

**AN ANALYSIS OF STUDENTS' ABILITY IN WRITING DESCRIPTIVE
TEXT THROUGH GUIDED QUESTIONS**

(AT ELEVENTH GRADE STUDENTS OF MAN 5 ACEH BESAR)

THESIS



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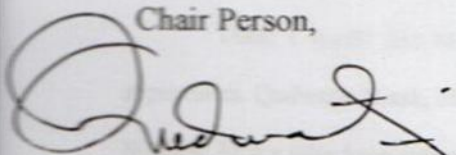
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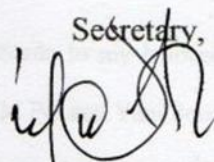
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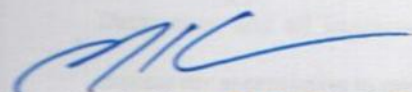
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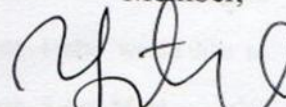
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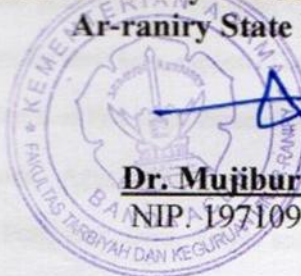
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The Writer

Cici Permata Sari

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Abstract

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Key Words : *Writing Skill, Descriptive Text, Guided Questions*

The title of this research is An Analysis Students' Ability in Writing Descriptive Text trough Guided Questions (At Eleventh Grade Students of MAN 5 Aceh Besar). The research problem of this research are is there any improvement on students' writing skill of descriptive text by using guided questions and are students interested in learning descriptive text by using guided questions. The purposes of this research are to find out whether there is improvement students' writing skill of descriptive text by using guided questions and to find out whether students are interested in learning descriptive text by using guided question. The subject of this research was the students of the second grade of MAN 5 Aceh Besar in the academic year of 2016/2017 consisting of 22 students. The research started on November 6th, 2017 until November 15th, 2017. This research used pre-experimental research with pre-test, post test and questionnaire design. The researcher use two instruments. There were tests including pre-test and post-test and questionnaire. Based on the results of test the writer concludes that the mean score of post-test is higher than pre-test ($41 > 24$). It indicates that there is a significant difference in score between the two mean. It can be concluded that the students get improvement in writing descriptive text. While the result of t-test was 2.51, the critical value was 0.05 and degree of freedom (df)= $N-1 = 22-1 = 21$ is 1.72. The obtained t-score was 2.51. So the t-score was higher than t-table ($t_{\text{score}} = 2.51 > t_{\text{table}} = 1.72$). It means that there was a significant difference of achievement in the test result before and after applying this method. The result of the questionnaire proved that most of the students were interested in using Guided Questions (91 %) in writing descriptive text.

CHAPTER I

INTRODUCTION

A. Background of Study

Writing plays an important role for students who are in the process of learning a language. In this section, the writer focuses on writing skill. Writing is one of the language skills that should be taught. Writing is regarded as a productive skill which aims at assisting students in expressing their idea in writing. The process of writing integrates visual, motor and conceptual abilities.

Writing has been taught from Elementary School level to University level. Through writing, the students may express their ideas freely without having to face the reader directly. Therefore, the students must have extensive knowledge if they want to write something. One way that can be used to find out students' knowledge about English is by analyzing the students' text or writing. Analyzing students' text is very important to do because it can help English teacher find out the students' ability and difficulties in writing Lock (1996). Furthermore, Emilia (2005) stated that research about analyzing students' text is very important to do because by knowing the students' difficulties, it can lead the teacher to help solve the students' problems. Research about students' ability and difficulties is important to do to help both teachers and students. However, the research about students' ability and difficulties in writing each type of text is still not many. So, in this research the

researcher has a pretension to find out the students' ability and difficulties in writing especially in Descriptive text.

Descriptive text is a text that gives information about particular person, place, or thing. The context of this kind of text is the description of particular thing, animal, person, or others. Mursyid (2013) states that descriptive text is a kind of text with the purpose to give information. The context of this kind of text is the description of particular thing, animal, person, or others, for instance: our pets or a person we know well. It differs from Report which describes things, animals, persons, or others in general. The Social Function of Descriptive Text is to describe a particular person, place, or thing. (English Learning Handout for grade VIII Learning Descriptive Text, M Mursyid PW, 2013) related to the quotation, through this text, the readers can imagine what being talked about. The generic structure of descriptive text consists of identification and description. Identification is about identifies phenomenon to be described, whereas, description is describes parts, qualities, characteristics, etc.

The purpose of curriculum expected the students can make simple descriptive text about person, tourist attractions and historic places. The students understand the meaning of the text. In learning descriptive text, students may have difficulties in learning it. Students may be confused what to write although they know the topic which has been given by the teacher. They are confused to write their idea about the

topic because of that problems, the writer wants to try a method that is guided questions. The writer hopes by using this method the students can write easily.

Guided question is a method for teaching English in which the teacher gives some questions to the students applied to a topic in teaching writing. Axelrod and Cooper (1985) on their book stated that asking questions about a problem or topic is a way to learn about it and decide what to do or say. It is a useful and systematic approach to exploring a problem. Robinson (1997) called this method by guided writing or controlled writing. He said that guided or controlled writing is writing in which one cannot make a serious error so long as he follows directions. Guided questions can help the students to explore their idea in learning writing skill like Raymond (1980) said that questions can be away to help exploring topic in writing skill. Langan (1942) said that you can generate ideas and details by asking questions about your subject. Such questions include *Why? When? Where? Who?* and *How?*.

A research about improving students' writing skill of descriptive text through guided question had been conducted by Muhammad Bagus Nawawi at VIII-8 grade of SMP PGRI 1 Ciputat Tangerang Selatan academic year 2010/2011; the result showed that guided question is effective to enhance the students' writing skill of descriptive text. The different this research between previous researches is the location of the school.

When the writer visited X-MAK grade students of MAN 5, she found that the students still do not understand clearly what the descriptive text is, and how to describe person, places, and things in English writing. The teacher teaches about descriptive text without variation method that is only giving the topic. Students may confuse what to write their idea although they know the topic which has been given by the teacher. The students are at class X-MAK but now XI-MAK.

Therefore, based on that reason mentioned, researcher curious to conduct a research in MAN 5 Aceh Besar, entitled **An Analysis of Students' Ability in Writing Descriptive Texts through Guided Questions (At XI-MAK Grade Students of MAN 5 Aceh Besar)**

B. Research Question

Research question of the study:

1. Is there any improvement on students' writing skill of descriptive text by using guided questions?
2. Are students interested in learning descriptive text by using guided questions?

