Tidung Makassar.

CHAPTER II

REVIEW OF THE LITERATURE

A. The Concept of Guided Question

According to Traver, R.(1998:70) A guiding question is the fundamental query that directs the search for understanding. Everything in the curriculum is studied for purpose of answering. Guiding question help provide focus and coherence for units of study.

Guided question is a technique for teaching in which the teacher gives some questions to the students applied to a topic teaching. Cooper and axelrod (1985:475) said that asking questions about 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 explore a topic.

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

1. Think about your subject.
2. Start with the first question, and move right through the list. Try to answer each question at least briefly with a word phrase.
3. Write your responses quickly, without much planning.

More over Robinson called this technique by guided writing or controlled writing. He said that guide or controlled writing is writing in which one cannot make a serious error so long as follows the directions. This is the same technique which gives some questions about a topic which are called question paragraph, then, turning the question into a paragraph of affirmative statements.

Guided question can help the students to explore their idea in learning writing skill, as Raymond (1980:16) said that question can be away to help exploring topic in writing skill. Asking questions can be way of playing with material before deciding what you want to make of its shape. Moreover, by asking question about your subject, you can also generate ideas and details such questions include why, what, when, where, who, and how. White (1986:61-62) also said that the needs to know the topic might consider using questions. He called this method by 5Ws and the H grid. It works because the question generates and provided a wraparound understanding of the topic.

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

B. Guided Question Procedure

Nasreen (2003:1) stated that generally poor method of questioning when the instructor asks questions and allows the entire group to answer in chorus. This method could stimulate a dull class or encourage learners to participate; however it also has some disadvantages. Choral answer permit the learners' attention to wander, decrease individual thought, and restrict the teacher to monitor from the class.

The step of guided question teaching technique is:

1. Ask the question

The teacher should state the question clearly and concisely. If the question is complicated, it may be necessary to rephrase it. It is imperative that the question is stated first before naming the learner to respond.

2. Pause

After asking a question, pausing is important so that everyone has time to think. Waiting time is essential when asking high-level question.

3. Call on the learner by name

Learners should be randomly selected to answer the question so that they try to formulate the answer.

4. Write the answer of the question

By answering the question the students should be easy in writing descriptive paragraph.

5. Emphasize the correct answer

The teacher could ask probing question to have the respondents' response clarified, to support a point, or extend their thinking.

C. Essential question Criteria

According to Wilhelm (2007:44) An Essential question:

1. Honors students "reality principle". It address their point of view and need for an inquiry to be interesting and relevant in their terms.
2. Addresses the "heart of discipline" being studied. Essential disciplinary knowledge will be required to answer it.
3. Possesses emotive force, intellectual bite, or edginess. It invites students into ongoing conversations and debates about real-world disciplinary issues.
4. Is open-ended, possible to content, arguable. It must be complex enough to house multiple perspective and possible answers.
5. Is concise and clearly stated.
6. Is linked to data. There are available resources to use in the pursuit of answers.
7. May lead to new questions asked by students.

D. Advantages of Using Guided Question

By using guided question before doing writing activity, the writer can get some advantages from them. The following are some advantages of guided question. They are:

1. It can facilitate the teaching of writing to the students.
2. It can minimize mistakes by the students when they write.

3. The students will not be confused what they are going to write because they are guided to write by answering the questions related to the topic.
4. It makes their writing more coherent because they write the paragraph by following the questions.
5. It makes the students easier to explore the topic which they will write about.

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

E. The Concept of Writing

Writing is a complex cognitive activity in which the writer is required to demonstrate control of a number of variables simultaneously. At the sentence level those include control content, format, sentence structure, vocabulary, punctuation, spelling, and letter formation. Beyond the sentence, the writer must be able to structure and integrate information into cohesive and coherent paragraphs and texts.

Byrne in Ismayanti (1990: 1) states that writing is clearly more than the prediction of the sounds. The symbols have been arranged according to certain convention. As a rule, however the students do not write just one sentence or a number of sentences as arranged in particular order and linked together in certain ways. Writing involves the encoding of messages of some kinds that translate throughout into language.

Another statement about writing skill comes from Widdowson in Saleha (2008: 15) states that writing is a communicative activity and is carried out in accordance with certain general principles in which underline the use of language in communication.

Lindholm in Fatmawaty (2009: 13) gives definition of writing as studying to focus our mind on important matters, and learning about them. By this activity, a person can find the solution of difficult problem, master the fact even by writing, a person can also communicate their mind that cannot be done through other way. We can say that writing is the act of expressing something through the application of language system. So, when we write, there are two problematic areas namely “what to write and how to write it”. It is then understandable that language skills are meant as the ability to manipulate the rules of language conventionally, while extra linguistic system or knowledge of the world refers to what the writer knows about the subject to write.

Graham and Perin (2007: 3) explain that writing well is not just an option for young people it is a necessity. Writing skill is predictor of academic success and a basic requirement for participation in civic life in the global economy, while Writing is not a simple language skill to perform because of it is large areas that must be involved. In producing a piece of writing, linguistic competence and extra linguistic competence are always involved. The fact is that writing is not only a means of expression, but it is also an essential criterion of competence in any field. This means that to write is to seek expression or to have something to say through the application of linguistic system.

Based on the various definitions above, it is clear that writing is a means of communication, and way of expressing ideas through written form. Writing is a process of building larger units from smaller ones. That for the combination letter form words and the words to be arranged to form sentences, sentences to be arranged to make paragraph and paragraph are arranged to be a composition essay.

1. The Importance of Writing

There are many reasons why writing is important. Some of them as stated by Margareta in Hariston (1986:2) below:

- a. Writing is a tool for discovery. We stimulate our unconscious minds.
- b. Writing general new ideas by helping us to make connection and relationship.
- c. Writing helps us to organize our ideas. We can arrange them in coherent form.
- d. Writing down ideas allows us to distance ourselves from them.
- e. Writing helps us to absorb and process information, when we write a topic we learn it better.
- f. Writing enable us to solve the problems, by putting the element of them into written form, we can examine and manipulate them.
- g. Writing on a subject makes us active learners rather than passive learners of information.

Raimes (1993:12-13) also states that some reasons about the importance of writing. According to him, writing is used to help students in the learning process. The reasons for that are as follows:

- a. Writing reinforces the grammatical structure, idiom, and content that have been teaching to the students.
- b. When the students write, they necessarily become very involved with the new language, the effort to express.
- c. When the students write, they also have a chance to be adventure with the language, to go beyond what they have learned to say, to take risks.

Based on the definitions above, it is appear that writing is a tool testimulate our though process. It can reinforce the students what they have learned.

2. Characteristics of a Good Writing

A good writing is a product of careful thinking. There are several characteristics of a good writing. According to Fred D. White (1986:7), there are four characteristics of a good writing. They are:

- a. The appeal to a target audience. It means that 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, detail 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 necessary complicated wording.

3. Components of Writing

Jacob et al (1981: 31) point out five significant components in writing; they are content, organization, vocabulary, language usage, and mechanics.

- a. Content

There are at least four things that can be measured in connecting with content, the composition should contain one central purpose only, should have unity, should have coherence, completeness and continuity, and should be adequately developed.

b. Organization

The purpose of organizing material in writing involves coherence, order of importance, general to specific, specific to general, chronological, order and spatial order of pattern. When writing, the learner should arrange their writing chronologically. They should present their ideas based on the order of which happened from the beginning to the end.

c. Vocabulary

The effective use of words will always result good writing both specific and technical writing, the dictionary is very considerable. Vocabulary is one in writing. To express ideas we always deal with vocabulary. The lack of vocabulary makes it difficult to express ideas.

d. Language Use

Language use in writing description and other form of writing involves correct languages and point of grammar. An adequate grammar should be one that is capable of producing writing. We should not be able to do anything more than utter separate items of language for separate function. And also grammar can help students improve the use of formal language.

e. Mechanics

There are at least two main parts of mechanics in writing namely punctuation and capitalization. Punctuation is important as the way to clarify meaning. In English

writing capital letters have two principals, first they are used to distinguish between particulars and things. Second, it is used as first word in quotations, a formal statement and proper adjectives.

Based on the component above, as long some approaches had been applied to improve the students' writing especially in content and organization at the school, but those approaches still weak. In the other words those approaches are not significant to improve the students' achievement in writing skill. In this case the writer would like to introduce a strategy that is assume to be success to improve the students' writing skill. It is called Guided Question.

The content of writing should be clear for the readers so that the readers can understand the message conveyed and gain information from it. In order to have a good content of writing. Organization of the writing is the writer focuses on how to arrange and organize the ideas chronologically. The writer should present their ideas based on the order which flow from the beginning to the end. There are many ways used to organized or arrange the writing. This organization is mainly recognized as order.

F. The Concept of Paragraph

The word 'paragraph' is derived from Greek words 'para' and 'graphein'. 'para' means beside, while 'graphein' means the writing. In this sense, paragraph refers to a piece of writing in which the paragraph starts you indicate the reader a new kind of material will come soon (West in Saraka, 1988: 21). Martin (1981: 1) states that in written form, English is divided into paragraphs to distinguish one main idea. The paragraph is the basic unit of composition and is a class of sentences that develop one central idea. Barli (1995: 13) defines paragraph as a class of

sentences that contain relevant information about one main or central idea. It has four essential parts: topic, idea, details and transitions.

According to Crimon (1984), a paragraph is a class of related sentence that present one idea or aspect of an idea. A good paragraph not only just state the idea, but also each sentences in it support or extent the central idea. In spite of the paragraph is short but it is complete composition. The basic rule of follow the length of the paragraph you write is make the paragraph long enough to develop it's central idea clearly and completely. Do not make a paragraph so long that you do not relate to the central idea becomes repetition and boring.

To make paragraph a writer has to know firstly how to write sentence correctly, and how to develop a topic sentences or the controlling ideas. He then should pay attention his readers. As stated by Alien (1974: 84)

“If learners of either a first of second language are to acquire an ability to communicate in writing, they have to learn not only to write correct sentences, but also how to define, how to classify, how introduction, how keep contact with the reader and soon. We also would suggest that the learner would more likely to develop this communicative competence, this knowledge of the theoretical conventions, if this writing is immediately relates to subject which naturally require such an ability”.

A piece of writing which contains a set of paragraph will have several indentations, making it for the reader to see where each new paragraph or idea stars. One paragraph, however, contains only one indentation because there is only one starting point. A paragraph can be a skinny line or two or go on without relief for whole pages on unbroken paragraph. The following is an example of model paragraph. (Model Paragraph Frame).