C. The Aim of Study

The aims of the study can be stated as:

1. To find out whether there is improvement students' writing skill of descriptive text by using guided questions.

2. To find out whether students are interested in learning descriptive text by using guided question.

D. Hypothesis

The writer formulates the hypothesis as follow:

1. Null hypothesis (Ho): There is no any improvement on students' writing skill of descriptive text by using guided questions
2. Alternative hypothesis (Ha): There is any improvement on students' writing skill of descriptive text by using guided questions

E. Significance of Study

This research is mainly concerned for guided question to improve writing skill. The result of the study definitely expected to gain importance both theoretically and practically to the eleventh grade students of MAN 5 in academic year 2017/2018. Theoretically, the result of this research will be beneficial as verification of applying of theory pursuant to problems faced namely improving writing skill and using guided question to the eleventh grade students of MAN 5 in academic year 2017/2018. Practically, the findings of presents study are meant to provide educational beneficial to the writer, English teacher in teaching writing skill of descriptive text using guided questions at MAN 5, the writing lecturer of English department and the next writer about writing descriptive text. This study

also expected can contribute to all people who involved in developing the quality of English education.

F. Terminology

1. Analysis

The analysis comes from the Ancient Greek word "analysis" which means release. The analogy is made up of two syllables namely "ana" which means return and "luein" which means release. Stanford Encyclopedia of philosophy (2014) Analysis might be defined as a process of isolating or working back to what is more fundamental by means of which something, initially taken as given, can be explained or reconstructed. Analysis is a systematic examination and evaluation of data or information, by breaking it into its component parts to uncover their interrelationships. The examination the data in this study of descriptive text that has write by students.

2. Students Ability

Ability is the physical or mental power or skill needed to do something. Laurance (1973) stated that Ability is power or capacity to act physically, mentally, legally, orally or competence in activity or occupation. The ability is a capability to do something. The students are said to be capable, if they could do something they should do. In this research, ability means capability the students in writing descriptive texts.

3. Writing

Writing might be defined the activity or skill of marking coherent words on paper and composing text. Writing is individual activity similar to Donough and Shaw (1993) said that writing, like a reading, is in many ways an individual, solidarity activity. According to Axelrod and Coopers' said, "Writing is a complex process as such contains element of mystery and surprise. But we know and believe that writing is a skill that anyone can learn to manage". In this research the students write descriptive text using guided questions.

4. Descriptive Text

Descriptive text is a text which is intended to describe a particular person, place or thing. The schematic structure of descriptive text is divided into two: Identification and Description. Besides schematic structure, descriptive text also has its own linguistic features. Linguistic features of descriptive text are: use specific participant, written in present tense, use linking verbs, use adjectives, use relational and material processes (Derewianka, 1990; Gerot & Wignell, 1994; Nafisah & Kurniawan, 2007; Butt, et al, 2000; and also Emilia, 2010). The writer gave the appropriate method to the students to write descriptive text easily.

5. Guided Questions

Guided questions is a method which is the writer used in this research. Guided questions is a method for teaching English in which the teacher gives

some questions to the students applied to a topic in teaching writing. Axelrod and Cooper (1985) on their book that is “The ST. Martin’s Guided to Writing”, they said that asking questions about a problem or topic is a way to learn about it and decide what to do or say. It is a useful and systematic approach to exploring a problem.

Guided question can help the students to explore their idea in learning writing skill like Raymond (1980) said that questions can be a way to help exploring topic in writing skill. Asking questions can be a way of playing with material before deciding what you want to make of it.

CHAPTER II

LITERATURE REVIEW

A. General Concept of Writing

1. Definition of writing

Writing is one of four language skills that are very important to learn. Writing is a process of communication and expression of ideas visually from a writer to reader. Oshima and Hogue (1999; 3) stated that “writing is a process, not a product”. It means that when people put their ideas into a piece of paper, they have already been thinking about what they are going to write and how to write it, and after finishing it, they read over what they have written and make changes and connection. In writing process, people do not only create a text or writing discourse from their mind, but also express the ideas in good grammar and good vocabulary. Therefore, writing is never once complete action. It goes through several processes and needs several steps to result in a good writing until it is finished. Writing is group of visual activities that uses mind or ideas as the first step. A writer should have ideas or thought about what he or she wants to write about.

Writing is the subject which studied more closely and comprehensively. Writing has been in contact with the process of thinking. Sometimes, it becomes the most effective way to communicate to the people. As quoted by Hairston,

writing is not only composing the simple text, but it also the thinking of process that involves all purposes, ideas, thoughts, and facts that related to it. Furthermore, Hairston (1986) stated that writing as a way of uncovering ideas as well as expressing it among all of terms that is used to describe the elements of writing process. It is important for the students to identify their writing habits to provide an effective though in order to make the readers absorbs the provided information when they read it. It is also essential for the students to figure their attentions to write with various ideas before they compose it into a paragraph. Ghaith (2001) asserts that the writer has to explore thought and ideas and make them visible and concrete. The writer has to try to communicate his/her ideas in the form of written text from which the reader will eventually understand the ideas and their meaning. The production of the written word that results in the text must be read and comprehended so that the reader can understand the message intended by the writer easily. Thus, the writer is demanded to pay attention to some aspects of the production of the written text which involves the content, organization, vocabulary use, grammatical use, discourse, and mechanical considerations such as spelling and punctuation. According to Trimmer (1995) Writing is opportunity which allows someone to express something about themselves, to explain and explore the ideas, and to assess the claim of other people. It gives the writer time to reflect on something that he intends to communicate and let him develop the materials for his satisfaction. In addition, by writing someone knows what the exact thing in his mind, how to

affect other people with the thing, how to find the way to achieve that effect and others.

In short, writing is essential part of activity in our daily life which used to share and convey the ideas to others. To produce a good writing, it is a requirement to have a good understanding and planning about writing skill.

2. Aspect of Writing

There are some reasons for bringing writing into a more control in the classroom because the writing aspects include the use of vocabulary, structure of sentences, spelling and punctuation. These aspects are very important to master in order to be able to write well. As result, writing is not only the activity of setting down some words or sentences into the written language, but also the activity of arranging them into well-organized of writing. In line with this, Brown (1991) cited in Brown (1994; 342) six categories that are often the basis evaluation of students writing as follows:

- a. *Content* deals with thesis statement, related ideas, development of ideas through personal experience, illustration, facts, opinion, and use of description, cause/effect, comparison/contrast, and consistent focus.
- b. *Organization* covers the effectiveness of introduction of introduction, logical sequences of ideas, conclusion, and appropriate length.

- c. *Discourse* deals with the topic sentences, paragraph unity, transitions, discourse makers, cohesion, rhetorical conventions, reference, fluency, economy, variety.
- d. Syntax includes sentence structure.
- e. Vocabulary includes effective words, idiom choice and usage, word forms mastery.
- f. Mechanics consist of spelling, punctuation, citation of references (if applicable), neatness and appearance.

In relation with this, Heaton (1988; 135) mentions that writing skill is complex and sometimes is difficult to teach, requiring mastery not only of grammatical and rhetorical devices but also of conceptual and judgmental elements. The following analysis attempts to group that many and varied skills necessary for writing good prose into five general components or main areas.

- a. Language use; the ability to write correct and appropriate sentences.
- b. Mechanical skill; the ability to use correctly those conventions particular to the written language, e.g. punctuation, spelling.
- c. Treatment of content; the ability to think creatively and develop though, excluding all irrelevant information.
- d. Stylistic skill; the ability to manipulate sentences and paragraphs, and use language effectively.

- e. Judgment skill; the ability to write in an appropriate manner for a particular purpose with a particular audience in mind, together with an ability to select, organize and order relevant information.

In conclusion, the explanation delivered by Heaton has the same criteria with the elements suggested by Brown in general. The only differences are by term used in it. In this research, the researcher used five of the above aspects are suggested by Brown in analyzing students' pre-test and post-test, and focused more on 1) content, 2) organization, 3) vocabulary, 4) mechanic, while syntax is include in and 5) grammar.

3. The purpose of writing

Clouse (2006) identified several different purpose of writing is to share experience, to inform, to entertain:

- a. To share experience, perhaps to express your feelings about the experience of reflection upon it. For example, the writing might tell how upset you are about the discovery of the mice.
- b. To inform, perhaps to increase the reader's knowledge, establish the record, or to provide help. For instance, the writing might explain what happen when a dwelling has mice in it.

- c. To entertain, short stories, romance novels, and humorous newspaper columns are written to entertain. For example, the writing might be a funny story about what it is like living with mice.

Additionally, based on Cox (1962) the purpose of writing is to inform, to amuse, to satirize and persuade. Firstly, to inform means the writer informs the audience about the knowledge she or he has. Secondly, to amuse means to entertain audience with certain jokes or humorous. Thirdly, to satirize means to present a serious matter using humor. Lastly, to persuade means the writer aims to influence his or her reader's thought or action.

In conclusion, writing serves many different purposes for different writer. Through writer, ones can share their ideas, knowledge about something, or their opinion about particular things. Realizing about the purpose of writing is very important before a student start to write, so they can express their purpose of writing clearly to audience.

4. Five Element of Good Writing

There are five element to produce a good and affective writing. According to Wilber citation, five elements of good writing are:

- a. Central Idea

This element of good writing involves focusing on a clear, manageable idea, argument, or thesis around which to organize the material.

It includes selecting subordinate ideas that supported and reinforce the central idea. It includes:

- 1). Central idea is clearly stated, normally in the opening.
- 2). All subordinate ideas related clearly to the central idea.

b. Organization

This element of writing has to do with coherent arrangement of material. It involves keeping the reader oriented to the central and subordinate ideas. Good organization is logical and sequential. It also includes:

- 1). Introduction orients the reader to the central idea.
- 2). Transition are clear and helpful.
- 3). Conclusion or closing emphasizes the central idea.

c. Supporting material

Explanation, examples, statistics, and quotations make the ideas and information presented meaningful and memorable for the reader. In exposition, the role of supporting material is to clarify; in argument, to persuade.

- 1). Examples are relevant, specific. Detailed, sufficient, and persuasive.
- 2). Quotations support the argument.

d. Expression, Word Choice, and Point of View

Language is clear, specific, accurate, and appropriate to the audience, purpose and material. Variety of sentences structure and length creates emphasize.

- 1). Word choice are clear, specific, accurate, unassuming, and misused jargon.
- 2). Sentences are free of wordiness and ambiguity.
- 3). Spelling, Grammar, and Punctuation

This element of good writing counts only when it is wrong. Fair or not your reader will notice spelling, grammar, and punctuation only when there is a mistake.

- a). Spelling, including technical terms and proper names, is correct.
- b). Correct words are used to convey the intended meaning.
- c). Generally accepted rules of grammar and syntax are followed, including pronoun/noun agreement, subject/verb agreement, appropriate verb tense, pronoun case, possessive forms, parallel construction, etc.
- d). Punctuation, particularly comma placement, reflects standard usage.
- e). Copy is free mechanical errors and mistakes in proofreading.

5. Process of Writing

According to Gaith (2001) the writing process divide into four stages: pre-writing, planning, drafting, and post-writing. All the stages of writing process are explained below:

a. Pre-writing (a place to start)

Oluwadiya stated that every structural activities – oral, written and experiential that influence active students take a part in thinking, talking, writing and working on the topic under focus in a writing lesson, stimulating higher-level thinking as well as writing skill. Then, Oluwadiya offers all students writer as series as of prewriting techniques as mental warm-ups to help them get started on their writing process :

1). Brainstorming

Brainstorming is similar to freewriting in that write down everything student can think of without considering whether it is valid, good or usable. The difference between brainstorming and freewriting is that freewriting takes on a format that looks something like a paragraph, while the brainstorming usually results in a list of words and phrases.

2). Clustering

Clustering is preferred prewriting technique for writer who are visually oriented because it allows them to generate and organize ideas in a visual context. Because clustering also called mapping or mind mapping is visual in nature, it is difficult to explain in words alone.

3). Hot Spot

Write the topic on the top of a blank sheet of paper. Freewrite for 10 minutes about whatever comes to mind about the topic. After students have done this first freewriting go back and read what you wrote. Find a “hot spot” (a particular line, word, comment, etc. that interests you).

b. Planning (organizing to drafting)

Organizing the paper into a clear, logical piece is a vital step toward effective writing. Brilliant ideas may be misunderstood or ineffective if the reader can not follow the train of thought.

c. Drafting (time to indulge + revising)

At this point in the process, the emphasis is on content and meaning rather than on mechanics and conventions. This time to writers to get down their ideas and thoughts, composing rough drafts based upon prewriting and planning activities and consideration. As they compose, writers begin to determine what to include and exclude, and make initial decision about how

these ideas will be organized. During the drafting stage of the writing process, meaning begin to involve.

d. Post-writing (preparing to go public)

While reviewing, students writers should check the following items:

- 1). The clarity with which the thesis is stated, developed and supported;
- 2). The sufficiency of the support and development of the thesis for the reader;
- 3). The degree to which the writer has accommodated the needs of the intended audience;
- 4). The degree of grammatical and lexical cohesion and overall coherence of the composition.