Gold, a precious metal is prize for two important characteristic. First, gold has a illustrious beauty that is resistant to corrosion. Therefore, it is suitable for jewelry, corns, and ornamental purposes. Gold never needs to be polished and will remain beauty forever. For example, a Macedonian coin remains as untarnished If learners of either a first of second language are to

acquire an ability to communicate in writing, they have to learn not only to write correct sentences, but also how to define, how to classify, how introduction, how keep contact with the reader and soon. We also would suggest that the learner would more likely to develop this communicative competence, this knowledge of the theoretical conventions, if this writing is immediately relates to subject which naturally require such an ability (Alien, 1974: 84).

1. Main Parts of Paragraph

Oshima et al. (1981:47) classify the paragraph into three main structural part, namely: a topic sentences, supporting sentences and a concluding sentences.

a. Topic Sentence

The topic sentence state the main idea of paragraph it briefly indicates what the paragraph is going to discuss. It contains both a topic and a controlling idea. It names the topic and then limits the topic to specific area to be discussed in the space of single paragraph.

A topic sentence is a complete sentence, that it contains a subject, a verb and usually complement. The topic sentence gives only the main idea; therefore, It is the most general statement in the paragraph. It does not give any specific details.

b. Supporting Sentences

Supporting sentences develop the topic sentence, that is they explanation the topic sentence by giving definitions, reason, examples, facts, an accident, comparison, analogy, cause and effect, statistics and quotations.

c. Concluding Sentence

The concluding sentence signals the end of the paragraph and leaves the reader with important points to remember. It serves three purposes namely: (1) it signals the end of the paragraph, (2) it summarizes the main points of the paragraph, and (3) it

gives a final comment on the topic and leaves the reader with the most important ideas to think about.

2. The Characteristic of an Effective Paragraph

Saraka (1988: 61) states that an effective paragraph is a paragraph that possesses what one often called unity, completeness, order and coherence. Those are described as follow:

1) Unity

By unity, we mean that every sentence in a paragraph contributes to developing one central idea.. If a paragraph contains sentences that do not develop or support the main or central idea, then it lacks wondering from it. Every sentence or detail in the paragraph must qualify, support, and explain the main idea.

2) Completeness

A paragraph is complete when it provides information well enough developed to convince the reader of its truths. In a complete paragraph, you provide the readers with a restricted topic sentence and sufficient information to clarify, analyze, and support the main idea stated in the topic sentence.

3) Order

By order, we mean that the organization of information in a paragraph is presented in a describe sequence. Since you control the presentation of information, you need to decide which information you will put first in your paragraph, and which information you will present next and so on.

4) Coherence

Coherence means each sentence in a paragraph is closely related to the next. It takes the reader logically and smoothly from one sentence to next. So that the ideas stick one another.

3. Kinds of Paragraph

Lannon (1992) states that when we think of the paragraph in the term of the kinds they are, we find that there are four basic types of paragraph:

1) Description

Description is writing to show, it tries to present a picture.

2) Narration

Narration is writing to tell the story.

3) Argument

Argument focuses on its audience. It may ask them to accept an opinion or to support a position or to take change their behavior. However, because it calls for varying degrees of involvement, an argument provokes resistance from its readers.

4) Exposition

Exposition is non-fiction writing. Its basic purpose is to tell about something, to inform or to explain. In school and in the business world, it is a kind of writing you will do most.

G. The Concepts of Descriptive Paragraph

Oshima and Hogue (1997:50) says that descriptive writing appeals to the senses, so it tells how something looks, feels, smells, tastes, and/ or sounds. A good description is like a “word picture”; the reader can imagine the object, place, or person in his or her mind. In a description writers often use spatial order to organize their ideas. Spatial order is the arrangement of items in order by space.

Oshima and Hogue (1997: 50) descriptive writing appeals to the senses, so it tells how something looks, feels, smells, tastes, and sound. It helps the reader through his/ her imagination, to visualize a scene or a person or to understand a sensation or an emotion or descriptive text is a text that gives information about a particular person, thing, and place.

When you describe a person, you could begin with an overall impression and then focus on the person’s head, then the face, and then on one part of the face such as the eyes. It does not usually matter whether the spatial organization is left to right, right to left, near to far, far to near, outside to inside, inside to outside, top to bottom, or bottom to top. It is only helpful to use some kind of spatial order when you write a description.

On the writing process of the point, one of the most effective ways make the experience that you describing vivid for your reader is to use the five sense: smell, sight, sound, taste, and touch. When the description is focused on the sense, you provide specific and vivid details in such a way that it shows your reader what you are describing about.

Based on the various definitions above, the writer can conclude that the primary purpose of descriptive writing is describe a person, place or thing in such a way that a picture is formed in the readers’ mind.

1. The Characteristics of Good Descriptive

- a. Good descriptive writing includes many vivid sensory picture and appeals to all the reader's sense of sight, hearing, touch, smell, and when appropriate. Descriptive writing may also paint picture of the feeling the person, place or thing invoke in the writer.
- b. Good descriptive writing often makes use of figurative language such as analogies, simile, hyperbola, metaphor, symbolism, and personification to help pant the picture in the readers mind.
- c. Good descriptive writing uses precise language, general adjectives, nouns, and passive verb do not have place in good descriptive writing. Use specific adjectives, nouns and strong action verbs to give live to the ficture you are painting in the readers mind.
- d. Good descriptive writing is organized. Some ways to organize descriptive writing include: chronological (time, special(location), and order of importance. When describing person, you might begin with a phisical description, followed by how that person think and acts.
- e. General structure (generic structure) consists of:
 1. Identification : Part (sentence) that introduce (introducing) something.
 2. Description : describes parts, qualities, characteristics, this section contains a description or picture of something, for example, about the type and shape.
- f. Features general grammatical tenses:

the use of simple present tense

the formula of simple present tense:

Subject + Verb I (s/es) + O

- g. Focus on specific participant

example: *my house, the dog, it, she, he, etc.*

2. Language Feature of Descriptive

- a. Use simple present tense
- b. Use coordinating conjunction (yet, for and nor)
- c. Use spatial order (infront of, behind, inside)
- d. Use five sense (include sight, sound, sound, smell, taste, and touch)

(Oshima, 1997:50)

3. The Types of Description

- a. Objective Description

Objective description is based purely on observable details, it is not colored by writer emotion or like and dislikes. Objective description records exactly see from the writer' vantage point. Some descriptive have not topic statement, however they always begin with some kinds of orienting statement, because the goal of such the description is merely to catalog the details of subject so that reader can visualize it.

- b. Subjective Description

Subjective description can be defined as that which has descriptive details by Colored by personal impression, the usual goal of subjective description is to create a mood or to share feelings.

H. Conceptual framework

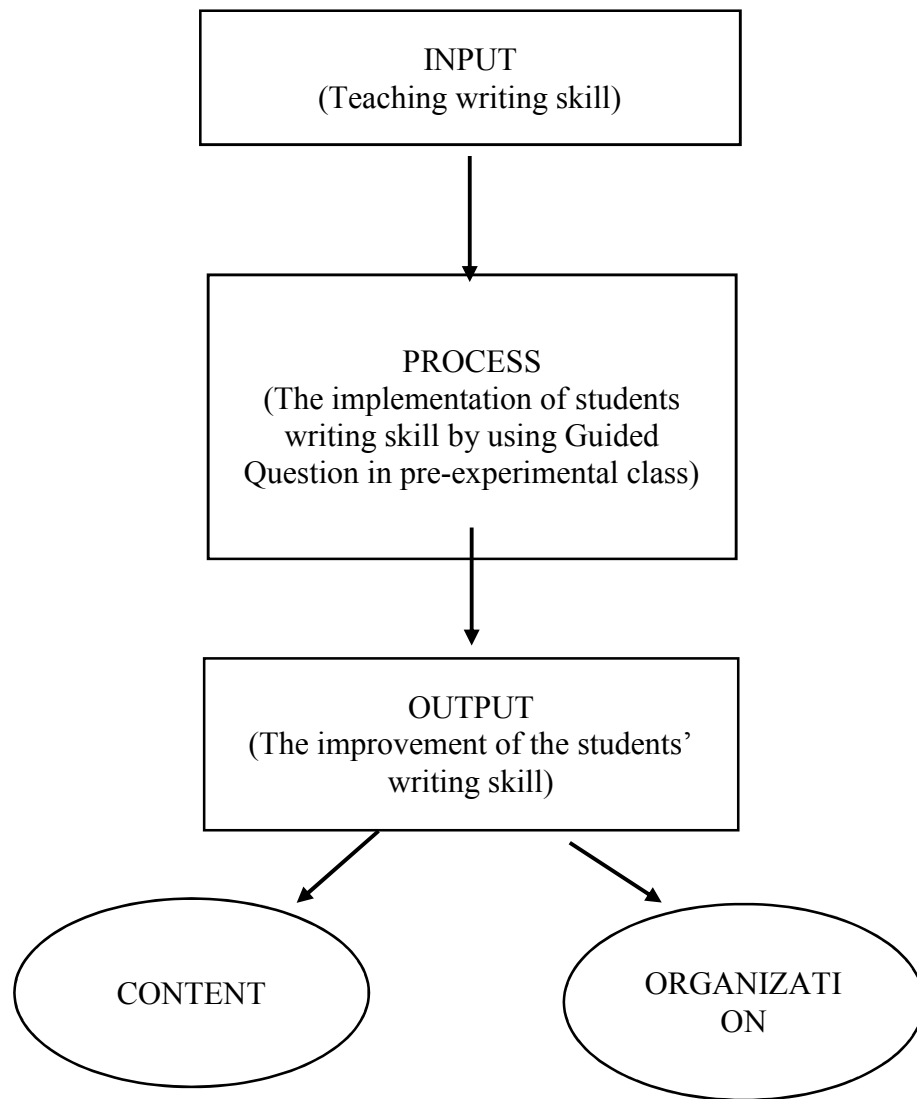


Figure 2.1 : Conceptual Framework

Guided question is a technique that can be used to teach writing descriptive paragraph. Trough guided questions, the students are helped to avoid any serious errors as long as they follow the direction and answer the question given by the teacher before start writing. Furthermore, by using guided questions the students are also helped to focus on the ideas that they want to write and link sentences into coherent ideas in the target language.

I. Hypothesis

The hypothesis of the research presented as follows:

H1 (Alternative hypothesis): there is an improvement of the students writing skill in descriptive paragraph using Guided question

(H0) Null hypothesis : there is no an improvement of the students' writing skill in descriptive paragraph using Guided Question..