B. Descriptive Text

1. Definition of Descriptive Text

Descriptive text is a part of the truth genre. As Anderson and Anderson (1998) stated that factual description text a specific subject; it differs from an information report which describes a general group. From the explanation above that descriptive text is the truth genre of describe a specific subject that include a person, specific animal, or particular place. Descriptive text usually tells about the characteristic of the subject. Descriptive paragraph is clear picture of a

person, place, event, and idea. The best description is a word picture; the reader can imagine the object, place or person in his or her mind (Oshima and Hogue, 2007: 61). The purpose of the best description is to involve the reader as much as possible.

Furthermore, Jailani cites that “descriptive text is a kind of text is a kind of text with a purpose to give information.” The context of this kind of text is the description of particular thing, animal, person, or other, for instance: our pets or a person that know well. In other words, descriptive text is planning or describing or describing something from attitude, characteristics, shape, etc. Usually, Simple Present Tense is used in this kind of text.

Additionally, Pardiyono explains that description paragraph is a type of written text paragraph, in which has the specific function to describe about an object (living or non-living things) and it has the aim that is giving description of the object to the reader clearly. From the definition above, it can be concluded that description paragraph is a paragraph that describes a particular person, place or event in great deal. Description writing vividly portrays a person, place, or things in such a way that the reader can visualize the topic and enter into the writer’s experience. It is a way to enrich others froms of writing or as a dominant strategy for developing a picture of what something looks like.

2. Part of Descriptive Text

According to Garot and Wignel (2013), there are three part of descriptive text, they are:

- a. Social function, which is to describe a particular person, places, or things.
- b. Generic structure, which is divided in to two, they are:
 - 1). Identifications: identifies phenomenon to be described
 - 2). Description: describes parts, qualities and characteristics
- c. Significant lexicon-grammatical feature, that is focus on specific participant, use simple present tense.

Based on the theories above, descriptive text is a text which describes something or someone so that the readers can look, feel, smells, or taste what is told. To be like that, in writing descriptive text, writers need to consider its generic structure and lexicon-grammatical features.

3. The Example of Descriptive Text

My Mother

My mother is a beautiful person. She is not tall but not short. She has curly hair and brown. Her eyes color are like honey and her color skin color light brown, and she has a beautiful smile.

She is a very kind person. She is very lovely, friendly, patient, and she loves to help people. I love my mom, because she is a good example to me. She loves being in the Church, and she loves sing.

She is a very good wife and mother. She always takes care of her family. She likes her house to be clean and organized. She a very organized person, and all things in the house are in the right place. She doesn't like messes.

She always has a smile on her face. She is so sweet and lovely. I like when I am going to sleep or went I wake up or when I am going to go to some places, she always give me a kiss, and when the family have a problem she always be with us to helps us and to give us all her love.

C. Guided Question

1. Definition of Guided Question

Question is a sentence which is interrogative form to ask something. Guided question is one of the best technique that can help the teacher to guide the students to generate their own ideas in writing. Cooper and Axelrod (1985) said that asking question about the problem or topic is a way to learn about it and decide what to do or say. They also said that there are several steps in using questions for invention. They are:

- a. Think about the subject ("subject" means any event, person, problem, project, idea, or issue. In other words, anything you might write about).
- b. Start with the first question, and move through the list. Try to answer each question at least briefly with a word or phrase.
- c. Write your respon quickly, without much planning.

Moreover Robinson (1967) called this technique guide writing or controlled writing. He said that guide or controlled writing is writing in which one cannot make a serious error so long as he follows direction. Guided question can help the students to explore their idea in learning writing skill, as Raymond (1980) said that question can be away to help exploring topic in writing skill. Furthermore, by asking question about the subject, that can also generate ideas and details such question include *What, Why, When, Where, Who, and How*. White (1986) also said that the needs to know the topic might consider using the question. He called this method by 5W and H grid. Its works because the questions generates and provides a wraparound understanding of the topic.

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

2. The Purpose of Guided Question

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

- a. To increase students' achievement in writing skill especially in descriptive paragraph.
- b. To make easier for students' in exploring the topic which they will write about.

3. Advantages of Guided Question

Hidayah (2015) said that “ by using guided questions before doing writing activity, the writer can get some advantages from them. The following are some advantages of guided questions. They are:

- a. It can facilitate the teaching of writing to the students.
- b. It can minimize mistakes by the students when they write.
- c. 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.
- d. It make their writing some coherent because they write the paragraph by following the questions.
- e. It makes the students easier to explore the topic which they will write about.”

From the statement above, the students can make the easier paragraph with guided questions method. It will make students idea more organize to write the paragraph.

4. Using Guided Question in Descriptive Text

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

a. Pre-writing Activity

- 1). The teacher explains what descriptive text is, and also explain the parts or generic structure of descriptive text that the students must write in a paragraph.
- 2). The teacher decides a topic to be given to the students.
- 3). The teacher gives the students some questions related to the topic.
- 4). The teacher gives an example of descriptive text based on the question as the model for the students.

b. Writing Activity

- 1). The teacher asks the students to write their own descriptive text.
- 2). The students begin to write a descriptive text by answering the questions given by the teacher.
- 3). While the students are writing, the teacher moves among the gives assistance and guidance as required.

c. Re-writing Activity

- 1). Collecting the students' work, monitoring and marking their work one by one right away, writing the comment and suggestion underneath.
- 2). The teacher asks the students to do their final revision and collect their work.

D. Relevance Research in the Field of Using Guided Question in Writing Descriptive Text

This section describes about Relevance Research, especially those dealing with the research about the use of guided question in teaching writing descriptive text.

Nawawi (2011) conducted the research under the title Improving Students' Writing Skill of Descriptive Text Through Guided Questions. This research use Classroom Action Research (CAR) design and attempted to improve students' achievement in writing descriptive text by using guided questions. The subject of this research was the students of second grade of SMP PGRI 1 Ciputat Tangerang Selatan. The result of this research showed that students' achievement score in writing descriptive text improved in every test. In other word, the application of learning descriptive writing by using guided questions has improved in the end of third cycle.

Another study was held by Hidayah (2015). Her research is about the effectiveness of guided questions towards students' writing skill of descriptive text. The aim of her study is to increase effectiveness the students' score in writing descriptive text by using guided questions. The result showed that learning descriptive text by using guided questions is effective to increase the students' score in writing descriptive text.

Different from previous study explained above, the writer will focus on using true-experimental study in her research. It is different from the previous study which they were using classroom action research design in conducting their research. Furthermore, the writer expected that guided questions technique can help the teacher to increase students' ability in writing descriptive text. Then, by using guided question technique, the writer hopes that the students will be easier to write descriptive text coherently.

CHAPTER III

RESEARCH METODOLOGY

A. Research Design

In this study the researcher used quantitative research. Burn (2005) citation that Quantitative research is a formal, adjective, systematic proses in which numerical data is used obtain information about the world. In conclusion, quantitative research refers to counts and measures of things.

The design of this research is called pre-experimental with pre-test, post-test and questionnaire. As explain by Sowell (2001) citation that “experimental research is a blue print of the procedure that enables the researcher to maintain control over all factors that the result of an experiment”. It means that in experimental design, the researcher prepared a particular treatment that would be further conducted in the targeted classroom.

B. Population and Sample

Population is all individuals from whom the data are collected. The population of the study is the eleventh grade students of MAN 5 in the academic year 2017/2018. The total number of population is around 68 students. In order to select the students who would participate as the sample of this study; a purposive sampling technique is applied. Purposive sampling is a sampling technique in

which researcher relies on her-self judgment when selecting members of population to participate in the study. The purposive sampling was selected in class XI-MAK. The reason using purposive sampling because this class meet in createria of the research. The criteria of this research is the student have been studying about descriptive text and they difficult to write their ideas. The researcher has been observation when their is studying.

C. Technique of Data Collection

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

1. Test

There are two types of test that were conducted in this study; they were pre-test and post-test. The pre-test used to measure the students' writing skill of descriptive text. The students were asked to make a descriptive paragraph based on the topic and guided questions which provided. It is to evaluate students' writing skill score at first. Then, the writer conducted learning process; start with the explanation of descriptive text by using guided question. On the other hand, the post-test used to measure the students' writing skill of descriptive text after giving the treatment of the method. The writer gives the same topic in writing descriptive text by using guided questions.

2. Questionnaire

Wallace (1998) stated that the questionnaires usually to be a quantitative and more easily produce the conclusive findings of the research. The writer uses

questionnaire to get students reflective data. It was taken by giving questionnaire to the students. The writer use this technique to investigate the obstacles faced by students in writing descriptive text by using guided questions method, whether learning descriptive text by using guided questions helps students to increase and interest in writing descriptive text or not.

D. The Process of Data Analysis

Data for this research will be analyzed in several ways.

1. Test

In analyzing the test results and hypothesis, the writer uses several formulas. The formulas are necessary for finding out the mean score, standard deviation and t-score.

a. Mean

Mean is used to find out the average of whole sample. In order to know the mean, the researcher used formula suggested Sudijono (2008; 307). The mean is the average or arithmetic mean or often abbreviated to mean Fathor (2015; 59).

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

Where : \bar{X} : Mean

$\sum X$: The sum of the scores

N : Total students

b. Standard Deviation

Steven (2007) argues that standard deviation is a statistic that describes the total of variation in a measured process characteristic. Specially, it counts how much an individual measurement should be expected in deviate from the mean on average. As shown below, the larger the standard deviation, the more dispersion, there is in the process data.

The formula of standard deviation is as follow:

$$SD^2 = \frac{n \sum fixi^2}{n (n - 1)}$$

Where : SD^2 : Standard deviation
 $n \sum fixi^2$: The sum of squared
N : The number of sample

c. T-score

The writer used t-score to find out whether pre-test and post-test have a significant difference. The formula for t-score was taken from Sudijono (2011; 241-243).

$$t - score = \frac{\bar{x}_2 - \bar{x}_1}{\sqrt{\left(\frac{SD_2^2}{n_1}\right) + \left(\frac{SD_1^2}{n_2}\right)}}$$

Where : t : T-score
 \bar{x}_2 : Mean of the post-test

\bar{x}_1 : Mean of pre-test

SD_1 : Standard deviation of post-test

SD_2 : Standard deviation of post-test

N : Total students

2. Questionnaire

The writer gives questionnaire after giving the pre-test and post-test. Questionnaire consists of series of statement and two optional responses provide that are Yes and No. The questionnaire was analyzed in chapter four by using the formula as follows Sudjono (2008):

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

Remarks:

P = Percentages

F = Number of students choose every choice of answer for each statement

N = Total number of students

100% = Constant value

CHAPTER IV

RESEARCH FINDINGS AND DISCUSSION

A. The Brief Description of MAN 5

MAN 5 is located in Leugeu, Peukan Biluy, Lampeuneurut Km. 7, Darul Imarah sub-district of Aceh Besar. The distance MAN 5 is approximately 150 meters from Darul Imarah district office. Transportation to the school is relatively easy because they can walk, use two-wheeled vehicles and public transportation. Currently, MAN 5 led by Nuranifah, S. Ag including 25 teachers and staff. There are 25 teachers that come from different educational background and levels of education. Only one English teacher in MAN 5 Aceh Besar her name is Yunida, S.Pd.

Moreover, it has 191 students. Consist from class X until class XII. For class X consist of four classes, class XI consist of four classes and class XII consist of three classes. The total students in class X are 63 consist of 25 male and 38 female, the total students in class XI are 68 consist of 24 male and 44 female and the total students in class XII are 60 consist of 21 male and 39 female.

Furthermore, The school has good facilities that can support teaching learning process. Especially in English teaching learning, It consist of classroom, library and language laboratory.

B. The Analysis of Test Result

The writer conducted the research at MAN 5, From November 6-15 2017 to find out An Analysis of Students' Ability in Writing Descriptive Texts through Guided Questions (At XI-MAK Grade Students of MAN 5 Aceh Besar). There are one class of the second year students as sample, there is *XI – MAK* which consisted 22 students. The pre experimental teaching was held in four meetings. The following instruments were used in the research; test that consist of pre-test and post-test in experiment class to get students' score before and after teaching learning process.

The obtained data from both pre-test and post-test were statistically calculated in order to identify the mean of the scores and to analyze whether there was a significant difference between pre-test and post-test. The first step of calculating the data is tabulating the result of both pre-test and post-test as in the following table.

Table 4.1. Students' pre-test score

NO	INITIAL	O	C	G	M	V	Pre-test
1	AF	2	2	2	2	2	10
2	AT	6	6	4	5	5	27
3	BN	7	8	5	5	6	31
4	EL	11	6	6	6	6	35
5	HY	5	5	2	2	5	19
6	KM	2	2	2	2	2	10
7	MM	15	12	12	10	15	64
8	MA	6	8	6	7	6	33
9	MA	2	2	2	2	2	10
10	MS	2	2	2	2	2	10
11	MD	15	10	7	6	12	50
12	MN	5	6	5	5	6	27
13	NS	8	7	6	7	12	40
14	RH	6	5	5	5	5	26
15	RS	10	8	6	9	10	43
16	RI	2	2	2	2	2	10
17	RN	14	11	17	16	15	73
18	RA	4	5	2	5	5	16
19	RM	2	2	2	2	2	10
20	SA	4	3	3	2	3	15
21	SL	6	6	14	13	14	53
22	ZM	3	3	2	2	2	12

From the table above it shows that the lowest score of pre-test was 10 and the highest was 73.