CHAPTER III

METHOD OF THE RESEARCH

A. Research Design

The researcher used pre-experimental design with one group pre-test design, it consist of single class. The students was given pre-test, a treatment and post-test. The research design was presented in the following table:

01	x	02
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Where:

01 = Pretest

02 = Posttest

X = Treatment

(Emzir, 2008:96)

1. Pre-test

Before doing treatment, the researcher conducted a pre-test with 2 x 45 minutes. The researcher do it to find out the students prior knowledge in writing descriptive paragraph.

The test is allocated about 90 minutes, the procedures:

- a. The researcher distributed the test materials to the students.
- b. The researcher gave direction of the test to the students, the researcher asked the students to make descriptive paragraph based on their knowledge.
- c. The researcher controlled the students when they doing the test.
- d. The researcher collected the worksheet of the students after the test.

2. Treatment.

The treatment was conducted in eight meeting by using Guided Question. The application of Guided Question in the classroom was presented generally in some steps as follow:

- a. Ask the question
- b. Order student to write in descriptive paragraph
- c. Students write answer of the question
- d. Emphasize the correct answer

3. Posttest.

After doing the treatment for eight meeting, the posttest was given to the students. The result of pretest and posttest was calculated in order to measure whether or not the students got progress in writing English toward the application of Guided Question.

B. Variable and Indicator

1. Variable

The variables of the research consist of one independent variable and one dependent variable. The dependent variable was the students writing ability and the independent variable was the use of Guided Question, Guided Question was intended to be used as learning to help the students to produce writing descriptive paragraph.

2. Indicators

The indicators of writing skill was focused on students' writing skill in descriptive paragraph in terms of content and organization.

C. Population and Sample

1. Population

The population of this research was the eight grade students of SMP Nurkarya Tidung Makassar in the 2015/2016 academic year. The number of population was 39 which separate in two classes namely VIII A with 19 students and VIII B 20 students.

2. Sample

The researcher take only one class as the sample and respondent of this research. The number of the sample was 20 students was chosen (VIII B) because that class was taught by a researcher. This sample was chosen by using purposive sampling technique the class was VIII B because this class have a big population.

D. Instrument of the Research

The instrument of this research was writing test. The writing test was administrated to find out the students' writing achievement in English. The test composed descriptive paragraph. The pretest was give before treatment to get the data on the students' prior knowledge and the post test was give to identify the students' ability in writing descriptive paragraph after treatment which function to know the students' improvement in writing descriptive paragraph.

Table. 3.1 The Analytical Scoring Rubric

Components of writing	Score	Criteria
Content	60	Exceptionally clear, focused, engaging with relevant, strong supporting detail.
	50	Clear, focused, interesting ideas with appropriate detail.
	40	Evident main idea with some support which may general or limited.
	30	Main idea may be cloudy because supporting

		is too general or even off-topic.
	20	Purpose and main idea may be unclear and cluttered by irrelevant detail.
	10	Lack central idea; development is minimal or non-existent.
	60	<ul style="list-style-type: none"> • Effectively organized in logical and creative manner. • Creative and engaging intro and conclusion.
	50	<ul style="list-style-type: none"> • Strong order and structure. • Inviting intro and satisfying closure.
	40	<ul style="list-style-type: none"> • Organization is appropriate but conventional.
Organization	30	<ul style="list-style-type: none"> • Attempt at introduction and conclusion. • Attempt at organization; may be a “list” of events.
	20	<ul style="list-style-type: none"> • Beginning and ending not developed. • Lack of structure; disorganized and hard to follow.
	10	<ul style="list-style-type: none"> • Missing or weak intro and conclusion. • Lack of coherence; confusing. • No identifiable introduction or conclusion.

(Spandel: 2005:24-25)

E. Data Collection

1. Pre-test

Before doing treatment, the researcher conducted a pre-test with 2 x 45 minutes. The researcher doing it to find out the student prior knowledge in writing descriptive paragraph.

The test was allocated about 90 minutes, the procedures:

- a. The researcher distributed the test materials to the students.
- b. The researcher gave direction of the test to the students, the researcher asked the students to make descriptive paragraph based on their knowledge.
- c. The researcher controlled the students when they doing the test.
- d. The researcher collected the worksheet of the students after the test.

2. Posttest

After doing treatment. The researcher gave post-test for the experimental class. It lasted for 2 x 45 minutes. The post-test was distributed to find out the student improvement and their progress after giving the treatment about the use of Guided Question in writing descriptive paragraph. The content of pre-test was same as the post-test.

F. Technique of Data Analysis

After collecting the data by using the instruments, the researcher analyzed it. The process of the data analysis was conducted on the pre-test and post-test scores. To find out the student improvement in writing descriptive paragraph by using Guided Question after the treatment, the data from final test scores is used.

1. Scoring Sheet for Writing Test Data Analysis

According to Weigle (2002 : 116) there are five components presented in the analytical scoring rubric for writing they are content, organization, sentence structure, vocabulary, and conventions. In this study will focus on examining only in two aspects, they are organization and content. The organization represents how effective the writer introduces the beginning, establishes the connections and/or relationships between events, actions, details, and/or characters, and brings closure to the writing. Meanwhile, the content assesses the event that students describe.

2. To find out the students mean score the pre-test and post-test, the researcher used the formula:

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

Where : X = mean score
 N = The number of Students
 x = Total score

(Gay, 1981:298)

3. Computing the frequency and the rate percentage of the students' scores

$$P = \frac{x_2 - x_1}{x_1} \times 100\%$$

Where: P : The percentage of improvement
 X2 : The total of post-test
 N : The total of pre-test

(Gay, 1981:316)

4. To find out the significant differences between the score of pre test and post test, the researcher used the following formula :

$$t = \frac{\bar{D}}{\sqrt{\frac{\sum D^2 - \frac{(\sum D)^2}{N}}{N(N-1)}}$$

Where:

T = t significant

D = the difference between the scores of pre-test and post-test

\bar{D} = the mean score of the difference between the scores of pre-test and post- test

N = the number pairs of subject in the study

(Gay, 1981:331)

CHAPTER IV FINDING AND DISCUSSION

This chapter answered of problem statement in the previous chapter and consisted of finding and discussions. Finding showed description of result from the data that had collected through writing descriptive paragraph test in pre-test and post-test. It was described in graphic or chart table form. Then, discussion was explanation of finding bur still showed result of the data. In this discussion, the researcher used his own word to explain it

A. Findings

The findings of this research deal with the implementation of Guided Question in improving students' writing skill in descriptive paragraph in terms of content and organization.

1. The Improvement of The Students' Writing Skill In Descriptive Paragraph in Terms of Content and Organization By using Guided Question.

The finding of this research present the result description of the research through the distribution score of pre-test and posttest in terms of content and organization by using Guided Question. It showed from mean score of the students in pre-test and post-test and also improvement percentage it could be seen in the table below:

Table 4.1. The Improvement of The Students' Writing Skill in Descriptive Paragraph in Term of Content

No	Indicator	Mean Score		Improvement
		Pre-Test	Post-test	
1	Content	24.16	35.83	48.30%

Based on the table 4.1 above, it showed that the score of students in post-test improved after teaching Writing descriptive paragraph in terms of content by using Guided Question. The mean score of the students in pre-test were 24.16 and post-test which to be 35.83.

The result of pre-test and post-test had improvement which was 48.30 %. The data showed that using Guided Question in writing descriptive paragraph could improve students' writing skill in terms of content.

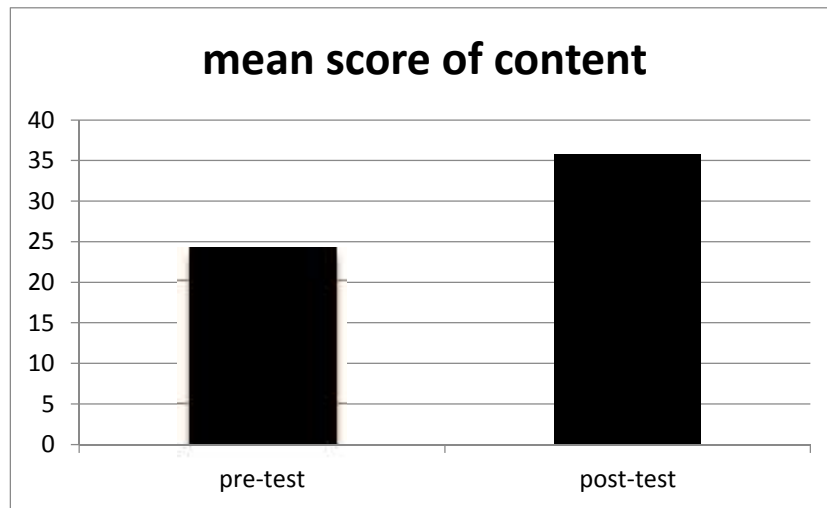


Figure 4.1. The Mean Score and Improvement of The Students' Writing skill in descriptive paragraph in Terms of content

The graphic above showed that there was improvement of the students Writing skill in descriptive paragraph in terms of content from pre-test with the mean score was 24.16 to post-test with the mean score was 35.83 and the improvement of pre-test to post-test was 48.30%.

2. The Improvement of Students' Writing Skill in Descriptive Paragraph in Terms of Organization by Using Guided Question.

The finding of this research presents the result description of the research through the distribution score of pre-test and post-test in terms of organization by Guided Question. It showed from mean score of the students in pre-test and post-test and also improvement percentage. It could be seen in the table below:

Table 4.2. The improvement of students' writing skill in descriptive text in terms of organization by using Guided Question.

No	Indicator	Mean Score		Improvement
		Pre-test	Post-test	
1	Organization	23.32	36.66	57.2%

Table 4.2 described that mean score in pre-test was lower than mean score of post-test. Mean score in pre-test was 23.32 and Mean score of post-test was 36.66, it was improved from pre-test to post-test. The percentage of improvement the students in pre-test to post-test was 57.2%. It was meant that Guided Question could improve students' Organization in writing descriptive paragraph.

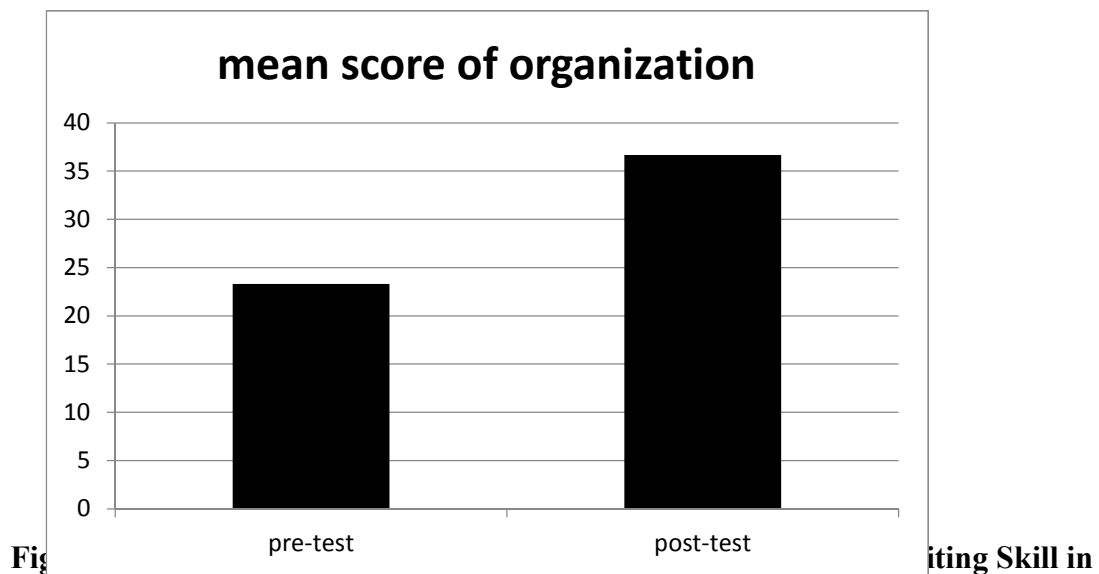


Fig Writing Skill in

Descriptive Paragraph in Term of Organization

The graphic above showed that there was improvement of the students in Writing descriptive paragraph viewed of organization from pre-test with the mean score was 23.32 to post-test with the mean score was 36.66. Post-test score was higher than pre-test

score so the improvement of pre-test to post-test was 57.2%. The improvement was significant difference.

It proved that there was significant improvement of students' writing skill in descriptive paragraph in terms of content and organization by using Guided Question at the eight grade of students in SMP Nurkarya Tidung Makassar. Based on the result, we could conclude that using Guided Question could improve students' writing skill viewed from organization too.

To know significant of content and organization, the researcher had used t-test analysis on the level of the significance (p) 0,05 with the degree of freedom (df) = $N-1$, where N = number of students (20 students) and then the value of t-table was 1.729. The t-test statistical analysis for independent sample was applied. The following table showed the result of t-test calculation.

Table 4.3. The t-Test Analysis of The students' Improvement

No	Components	t-Test Value	t-Table Value	Description
1	Content	5.63	1.723	Significance
2	Organization	5.86	1.729	Significance

The table 4.3. above showed that t-test value of content was greater than t-table value ($5.63 > 1.729$) and also t-test value of organization was greater than t-table value ($5.86 > 1.729$). It meant that there was significance difference between the students' writing skill before and after researcher used Guided Question in writing skill to eight grade of

students in SMP Nurkarya Tidung Makassar. It was show that the nul hypothesis (H_0) was rejected and the alternative hypothesis (H_1) was accepted.

B. Discussion

The description of data collected from writing descriptive paragraph in terms of content and organization as explanation in the previous section showed that te students' skill in content and organization in writing descriptive paragraph was improved. It was supported by mean score and percentage of the students' pre-test and post-test result. Based on the finding above, the using Guided Question made students had mean score that was higher in writing skill than before they knowed Guided Question.

1. The Improvement of Students' writing skill in Descriptive Paragraph in Terms of Content by Using Guided Question

Writing descriptive paragraph in terms of content was about the skill to think memorizing but could develop it based on the topic that had given from the researcher and also it was suitable for students' needs and wants. It was happened if we had more interested so the writers understandable and got information from it. Content was very important aspect in writing so it should be good unity and completeness.

In the pre-test shows that out of 20 students, none of them got excellent score for writing descriptive paragraph in terms of content. There were 11 students (55%) got very poor and 9 students (45%) got poor. They was gotten difficult to write. It could be seen in the table 4.1 that the students' writing achievement in pre-test's mean score was very poor,

it was 24.16. Thus, the result can be concluded that the students' in writing in pre-test was categorized very poor.

In terms of content in pre-test, the students were lack of how to write that related to the topic were given. Beside that students also write as they knew.

In the post-test also shows none of them got excellent score for writing descriptive paragraph in terms of content. After the students had given treatment, mean score in post-test from students had improved to become 35.83. It was higher score than pre-test score. Pre –test to post-test score, there was improvement score of students from low to high by using Guided Question. The improvement percentage showed 48.30 %. There were 2 students still got (10%) very poor, 13 students (65%) got poor and 5 students (25%) could get average. Therefore, the result of the research can be concluded that the students' writing skill in descriptive paragraph in terms of content in post test was categorized poor. Thus, using Guided Question had improved students' writing skill special in descriptive paragraph viewed from content.

The mean score obtained from the students' pre-test was 24.16 and the mean score of the pot-test was 35.83. This means that the students' writing skill in descriptive paragraph in terms of content is improved after being exposed to treatment namely Guided Question.

From the t-test, the researcher found that the value of t-test (5.63) is greater than the value of t-table (1.729) on alpha level or level of significance $p= 0.05$ at the degree of freedom (df) of 20. This means the result of teaching the students in writing descriptive paragraph by using Guided Question has a significant influence towards students writing skill in descriptive paragraph improvement.

In the treatment at the first meeting the researcher actually found that there were most of the students got problem in writing because the most of them still lack in how to write their idea. The second until the last meeting, they tried to write well and also they pay attention to the explanation that given by the researcher to them at the end of meeting.

Based on the result of the t-test, the researcher found that there were significant difference between the result of the pre-test and post-test. It means that there was significant difference of the pre-test before and after teaching and learning processed by using guided question. Thus, by using guided question can be improved students' writing skill especially writing descriptive paragraph in terms of content.

2. The Improvement of Students' writing skill in descriptive paragraph in Terms of Organization by Using Guided Question.

In addition, the organization in writing, It was one of important aspect in writing beside content because a good writing should be good structure. Beside that students also got other knowledge that they could apply to all of structure in english, not only writing but also it was make them easier to speak something in the future. They did not speak unstructure again.

In the pre-test shows that out of 20 students, none of them got excellent score for writing descriptive paragraph in terms of organization. There were 12 students (60%) got very poor and 8 students (40%) got poor. They was gotten difficult to write by using good organization. It could be seen in the table 4.1 that the students' writing skill achievement in pre-test's mean score was very poor, it was 23.32. Thus, the result can be concluded that the students' in writing in pre-test was categorized very poor.

In terms of organization in pre-test, the students were lack of organization where they write. Beside that in the post-test also shows none of them got excellent score for writing descriptive paragraph in terms of organization. After the students had given treatment, mean score in post-test from students had improved to become 36.66. It was higher score than pre-test score. Pre –test to post-test score, there was improvement score of students from low to high by using Guided Question.

The improvement percentage showed 57.2 %. There was 1 students still got (5%) very poor, 14 students (70%) got poor and 5 students (25%) could get average. Therefore, the result of the research can be concluded that the students' writing skill in descriptive paragraph in terms of organization in post test was categorized poor. Thus, using Guided Question had improved students' writing skill special in descriptive paragraph in terms of organization.

The mean score obtained from the students' pre-test was 23.32 and the mean score of the pot-test was 36.66. This means that the students' writing skill in descriptive paragraph in terms of organization is improved after being exposed to treatment namely Guided Question.

From the t-test, the researcher found that the value of t-test (5.86) is greater than the value of t-table (1.729) on alpha level or level of significance $p= 0.05$ at the degree of freedom (df) of 20. This means the result of teaching the students in writing descriptive paragraph by using Guided Question has a significant influence towards students writing skill in terms of organization improvement.

In the treatment at the first meeting the researcher actually found that there were most of the students got problem in writing descriptive paragraph because the most of them

still lack of organization. The second until the last meeting, they tried to write well and also the pay attention to the explanation that given by the researcher to them at the end of meeting about the organization.

Based on the result of the t-test, the researcher found that there were significant difference between the result of the pre-test and post-test. It means that there was significant difference of the pre-test before and after teaching and learning processed by using Guided Question. Thus, by using Guided Question can be improved students' writing skills especially writing descriptive paragraph in terms of organization.

To know the significant of content and organization, after calculating the value t-test analysis then it was compared with t-table value so researcher found that the value of t-test was greater than the t-table value, it meant that null hypothesis (H_0) was rejected and alternative hypothesis (H_1) was accepted because there was difference significant mean score of test that had given by researcher before and after researcher thought writing descriptive paragraph by using guided question. Meanwhile, when it was found that the value of t-test was lower than t-table value, it meant that the null hypothesis (H_0) was accepted and alternative hypothesis (H_1) was rejected because there was not difference significant mean score of test that had given by researcher before and after researcher thought writing descriptive paragraph by using Guided Question.

T-test value for content was greater than t-table ($5.63 > 1.729$) and also t-test value of organization was greater than t-table ($5.86 > 1.729$). It meant that there was significant differentiate between students' writing skill before and after they got Guided Question from researcher in writing descriptive paragraph of the eight grade of students SMP Nurkarya Tidung Makassar and for students of VIII B as sample in this research. Beside

that, the data showed that null hypothesis (H_0) was rejected and the alternative hypothesis (H_1) was accepted.

Researcher could conclude that using Guided Question was one of good method that could improve the students' skill in writing descriptive paragraph and also students' writing skill of the eight grade of students' SMP Nurkarya Tidung Makassar in academic year 2016/ 2017 could improved in content and organization of writing descriptive paragraph.

CHAPTER V

CONCLUSION AND SUGGESTION

A. CONCLUSIONS

Conclusions consisted of findings was remarked meaningfully and conversely. Besides that conclusions was repetition of chapter 4 but researcher should explain shortly and detail so the reader understandabled fast and got content of the research by looking the conclusion. The conclusions of this research were:

1. The improvement of the students' ability to write content descriptive paragraph using guided question at the eight grade students of SMP Nurkarya Tidung Makassar was significantly improved. It was proved by mean score of pre-test was 24.16 and mean score of post-test was 35.83. Looking of mean score pre-test and post-test so the improvement percentage of students was 48.30% and t-test analysis of content was 5.63, it was higher than t-table ($5.63 > 1.729$).
2. The improvement of the students' ability to write organization descriptive paragraph in writing descriptive paragraph by using guided question at the eight grade students of SMP Nurkarya Tidung Makassar was indicated that there was significant improvement. It was proved by mean score of pre-test was 23.32 and mean score of post-test was 36.66. Based on the data pre-test and post-test, the improvement percentage of students was 57.2% and t-test analysis of organization was 5.86, it was higher than t-table ($5.86 > 1.729$).