Table 4.2. Students' post-test score

NO	INITIAL	O	C	G	M	V	Post-test
1	AF	5	5	5	5	5	25
2	AT	10	10	5	5	7	37
3	BN	15	10	6	6	10	41
4	EL	19	18	14	14	15	80
5	HY	6	7	2	2	4	21
6	KM	6	5	5	5	6	27
7	MM	18	18	12	11	17	76
8	MA	16	12	11	10	14	63
9	MA	6	6	4	3	4	23
10	MS	5	5	5	5	5	25
11	MD	19	11	7	7	15	59
12	MN	10	10	7	7	6	40
13	NS	19	14	11	12	14	70
14	RH	17	14	17	13	14	75
15	RS	17	18	10	10	10	65
16	RI	5	5	5	5	5	25
17	RN	17	18	19	17	18	89
18	RA	11	11	8	10	11	45
19	RM	4	4	2	3	4	17

20	SA	6	6	5	5	6	25
21	SL	17	18	18	14	17	84
22	ZM	5	5	5	5	5	25

From the table above it shows that the lowest score of post-test was 21 and the highest was 89.

Table 4.3. Students' pre-test and post-test result

NO	INITIAL	PRE-TEST	POST-TEST
1	AF	10	25
2	AT	27	37
3	BN	31	41
4	EL	35	80
5	HY	19	21
6	KM	10	27
7	MM	64	76
8	MA	33	63
9	MA	10	23
10	MS	10	25
11	MD	50	59
12	MN	27	40
13	NS	40	70
14	RH	26	75
15	RS	43	65
16	RI	10	25

17	RN	73	89
18	RA	16	45
19	RM	10	17
20	SA	15	25
21	SL	53	84
22	ZM	12	25

Furthermore, the result of test can be classified into five categories; organization, content, grammar, mechanic and vocabulary. According to Brown there are some points in describing students' score:

Table 4.4. Rubric Scoring

Aspect	Score	
Organization : Introduction, Body, and Conclusion	20 – 18 Excellent to Good	Appropriate title, introductory stated, topic is implied, transitional expression used, arrangement of material shown plan, and conclusion complete.
	17 – 15 Good to Adequate	Adequate title, introduction and conclusion, body of essay acceptable, some ideas are not fully developed, sequence is logical but transitional expression may be absent or missused.
	14 – 12	Mediocre or scant introduction or conclusion, problem with the order of

	Adquate to Fair	ideas in the body, and the problem of organization interfere.
	11 – 6 Fair to Poor	Minimally recognizable introduction, organization can barely be seen, severe problem with ordering of ideas, conclusion weak, inadequate effort at organization.
	5 – 1 Very poor	Absence of introduction or conclusion, no apparent organization of body, writer has not made any effort to organize the composition (could not be outlined by reader).
Logical development of ideas, content	20 – 18 Excellent to Good	Essay addresses the topic; the ideas are throughly developed, essay reflects thought.
	17 – 15 Good to Adequate	Essay addresses the issues but misses some points; and ideas could be more fully developed.
	14 – 12 Adequate to Fair	Development of ideas not complete or essay is somewhat off the topic; paragraphs are not divided exactly right.
	11 – 6 Fair to Poor	Ideas incomplete; essay does not reflect thinking or was hurriedly written;

		inadequate effort in area of content.
	5 – 1 Very poor	Essay is complete inadequate, no apparent effort to consider the topic carefully.
Grammar	20 – 18 Excellent to Good	Correct use preposition, modals, articles, verb forms, and tense sequencin; no fregments or run-on sentences.
	17 – 15 Good to Adequate	Some grammar problems do not influences communication and no fragments run-on sentences.
	14 – 12 Adequate to Fair	Ideas are getting through to the reader; grammar problems are apparent and have negative effect on communicatio; run-on sentences or fragments present.
	11 – 6 Fair to Poor	Numerous serious grammar problems interfere with communication of the writer's ideas; grammar review of some areas clearly needed, difficult to read sentences.
	5 – 1 Very poor	Severe grammar problems interfere greatly with the message; reader can not understand what the writer was trying to

		say; unintelligible sentence structure.
Mechanic	20 – 18 Excellent to Good	All needed capitals, paragraph intended, punctuation and spelling, very neat.
	17 – 15 Good to Adequate	Some problems with punctuation; occasionally spelling errors; paper is neat.
	14 – 12 Adequate to Fair	Spelling problems distract reader; punctuation errors interfere with ideas.
	11 – 6 Fair to Poor	Part of essay not legible; errors in sentence punctuation
	5 – 1 Very poor	Complete disregard for English writing convention; capitals missing, and severe problems.
Vocabulary	20 – 18 Excellent to Good	Precise vocabulary usage; use of parallel structures; concise.
	17 – 15 Good to Adequate	Attempts variety; good vocabulary; not a word; and style fairly concise.
	14 – 12 Adequate to Fair	Some vocabulary misused, and may be many words.

	11 – 6 Fair to Poor	Poor expression of ideas; problems in vocabulary, and lacks variety of structure
	5 – 1 Very poor	Inappropriate use of vocabulary; and no sentence variety.

Based on the table presented above, it could be seen that the highest score for the pre-test 73 and the lowest one 10. Whereas, the highest score for post-test was 89 and the lowest one 17. Although both pre-test and post-test have similar rate for the highest score, the different between the lowest score of each test is quite big.

The following part shows further statistical analysis of each test result, pre-test and post-test.

1. Result of Pre-Test

In order to calculate the mean of the pre-test score, it is required to arrange the score from the lowest up to the highest as follows:

10	10	10	10	10
10	12	15	16	19
26	27	27	31	33
35	40	43	50	53
64	73			

Then the writer determined the range of pre-test presented above by using the following formula:

$$\begin{aligned} R &= H_s - L_s \\ &= 63 \end{aligned}$$

After following the range score, the writer find out the number of interval and the result is:

$$\begin{aligned} K &= 1 + 3.3 \text{ Log } n \\ &= 5.42 \text{ (taken 5)} \end{aligned}$$

So the length of interval is 5. By knowing the lenght of interval, the writer counted the class interval by using the following formula:

$$\begin{aligned} P &= \frac{R}{K} \\ &= 13 \end{aligned}$$

Moreover, in order to calculate the mean of pre-test the following formula is used.