B. SUGGESTION

The suggestion consisted of meaning could apply practically and accepted usefully. Suggestions consisted also researchers' recommendation and expectation related to the research that has done. Suggestions of this research could be seen in the belows:

1. The students were suggested that they practiced their writing skill continually to have good command and more ability.
2. The teachers of English who teach in junior high school level were suggested that they developed students' writing skill because writing skill was a tool of students to deliver information besides reading among the whole skill of English. The teacher should provide easy and fun activities in writing; therefore the students might follow the class more active and responsive.
3. The researchers in the future were suggested that they developed these research findings to investigate the writing issues in any level of students, especially junior high school level.
4. The researcher suggested that this research can giving helping for the English teacher to solve the students' problem in writing specially in writing descriptive paragraph by proposing guide question as a technique for teaching writing.

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APPENDICES

INSTRUMENT 1 (PRE-TEST)

Make a descriptive paragraph and choose one of the topic below that you think interesting !

- 1. Your friends**
- 2. Tourism object**
- 3. Your favorite artist**
- 4. Your home**

INSTRUMENT 2 (POST-TEST)

Make a descriptive paragraph and choose one of the topic below that you think interesting !

- 1. Your parents**
- 2. Tourism object**
- 3. Your school**
- 4. Your teacher**

RENCANA PELAKSANAAN PEMBELAJARAN

(RPP 1-2)

Nama Sekolah : SMP Nurkarya Tidung Makassar
Mata Pelajaran : Bahasa Inggris
Kelas/Semester : VIII / 1
Alokasi Waktu : 4 x 40 menit

A. Standar Kompetensi

Menulis

Mengungkapkan makna dalam teks tulis fungsional dan esei pendek sederhana berbentuk descriptive, dan recount untuk berinteraksi dengan lingkungan sekitar.

B. Kompetensi Dasar

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

C. Indikator Pencapaian Kompetensi

Indikator Pencapaian Kompetensi	Nilai Budaya Dan Karakter Bangsa
❖ Siswa Memahami descriptive text dan komponen descriptive text.	Religius, jujur, toleransi, disiplin, kerja keras, mandiri, demokratis, rasa ingin tahu, semangat kebangsaan, cinta
❖ Siswa mampu menulis descriptive text.	

	tanah air, menghargai prestasi, bersahabat, cinta damai, gemar membaca, peduli lingkungan, peduli sosial, tanggung jawab
--	--

D. Tujuan Pembelajaran

Pada akhir pembelajaran siswa dapat :

- ❖ Siswa mampu Memahami descriptive text dan komponen descriptive text.
- ❖ Siswa mampu menulis descriptive text.

E. Materi Pokok

1. Definition of descriptive text
Descriptive Text merupakan jenis teks yang banyak digunakan dalam kehidupan sehari-hari dalam menggambarkan benda, tempat, manusia, hewan dan lain sebagainya.
Descriptive Text adalah sebuah teks bahasa Inggris untuk menggambarkan seperti apa benda atau makhluk hidup yang kita deskripsikan, baik secara kenampakan, bau, suara, atau tekstur dari benda atau makhluk hidup tersebut.
2. Tujuan Komunikatif dari *Descriptive Text* adalah untuk menggambarkan dan mengungkapkan ciri-ciri dari benda, tempat, atau makhluk tertentu secara umum, tanpa adanya riset atau penelitian secara mendalam dan menyeluruh.
3. Generic Structure of Descriptive Text
 - a. Identification
Identification adalah bagian dari *Descriptive Text* yang berisi tentang topik atau "apa" yang akan digambarkan atau dideskripsikan.
 - b. Description
Description adalah bagian terakhir dari *Descriptive Text* yang berisi tentang pembahasan atau penggambaran tentang topik atau "apa" yang ada di *Identification* mengenai kenampakan fisik, kualitas, perilaku umum maupun sifat-sifatnya.
4. Ciri kebahasaan dari descriptive text
 1. *Descriptive Text* menggunakan *Present Tense*, misalnya: *go, eat, fly, etc.*
 2. *Descriptive Text* menggunakan bermacam-macam *Adjectives* (kata sifat) yang bersifat *Describing* (menggambarkan), *Numbering* (Menomerkan), dan *Classifying* (mengklasifikasikan), misalnya: *two strong legs, sharp white fangs, etc.*
 3. *Descriptive Text* menggunakan *Relating Verbs* untuk memberikan informasi tentang subjek, misalnya: *my mum is really cool, it has very thick fur, etc.*
 4. *Descriptive Text* menggunakan *Thinking Verbs* (kata kerja berfikir, seperti *believe, think, etc.*) dan *Feeling Verbs* (kata kerja perasa, seperti *feel*) untuk mengungkapkan pandangan pribadi penulis tentang subjek, misalnya: *police believe the suspect is armed, I think it is a clever animal, etc.*

5. *Descriptive Text* juga menggunakan *Adverbs* (kata keterangan) untuk memberikan informasi tambahan mengenai perilaku atau sifat (*Adjective*) yang dijelaskan, misalnya: *it is extremely high, it runs definitely past, etc.*

F. Metode Pembelajaran:

Guiding Question Technique

Langkah-langkah Kegiatan Pembelajaran

Kegiatan Awal (15')

- Mengucapkan salam dengan ramah kepada siswa ketika memasuki ruang kelas (nilai yang ditanamkan: santun, peduli)
- Mengecek kehadiran siswa (nilai yang ditanamkan: disiplin, rajin)
- Mengaitkan materi/kompetensi yang akan dipelajari dengan karakter

Kegiatan Inti (50')

Eksplorasi

Dalam kegiatan eksplorasi guru:

- Menjelaskan Guided Question
- Memberikan penjelasan tentang menulis paragraph descriptive dan generic structure dari descriptive text.
- Memberikan instruksi tentang Guided Question dan memotivasi siswa agar dapat menulis Descriptive text.

Elaborasi

Dalam kegiatan elaborasi guru:

- Guru menanyakan kepada siswa tentang descriptive text.
- Guru menyampaikan kepada siswa tujuan mempelajari descriptive text.
- Guru menampilkan gambar kepada siswa.
- Siswa diminta untuk memberikan tanggapan tentang gambar yang ditampilkan.
- Guru meminta siswa untuk menulis descriptive text sesuai gambar yang ditampilkan.

Konfirmasi

Dalam kegiatan konfirmasi guru:

- Memberikan umpan balik pada siswa dengan memberi penguatan dalam bentuk lisan pada siswa yang telah dapat menyelesaikan tugasnya.
- Memfasilitasi siswa melakukan refleksi untuk memperoleh pengalaman belajar yang sudah dilakukan.
- Memberikan motivasi kepada siswa yang kurang dan belum bisa mengikuti Guided Question.

Kegiatan Akhir (15')

Guru memberikan motivasi kepada siswa untuk selalu melakukan Guided Question baik itu di rumah agar dapat membuat siswa dapat membuat descriptive text

H. Sumber/Bahan/Alat

Buku yang relevan.

I. Penilaian

I. Indikator, Teknik, Bentuk, dan Contoh.

No.	Indikator	Teknik	Bentuk	Contoh
1.	Menulis teks fungsional pendek	Tes tulis	Mendeskripsikan gambar	Please describe this picture .

II. INSTRUMEN PENILAIAN

Components of writing	Score	Criteria
Content	6	Exceptionally clear, focused, engaging with

	<p>5</p> <p>4</p> <p>3</p> <p>2</p> <p>1</p>	<p>relevant, strong supporting detail.</p> <p>Clear, focused, interesting ideas with appropriate detail.</p> <p>Evident main idea with some support which may general or limited.</p> <p>Main idea may be cloudy because supporting is too general or even off-topic.</p> <p>Purpose and main idea may be unclear and cluttered by irrelevant detail.</p> <p>Lack central idea; development is minimal or non-existent.</p>
<p>Organization</p>	<p>6</p> <p>5</p> <p>4</p> <p>3</p> <p>2</p> <p>1</p>	<ul style="list-style-type: none"> • Effectively organized in logical and creative manner. • Creative and engaging intro and conclusion. • Strong order and structure. • Inviting intro and satisfying closure. • Organization is appropriate but conventional. • Attempt at introduction and conclusion. • Attempt at organization; may be a “list” of events. • Beginning and ending not developed. • Lack of structure; disorganized and hard to follow. • Missing or weak intro and conclusion. • Lack of coherence; confusing. • No identifiable introduction or conclusion.

No.	Name	Score of content
		Unity

RENCANA PELAKSANAAN PEMBELAJARAN

(RPP 3-4)

Nama Sekolah : SMP Nurkarya Tidung Makassar

Mata Pelajaran : Bahasa Inggris
Kelas/Semester : VIII / 1
Alokasi Waktu : 2 x 40 menit

A. Standar Kompetensi

Menulis

Mengungkapkan makna dalam teks tulis fungsional dan esei pendek sederhana berbentuk descriptive, dan recount untuk berinteraksi dengan lingkungan sekitar.

B. Kompetensi Dasar

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

C. Indikator Pencapaian Kompetensi

Indikator Pencapaian Kompetensi	Nilai Budaya Dan Karakter Bangsa
❖ Siswa mampu menulis descriptive text yang coherence and cohesion	Religius, jujur, toleransi, disiplin, kerja keras, mandiri, demokratis, rasa ingin tahu, semangat kebangsaan, cinta tanah air, menghargai prestasi, bersahabat, cinta damai, gemar membaca, peduli lingkungan, peduli sosial, tanggung jawab
❖ Siswa mampu menulis descriptive text dengan baik dan benar.	

D. Tujuan Pembelajaran

Pada akhir pembelajaran siswa dapat :

- ❖ Siswa mampu menulis descriptive text yang kohesien dan koherence.
- ❖ Siswa mampu menulis descriptive dengan baik dan benar.

E. Materi Pokok

Coherence : Suatu paragraf dikatakan koheren, apabila ada kekompakan antara gagasan yang dikemukakan kalimat yang satu dengan yang lainnya. Kalimat-kalimatnya memiliki hubungan timbal balik serta secara bersama-sama membahas satu gagasan utama. Tidak dijumpai satu pun kalimat yang menyimpang dari gagasan utama ataupun loncatan-loncatan pikiran yang membingungkan.

Cohesion : Apabila koherensi berhubungan dengan isi, maka kohesi atau keterpaduan bentuk berkaitan dengan penggunaan kata-katanya. Bisa saja satu paragraf mengemukakan satu gagasan utama, namun belum tentu paragraf tersebut dikatakan kohesif jika kata-katanya tidak padu.

Example: “best friend”.

answer the question on your own word

- a. What is your friend’s name?
- b. How old is he/she?
- c. What is his/her job?
- d. How is her/his face?
- e. How is his/her hair?
- f. How is his/her skin?
- g. How is his/her characteristic?
- h. Where does he/she live?
- i. What do you think about him/her?

F. Metode Pembelajaran:

Guiding Question Technique

Langkah-langkah Kegiatan Pembelajaran

Kegiatan Awal (15')

- Mengucapkan salam dengan ramah kepada siswa ketika memasuki ruang kelas (nilai yang ditanamkan: santun, peduli)
- Mengecek kehadiran siswa (nilai yang ditanamkan: disiplin, rajin)
- Mengaitkan materi/kompetensi yang akan dipelajari dengan karakter

Kegiatan Inti (50')

Eksplorasi

Dalam kegiatan eksplorasi guru:

- Menjelaskan Guided Question
- Memberikan penjelasan tentang menulis paragraph descriptive dengan organization yang coherence and cohesion.
- Memberikan instruksi tentang Guided QUESTION dan memotivasi siswa agar dapat menulis Descriptive text.

Elaborasi

Dalam kegiatan elaborasi guru:

- Guru menanyakan kepada siswa tentang descriptive text.
- Guru menyampaikan kepada siswa tujuan mempelajari descriptive text.
- Guru menampilkan gambar kepada siswa.
- Siswa diminta untuk memberikan tanggapan tentang gambar yang ditampilkan.
- Guru meminta siswa untuk menulis descriptive text sesuai gambar yang ditampilkan.

Konfirmasi

Dalam kegiatan konfirmasi guru:

- Memberikan umpan balik pada siswa dengan memberi penguatan dalam bentuk lisan pada siswa yang telah dapat menyelesaikan tugasnya.
- Memfasilitasi siswa melakukan refleksi untuk memperoleh pengalaman belajar yang sudah dilakukan.

- Memberikan motivasi kepada siswa yang kurang dan belum bisa mengikuti Guided Question.

Kegiatan Akhir (15')

- Guru memberikan motivasi kepada siswa untuk selalu melakukan Guided Question baik itu di rumah agar dapat membuat siswa dapat membuat descriptive text.

H. Sumber/Bahan/Alat

Buku yang relevan.

I. Penilaian

I. Indikator, Teknik, Bentuk, dan Contoh.

No.	Indikator	Teknik	Bentuk	Contoh
1.	Menulis teks fungsional pendek	Tes tulis	Mendeskripsikan gambar	Please describe this picture .

II. INSTRUMEN PENILAIAN

Components of writing	Score	Criteria
Content	6	Exceptionally clear, focused, engaging with relevant, strong supporting detail.
	5	Clear, focused, interesting ideas with appropriate detail.
	4	Evident main idea with some support which may general or limited.

	3	Main idea may be cloudy because supporting is too general or even off-topic.
	2	Purpose and main idea may be unclear and cluttered by irrelevant detail.
	1	Lack central idea; development is minimal or non-existent.
Organization	6	<ul style="list-style-type: none"> Effectively organized in logical and creative manner. Creative and engaging intro and conclusion.
	5	<ul style="list-style-type: none"> Strong order and structure. Inviting intro and satisfying closure.
	4	<ul style="list-style-type: none"> Organization is appropriate but conventional. Attempt at introduction and conclusion.
	3	<ul style="list-style-type: none"> Attempt at organization; may be a “list” of events. Beginning and ending not developed.
	2	<ul style="list-style-type: none"> Lack of structure; disorganized and hard to follow. Missing or weak intro and conclusion.
	1	<ul style="list-style-type: none"> Lack of coherence; confusing. No identifiable introduction or conclusion.

The students' score.

No.	Name	Score of content
		Relevance with the topic

RENCANA PELAKSANAAN PEMBELAJARAN
(RPP 5)

Nama Sekolah : SMP Nurkarya Tidung Makassar
Mata Pelajaran : Bahasa Inggris
Kelas/Semester : VIII / 1
Alokasi Waktu : 2 x 40 menit

B. Standar Kompetensi

Menulis

Mengungkapkan makna dalam teks tulis fungsional dan esei pendek sederhana berbentuk *descriptive*, dan *recount* untuk berinteraksi dengan lingkungan sekitar.

B. Kompetensi Dasar

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

C. Indikator Pencapaian Kompetensi

Indikator Pencapaian Kompetensi	Nilai Budaya Dan Karakter Bangsa
❖ Siswa mampu menulis descriptive text yang Unity, cohesion and coherence.	Religius, jujur, toleransi, disiplin, kerja keras, mandiri, demokratis, rasa ingin tahu, semangat kebangsaan, cinta tanah air, menghargai prestasi, bersahabat, cinta damai, gemar membaca, peduli lingkungan, peduli sosial, tanggung jawab

D. Tujuan Pembelajaran

Pada akhir pembelajaran siswa dapat :

- ❖ Siswa mampu menulis descriptive text yang unity, coherence and cohesion.

E. Materi Pokok

Write your home based on the guided question

F. Metode Pembelajaran:

Guided Question

Langkah-langkah Kegiatan Pembelajaran

Kegiatan Awal (15')

- Mengucapkan salam dengan ramah kepada siswa ketika memasuki ruang kelas (nilai yang ditanamkan: santun, peduli)
- Mengecek kehadiran siswa (nilai yang ditanamkan: disiplin, rajin)
- Mengaitkan materi/kompetensi yang akan dipelajari dengan karakter

Kegiatan Inti (50')

Eksplorasi

Dalam kegiatan eksplorasi guru:

- Menjelaskan Guided Question
- Memberikan penjelasan tentang menulis paragraph descriptive dengan organization yang coherence and cohesion.
- Memberikan instruksi tentang Guided Question dan memotivasi siswa agar dapat menulis Descriptive text.

Elaborasi

Dalam kegiatan elaborasi guru:

- Guru menanyakan kepada siswa tentang descriptive text.
- Guru menyampaikan kepada siswa tujuan mempelajari descriptive text.
- Guru menampilkan gambar kepada siswa.
- Siswa diminta untuk memberikan tanggapan tentang gambar yang ditampilkan.
- Guru meminta siswa untuk menulis descriptive text sesuai gambar yang ditampilkan.

Konfirmasi

Dalam kegiatan konfirmasi guru:

- Memberikan umpan balik pada siswa dengan memberi penguatan dalam bentuk lisan pada siswa yang telah dapat menyelesaikan tugasnya.
- Memfasilitasi siswa melakukan refleksi untuk memperoleh pengalaman belajar yang sudah dilakukan.
- Memberikan motivasi kepada siswa yang kurang dan belum bisa mengikuti Guided Question.

Kegiatan Akhir (15')

- Guru memberikan motivasi kepada siswa untuk selalu melakukan Guided Question baik itu di rumah agar dapat membuat siswa dapat membuat descriptive text.

H. Sumber/Bahan/Alat

Buku yang relevan.

I. Penilaian

I. Indikator, Teknik, Bentuk, dan Contoh.

No.	Indikator	Teknik	Bentuk	Contoh
1.	Menulis teks fungsional pendek	Tes tulis	Mendeskripsikan gambar	Please describe this picture .

II. INSTRUMEN PENILAIAN

Components of writing	Score	Criteria
Content	6	Exceptionally clear, focused, engaging with relevant, strong supporting detail.
	5	Clear, focused, interesting ideas with appropriate detail.
	4	Evident main idea with some support which may general or limited.
	3	Main idea may be cloudy because supporting is too general or even off-topic.
	2	Purpose and main idea may be unclear and

	1	<p>cluttered by irrelevant detail.</p> <p>Lack central idea; development is minimal or non-existent.</p>
Organization	6	<ul style="list-style-type: none"> Effectively organized in logical and creative manner. Creative and engaging intro and conclusion.
	5	<ul style="list-style-type: none"> Strong order and structure. Inviting intro and satisfying closure.
	4	<ul style="list-style-type: none"> Organization is appropriate but conventional. Attempt at introduction and conclusion.
	3	<ul style="list-style-type: none"> Attempt at organization; may be a “list” of events. Beginning and ending not developed.
	2	<ul style="list-style-type: none"> Lack of structure; disorganized and hard to follow. Missing or weak intro and conclusion.
	1	<ul style="list-style-type: none"> Lack of coherence; confusing. No identifiable introduction or conclusion.

The students' score

No.	Name	Score of content
		unity

RENCANA PELAKSANAAN PEMBELAJARAN

(RPP 6-7)

Nama Sekolah : SMP Nurkarya Tidung Makassar
Mata Pelajaran : Bahasa Inggris
Kelas/Semester : VIII / 1
Alokasi Waktu : 4 x 40 menit

C. Standar Kompetensi

Menulis

*Mengungkapkan makna dalam teks tulis fungsional dan esei pendek sederhana berbentuk **descriptive**, dan **recount** untuk berinteraksi dengan lingkungan sekitar.*

B. Kompetensi Dasar

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

C. Indikator Pencapaian Kompetensi

Indikator Pencapaian Kompetensi	Nilai Budaya Dan Karakter Bangsa
<ul style="list-style-type: none">❖ Siswa mampu menulis descriptive text yang Unity.❖ Siswa mampu menulis descriptive text dengan baik dan benar.	Religius, jujur, toleransi, disiplin, kerja keras, mandiri, demokratis, rasa ingin tahu, semangat kebangsaan, cinta tanah air, menghargai prestasi, bersahabat, cinta damai, gemar membaca, peduli lingkungan, peduli sosial, tanggung jawab

D. Tujuan Pembelajaran

Pada akhir pembelajaran siswa dapat :

- ❖ Siswa mampu menulis descriptive text yang unity.
- ❖ Siswa mampu menulis descriptive dengan baik dan benar.

E. Materi Pokok

Unity

The writing regards to have good unity, if it has some main ideas and the sentences contained in it develop that idea. The main ideas are stated in the topic sentences and each or every supported sentence is related to that idea of the topic sentences. If a writer wants his writing is unified, he or she should not included the sentences that do not support the main idea of the topic sentences. (Pokok dari kesatuan adalah tidak keluar dari ide pokok paragraf. Menurut Oshima dan Hogue (18), kesatuan dalam paragraf maksudnya sebuah paragraf membahas satu dan hanya satu gagasan utama dari awal hingga akhir paragraf).

Example:

I live in a small house. It has five rooms: there are two bedrooms, a living room, a bathroom, and a kitchen. Indeed it is a small house; but I like living in here for wasting my spare time.