$$\begin{aligned} \bar{X} &= \frac{\sum X}{N} \\ \bar{X} &= 24 \end{aligned}$$

After calculating the mean of students' pre-test, the writer used standard deviation to count how much an individual measurement should be expected to deviate from the mean on average. The formula of the deviation standard of pre-test is as shown below:

$$SD^2 = \frac{n \sum f i x_i^2}{n (n - 1)}$$

$$SD = 18,57$$

2. Result of Post-Test

In order to calculate the mean of the post-test score, it is required to arrange the score from the lowest up to the highest as follows:

17	21	23	25	25
25	25	25	27	37
40	41	45	59	63
65	70	75	76	80
84	89			

The the writer determined the range of post-test presented above by using the following formula:

$$R = H_s - L_s$$

$$= 72$$

After finding the range score, the writer find out the number of interval, and the result is:

$$\begin{aligned} K &= 1 + 3.3 \text{ Log } n \\ &= 5.42 \text{ (taken 5)} \end{aligned}$$

So the length of interval is 5. By knowing the lengthof interval, the writer counted the class interval by using the following formula:

$$\begin{aligned} P &= \frac{R}{K} \\ &= 14 \end{aligned}$$

Moreover, in order to calculate the mean of post-test the following formula is used.

$$\begin{aligned} \bar{X} &= \frac{\sum X}{N} \\ \bar{X} &= 41 \end{aligned}$$

After calculating the mean of students' post-test, the writer used standard deviation to count how much an individual measurement should be expected to deviate from the mean on average. The formula of the deviation standard of post-test is as shown below:

$$SD^2 = \frac{n \sum fixi^2}{n (n - 1)}$$

$$SD = 25.80$$

3. *T*-score Calculation

The writer used *t*-score to find out whether there is a significant difference between pre-test and post-test. The calculation is as follows:

$$t - score = \frac{\bar{x}_2 - \bar{x}_1}{\sqrt{\left(\frac{SD_2^2}{n_1}\right) + \left(\frac{SD_1^2}{n_2}\right)}}$$

$$t - score = 2.51$$

Then, the writer examined *t*-score by using the following formula:

$$Df = N-1$$

Where :

$$Df = 22-1 = 21$$

After identifying the *t*-score and *df*, the following step is to determined the *t*-table in significant level of 5% (0,05). The *t*-table showed the critical score for the *df* in the level of 5% is 1.72. This suggests that the *t*-score is higher than *t*-table (2.51 >1.72). it means that the hypothesis of this research (*Ha*) is approved while (*Ho*) is rejected in the other words, there is any improvement on students' writing skill of descriptive text by using guided questions.

C. Analysis of Questionnaire

Questionnaires were analyzed by using the following formula:

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

Remarks:

P = Percentage

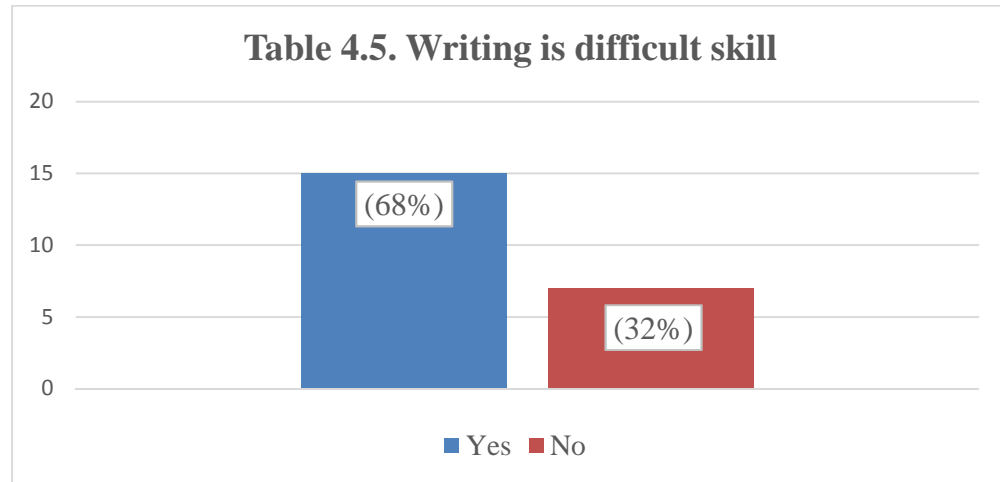
F = Frequency (Number of students choose every choice of
Answer for each statement)

N = Total number of student

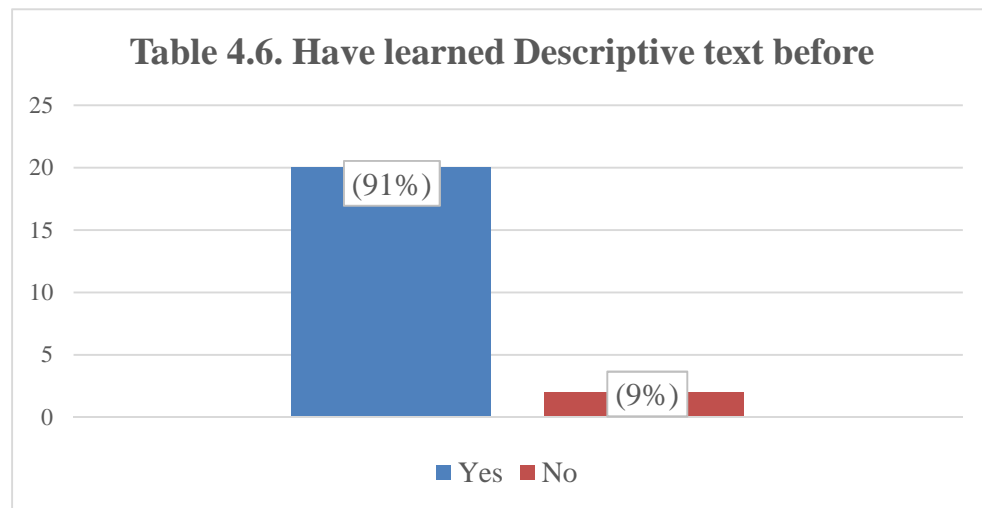
100% = Constant Value

The result of the questionnaires is calculated in the tabulations which is the process of changing data collection instrument (questionnaire) to the tables of numbers (percentage).