When the door is open, I can see the living room. It is so small with only three chairs and a table, nothing else. I prefer reading a novel in this room.

Example: Write about your room based on Guided Question.

F. Metode Pembelajaran:

Guided Question

Langkah-langkah Kegiatan Pembelajaran

Kegiatan Awal (15')

- Mengucapkan salam dengan ramah kepada siswa ketika memasuki ruang kelas (nilai yang ditanamkan: santun, peduli)
- Mengecek kehadiran siswa (nilai yang ditanamkan: disiplin, rajin)
- Mengaitkan materi/kompetensi yang akan dipelajari dengan karakter

Kegiatan Inti (50')

Eksplorasi

Dalam kegiatan eksplorasi guru:

- Menjelaskan Guided Question
- Memberikan penjelasan tentang menulis paragraph descriptive dengan organization yang coherence and cohesion.
- Memberikan instruksi tentang Guided Question dan memotivasi siswa agar dapat menulis Descriptive text.

Elaborasi

Dalam kegiatan elaborasi guru:

- Guru menanyakan kepada siswa tentang descriptive text.
- Guru menyampaikan kepada siswa tujuan mempelajari descriptive text.
- Guru menampilkan gambar kepada siswa.

- Siswa diminta untuk memberikan tanggapan tentang gambar yang ditampilkan.
- Guru meminta siswa untuk menulis descriptive text sesuai gambar yang ditampilkan.

Konfirmasi

Dalam kegiatan konfirmasi guru:

- Memberikan umpan balik pada siswa dengan memberi penguatan dalam bentuk lisan pada siswa yang telah dapat menyelesaikan tugasnya.
- Memfasilitasi siswa melakukan refleksi untuk memperoleh pengalaman belajar yang sudah dilakukan.
- Memberikan motivasi kepada siswa yang kurang dan belum bisa mengikuti Guided Question.

Kegiatan Akhir (15')

- Guru memberikan motivasi kepada siswa untuk selalu melakukan Guided Question baik itu di rumah agar dapat membuat siswa dapat membuat descriptive text.

H. Sumber/Bahan/Alat

Buku yang relevan.

I. Penilaian

I. Indikator, Teknik, Bentuk, dan Contoh.

No.	Indikator	Teknik	Bentuk	Contoh
1.	Menulis teks fungsional pendek	Tes tulis	Mendeskripsikan gambar	Please describe this picture .

II. INSTRUMEN PENILAIAN

Components of writing	Score	Criteria
Content	6	Exceptionally clear, focused, engaging with relevant, strong supporting detail.
	5	Clear, focused, interesting ideas with appropriate detail.
	4	Evident main idea with some support which may general or limited.
	3	Main idea may be cloudy because supporting is too general or even off-topic.
	2	Purpose and main idea may be unclear and cluttered by irrelevant detail.
	1	Lack central idea; development is minimal or non-existent.
Organization	6	<ul style="list-style-type: none"> • Effectively organized in logical and creative manner. • Creative and engaging intro and conclusion.
	5	<ul style="list-style-type: none"> • Strong order and structure. • Inviting intro and satisfying closure.
	4	<ul style="list-style-type: none"> • Organization is appropriate but conventional. • Attempt at introduction and conclusion.
	3	<ul style="list-style-type: none"> • Attempt at organization; may be a “list” of events. • Beginning and ending not developed.
	2	<ul style="list-style-type: none"> • Lack of structure; disorganized and hard

	1	<p>to follow.</p> <ul style="list-style-type: none"> • Missing or weak intro and conclusion. • Lack of coherence; confusing. • No identifiable introduction or conclusion.
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**RENCANA PELAKSANAAN PEMBELAJARAN
(RPP 8)**

Nama Sekolah : SMP Nurkarya Tidung Makassar
Mata Pelajaran : Bahasa Inggris
Kelas/Semester : VIII / 1
Alokasi Waktu : 2 x 40 menit

D. Standar Kompetensi

Menulis

*Mengungkapkan makna dalam teks tulis fungsional dan esei pendek sederhana berbentuk **descriptive**, dan **recount** untuk berinteraksi dengan lingkungan sekitar.*

B. Kompetensi Dasar

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

C. Indikator Pencapaian Kompetensi

Indikator Pencapaian Kompetensi	Nilai Budaya Dan Karakter Bangsa
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❖ Siswa mampu menulis descriptive text yang Unity, cohesion and coherence.	Religius, jujur, toleransi, disiplin, kerja keras, mandiri, demokratis, rasa ingin tahu, semangat kebangsaan, cinta tanah air, menghargai prestasi, bersahabat, cinta damai, gemar membaca, peduli lingkungan, peduli sosial, tanggung jawab
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D. Tujuan Pembelajaran

Pada akhir pembelajaran siswa dapat :

- ❖ Siswa mampu menulis descriptive text yang unity, coherence and cohesion.

E. Materi Pokok

Write your favorite country based on the guided question

F. Metode Pembelajaran:

Guided Question

Langkah-langkah Kegiatan Pembelajaran

Kegiatan Awal (15')

- Mengucapkan salam dengan ramah kepada siswa ketika memasuki ruang kelas (nilai yang ditanamkan: santun, peduli)
- Mengecek kehadiran siswa (nilai yang ditanamkan: disiplin, rajin)
- Mengaitkan materi/kompetensi yang akan dipelajari dengan karakter

Kegiatan Inti (50')

Eksplorasi

Dalam kegiatan eksplorasi guru:

- Menjelaskan Guided Question

- Memberikan penjelasan tentang menulis paragraph descriptive dengan organization yang coherence and cohesion.
- Memberikan instruksi tentang Guided Question dan memotivasi siswa agar dapat menulis Descriptive text.

Elaborasi

Dalam kegiatan elaborasi guru:

- Guru menanyakan kepada siswa tentang descriptive text.
- Guru menyampaikan kepada siswa tujuan mempelajari descriptive text.
- Guru menampilkan gambar kepada siswa.
- Siswa diminta untuk memberikan tanggapan tentang gambar yang ditampilkan.
- Guru meminta siswa untuk menulis descriptive text sesuai gambar yang ditampilkan.

Konfirmasi

Dalam kegiatan konfirmasi guru:

- Memberikan umpan balik pada siswa dengan memberi penguatan dalam bentuk lisan pada siswa yang telah dapat menyelesaikan tugasnya.
- Memfasilitasi siswa melakukan refleksi untuk memperoleh pengalaman belajar yang sudah dilakukan.
- Memberikan motivasi kepada siswa yang kurang dan belum bisa mengikuti Guided Question.

Kegiatan Akhir (15')

- Guru memberikan motivasi kepada siswa untuk selalu melakukan Guided Question baik itu di rumah agar dapat membuat siswa dapat membuat descriptive text.

H. Sumber/Bahan/Alat

Buku yang relevan.

I. Penilaian

I. Indikator, Teknik, Bentuk, dan Contoh.

No.	Indikator	Teknik	Bentuk	Contoh
1.	Menulis teks fungsional pendek	Tes tulis	Mendeskripsikan gambar	Please describe this picture .

II. INSTRUMEN PENILAIAN

Components of writing	Score	Criteria
Content	6	Exceptionally clear, focused, engaging with relevant, strong supporting detail.
	5	Clear, focused, interesting ideas with appropriate detail.
	4	Evident main idea with some support which may general or limited.
	3	Main idea may be cloudy because supporting is too general or even off-topic.
	2	Purpose and main idea may be unclear and cluttered by irrelevant detail.
	1	Lack central idea; development is minimal or non-existent.
Organization	6	<ul style="list-style-type: none"> Effectively organized in logical and creative manner. Creative and engaging intro and conclusion.

	5	<ul style="list-style-type: none"> • Strong order and structure. • Inviting intro and satisfying closure.
	4	<ul style="list-style-type: none"> • Organization is appropriate but conventional. • Attempt at introduction and conclusion.
	3	<ul style="list-style-type: none"> • Attempt at organization; may be a “list” of events. • Beginning and ending not developed.
	2	<ul style="list-style-type: none"> • Lack of structure; disorganized and hard to follow. • Missing or weak intro and conclusion.
	1	<ul style="list-style-type: none"> • Lack of coherence; confusing. • No identifiable introduction or conclusion.

The students' score

No.	Name	Score of content
		unity

The List Name of the Students of class VIII B SMP Nurkarya Tidung Makassar

No	Sample	Code
1	Adrian	S-1
2	Amanda	S-2
3	Aura Magfira	S-3
4	Al-Akbar	S-4
5	Cici Arianti	S-5
6	Fikri Al-faridzi	S-6
7	Jastria	S-7
8	Irmayanti	S-8
9	Muthmainna	S-9
10	M. Arya	S-10
11	Ramadhan	S-11
12	Sri wahyuni	S-12
13	Nurul Azizah	S-13
14	Zulfahmi	S-14
15	Wandy Irianto	S-15
16	Michael Yosofat	S-16
17	Margaretta Onil	S-17
18	Putri Amalia Idris	S-18
19	Sudarni	S-19
20	Nurul Annisa	S-21

The Score of Students Writing skill in descriptive paragraph in the terms of content

No.	Name	Score	
		Pre-test	Post-test
1	s-1	33.33	50
2	s-2	16.66	33.33
3	s-3	16.66	50
4	s-4	16.66	33.33
5	s-5	33.33	33.33
6	s-6	16.66	16.66
7	s-7	33.33	33.33
8	s-8	16.66	33.33
9	s-9	33.33	50
10	s-10	33.33	50
11	s-11	16.66	33.33
12	s-12	33.33	33.33
13	s-13	33.33	50
14	S-14	16.66	33.33
15	s-15	16.66	33.33
16	s-16	33.33	33.33
17	s-17	16.66	16.66
18	s-18	16.66	33.33
19	s-19	16.66	33.33
20	s-20	33.33	33.33

Students' Writing Result of content in Pre-Test And Post-Test

Sample	Pre-test		Post-test		D	D ²
	X ₁	X ₁ ²	X ₂	X ₂ ²	(X ₂ -X ₁)	

s-1	33.33	1110.88	50	2500	17.67	312.22
s-2	16.66	277.55	33.33	1110.88	16.66	277.55
s-3	16.66	277.55	50	2500	33.34	1111.55
s-4	16.66	277.55	33.33	1110.88	16.66	277.55
s-5	33.33	1110.88	33.33	1110.88	0	0
s-6	16.66	277.55	16.66	277.55	0	0
s-7	33.33	1110.88	33.33	1110.88	0	0
s-8	16.66	277.55	33.33	1110.88	16.66	277.55
s-9	33.33	1110.88	50	2500	17.67	312.22
s-10	33.33	1110.88	50	2500	17.67	312.22
s-11	16.66	277.55	33.33	1110.88	17.67	312.22
s-12	33.33	1110.88	33.33	1110.88	0	0
s-13	33.33	1110.88	50	2500	17.67	312.22
S-14	16.66	277.55	33.33	1110.88	16.66	277.55
s-15	16.66	277.55	33.33	1110.88	16.66	277.55
s-16	33.33	1110.88	33.33	1110.88	0	0
s-17	16.66	277.55	16.66	277.55	0	0
s-18	16.66	277.55	33.33	1110.88	16.66	277.55
s-19	16.66	277.55	33.33	1110.88	16.66	277.55
s-20	33.33	1110.88	33.33	1110.88	0	0
Σ	483.23	13050.97	716.61	27496.54	240.31	4615.5
X	24.16	625.54	35.83	1374.82	12.01	230.77

The Score of Students Writing skill in descriptive paragraph in the terms of organization

No.	Name	Score	
		Pre-test	Post-test
1	s-1	33.33	50
2	s-2	33.33	33.33
3	s-3	16.66	33.33
4	s-4	16.66	33.33

5	s-5	33.33	50
6	s-6	33.33	33.33
7	s-7	16.66	33.33
8	s-8	16.66	33.33
9	s-9	16.66	33.33
10	s-10	33.33	33.33
11	s-11	33.33	33.33
12	s-12	16.66	50
13	s-13	16.66	16.66
14	S-14	16.66	33.33
15	s-15	16.66	33.33
16	s-16	33.33	33.33
17	s-17	16.66	33.33
18	s-18	33.33	50
19	s-19	16.66	33.33
20	s-20	16.66	50

Students' writing skill in descriptive paragraph of organization in Pre-Test and Post-Test

Sample	Pre-test		Post-test		D	D ²
	X ₁	X ₁ ²	X ₂	X ₂ ²	(X ₂ -X ₁)	
s-1	33.33	1110.88	50	2500	17.67	312.22
s-2	33.33	1110.88	33.33	1110.88	0	0
s-3	16.66	277.55	33.33	1110.88	16.66	277.55
s-4	16.66	277.55	33.33	1110.88	16.66	277.55
s-5	33.33	1110.88	50	2500	17.67	312.22
s-6	33.33	1110.88	33.33	1110.88	0	0
s-7	16.66	277.55	33.33	1110.88	16.66	277.55
s-8	16.66	277.55	33.33	1110.88	16.66	277.55

s-9	16.66	277.55	33.33	1110.88	16.66	277.55
s-10	33.33	1110.88	33.33	1110.88	0	0
s-11	33.33	1110.88	33.33	1110.88	0	0
s-12	16.66	277.55	50	2500	33.34	1111.55
s-13	16.66	277.55	16.66	277.55	0	0
S-14	16.66	277.55	33.33	1110.88	16.66	277.55
s-15	16.66	277.55	33.33	1110.88	16.66	277.55
s-16	33.33	1110.88	33.33	1110.88	0	0
s-17	16.66	277.55	33.33	1110.88	16.66	277.55
s-18	33.33	1110.88	50	2500	17.67	312.22
s-19	16.66	277.55	33.33	1110.88	16.66	277.55
s-20	16.66	277.55	50	2500	33.34	1111.55
Σ	466.56	12217.64	733.28	28329.87	269.63	5657.71
X	23.32	610.88	36.66	1416.49	13.48	332.88

CALCULATING MEAN SCORE

1. The Mean Score of Students' Pre-Test and Post- Test In Terms of Content

a. Mean score of students' pre-test

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

$$\bar{X} = \frac{483.23}{20}$$

$$\bar{X} = 24.16$$

b. Mean score of students' post test

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

$$\bar{X} = \frac{716.61}{20}$$

$$\bar{X} = 35.83$$

2. The Mean Score of Students' Pre-Test and Post- Test In Term of Organization

a. Mean score of students' pre-test

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

$$\bar{X} = \frac{466.96}{20}$$

$$\bar{X} = 23.32$$

b. Mean score of students' post -test

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

$$\bar{X} = 733.28/20$$

$$\bar{X} = 36.66$$

1. The improvement of the students' score in terms of Content

$$P = \frac{x_2 - x_1}{x_1} \times 100\%$$

$$P = \frac{3583 - 2416}{2416} \times 100\%$$

$$P = 48.30 \%$$

2. The improvement of the students' score in terms of Organization

$$P = \frac{x_2 - x_1}{x_1} \times 100\%$$

$$P = \frac{3666 - 2332}{2332} \times 100\%$$

$$P = 57.2\%$$

APPENDIX

1. Calculating the t-Test Analysis of Content

$$t = \frac{\bar{D}}{\sqrt{\frac{\sum D^2 - \frac{(\sum D)^2}{N}}{N(N-1)}}$$

$$t = \frac{12.01}{\sqrt{\frac{4615.5 - \frac{(240.31)^2}{20}}{20(20-1)}}$$

$$t = \frac{12.01}{\sqrt{\frac{4615.5 - 2887.44}{20(19)}}$$

$$t = \frac{12.01}{\sqrt{\frac{1727.71}{380}}}$$

$$t = \frac{12.01}{\sqrt{454}}$$

$$t = \frac{12.01}{213}$$

$$t = 5,63$$

2. Calculating the t-Test Analysis of Organization

$$t = \frac{\bar{D}}{\sqrt{\frac{\sum D^2 - \frac{(\sum D)^2}{N}}{N(N-1)}}$$

$$t = \frac{13.48}{\sqrt{\frac{5657.71 - \frac{(269.63)^2}{20}}{20(20-1)}}$$

$$t = \frac{13.48}{\sqrt{\frac{5657.71 - 3635.01}{20(19)}}$$

$$t = \frac{13.48}{\sqrt{\frac{2022.7}{380}}}$$

$$t = \frac{1348}{\sqrt{532}}$$

$$t = \frac{1343}{23}$$

$$t = 5.86$$

TABLE DISTRIBUTION OF T-VALUE

a (for two group sample)						
df	0,50	0,20	0,10	0,05	0,02	0,1
	a (for one group sample)					
	0,25	0,10	0,05	0,02	0,1	0,005
1.	1,000	3,078	6,314	12,706	31,821	63,657
2.	0,816	1,886	2,920	4,303	6,965	9,925
3.	0,765	1,638	2,353	3,182	4,541	5,841
4.	0,741	1,533	2,132	2,766	3,747	4,604
5.	0,737	1,476	2,015	2,571	3,365	4,032
6.	0,718	1,440	1,943	2,447	3,143	3,707
7.	0,711	1,415	1,895	2,365	2,998	3,499
8.	0,706	1,397	1,860	2,306	2,896	3,355
9.	0,703	1,383	1,833	2,262	2,821	3,250
10.	0,700	1,372	1,812	2,228	2,764	3,169
11.	0,697	1,363	1,796	2,201	2,718	3,106
12.	0,695	1,356	1,782	2,178	2,681	3,055
13.	0,694	1,350	1,771	2,160	2,650	3,012
14.	0,692	1,345	1,761	2,145	2,624	2,977
15.	0,691	1,341	1,753	2,132	2,623	2,947
16.	0,690	1,337	1,746	2,120	2,583	2,921
17.	0,689	1,333	1,740	2,110	2,567	2,898
18.	0,688	1,330	1,734	2,101	2,552	2,878
19.	0,687	1,328	1,729	2,093	2,539	2,861
20.	0,686	1,325	1,725	2,086	2,528	2,845
21.	0,66	1,323	1,721	2,080	2,518	2,831
22.	0,686	1,321	1,717	2,074	2,508	2,819
23.	0,685	1,319	1,714	2,069	2,500	2,807
24.	0,684	1,318	1,711	2,064	2,492	2,797
25.	0,684	1,316	1,708	2,060	2,485	2,787
26.	0,684	1,315	1,706	2,056	2,479	2,779

27.	0,684	1,314	1,703	2,052	2,473	2,771
28.	0,683	1,313	1,701	2,048	2,467	2,763
29.	0,683	1,311	1,699	2,045	2,462	2,756
30.	0,683	1,310	1,697	2,042	2,457	2,750
40.	0,681	1,303	1,684	2,021	2,423	2,704
60.	0,679	1,296	1,671	2,000	2,390	2,660
120.	0,677	1,289	1,658	1,980	2,358	2,617
	0,674	1,282	1,645	1,960	2,362	2,676

TEACHING MATERIAL

In each meeting, the teacher teach by using guided question technique based on the topics below:

1. Explain about what is guided question, how to answer the question and what is descriptive paragraph.
2. The second meeting “best friend”.

The second meeting answer the question on your own word

- j. What is your friend’s name?
 - k. How old is he/she?
 - l. What is his/her job?
 - m. How is her/his face?
 - n. How is his/her hair?
 - o. How is his/her skin?
 - p. How is his/her characteristic?
 - q. Where does he/she live?
 - r. What do you think about him/her?
3. The third meeting “home”

Home

- a. Where is your home located?
 - b. How far from the city?
 - c. What is the color of your home?
 - d. How is the shape?
 - e. What is the made from?
 - f. How many floors?
 - g. How many rooms?
 - h. Where is your favorite room?
 - i. Why do you like the room?
 - j. How is the size?
 - k. With whom do you stay in your home?
4. Favorite country.
 - a. What is the name of your favorite country?
 - b. Where is the country located?
 - c. How far from Indonesia?
 - d. Why do you like the country?
 - e. What is the climate?
 - f. How is the landscape?

- g. How are the people?
- h. How is the situation of the country?
- i. Why is it so special?
- j. How about the facilities?





CURRICULUM VITAE



Munawir B was born on Dec. 26, 1992 in Pelitakan. From the marriage of his parents Baco Lambasong and Suriani. He is the third child in his family. in 1999 he started his elementary school at SDN 024 Pelitakan, Polman and graduated in 2005. Then, He continued his study at Islamic Boarding School of Hasan Yamani, Campalagian, Polewali Mandar and graduate in 2008, and he continue his study in the same School and graduated in 2011. After finished his study he serve in his Islamic Boarding School for a year. At the 2012 he was accepted as English Department student of Faculty of Teacher Training and Education, Makassar Muhammadiyah University. At the end of his study, he could finish his thesis entitle *“Improving Students’ Writing Skill in Descriptive Paragraph By Using Guided Question at The Eight Grade Students of SMP Nurkarya Tidung Makassar..”*