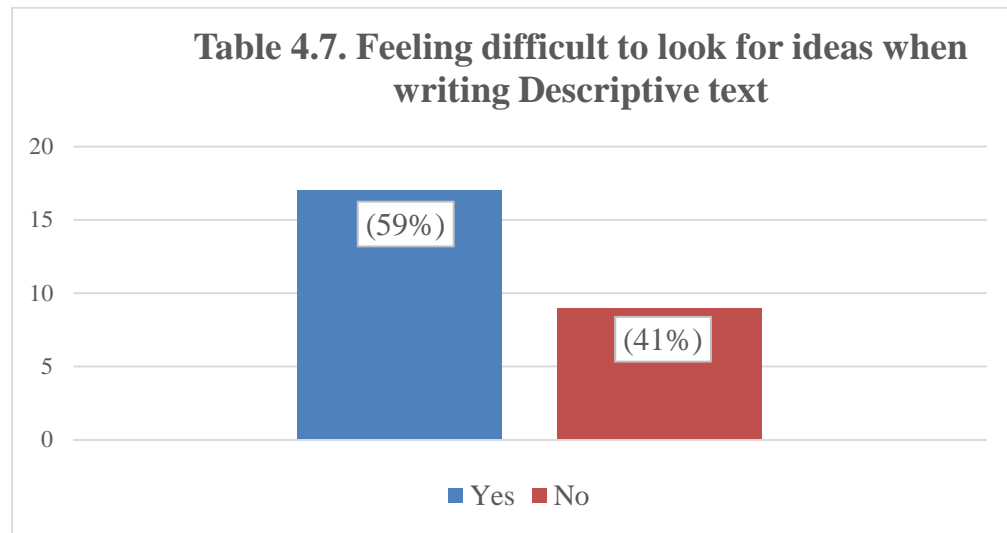
The questionnaires was given by the writer to the student of XI-MAK of MAN 5 in order to obtain the necessary data in this research. The following are student's responses toward the questionnaires given:



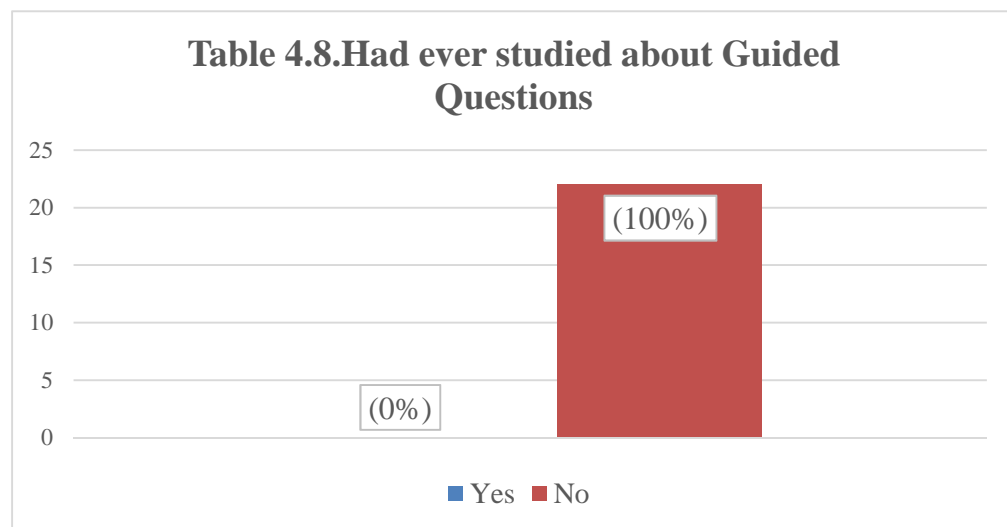
Based on the table above, it can be inferred more than half of the students were difficult in writing (68%).



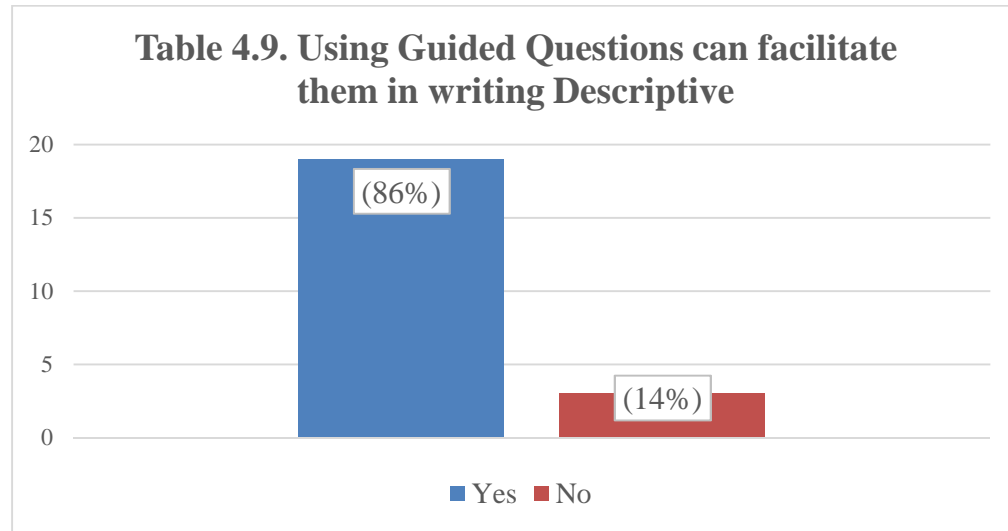
The table above shows that majority of students have not learned about it before, while there were only few students (9%). They are familiar with descriptive text.



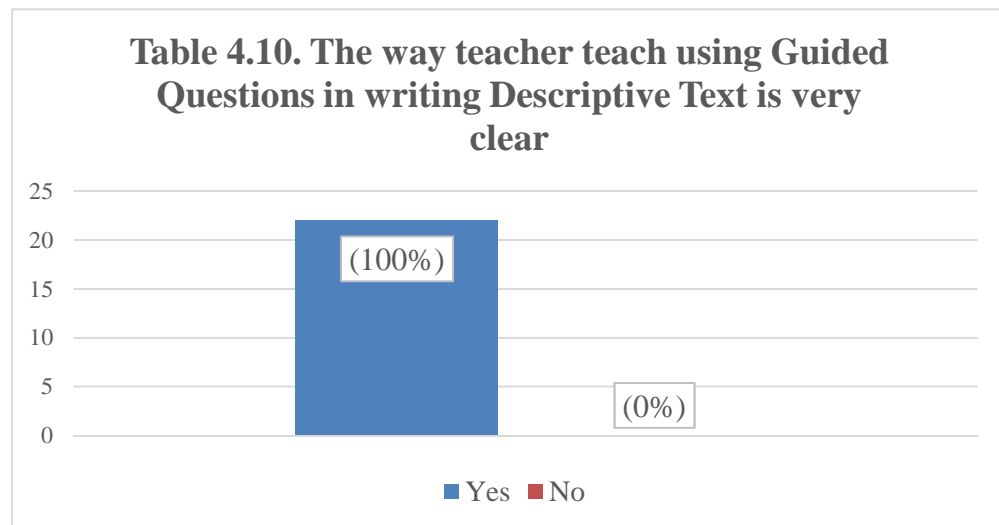
The table shows that more than half of students were a difficult to look for ideas when write descriptive text (59%).



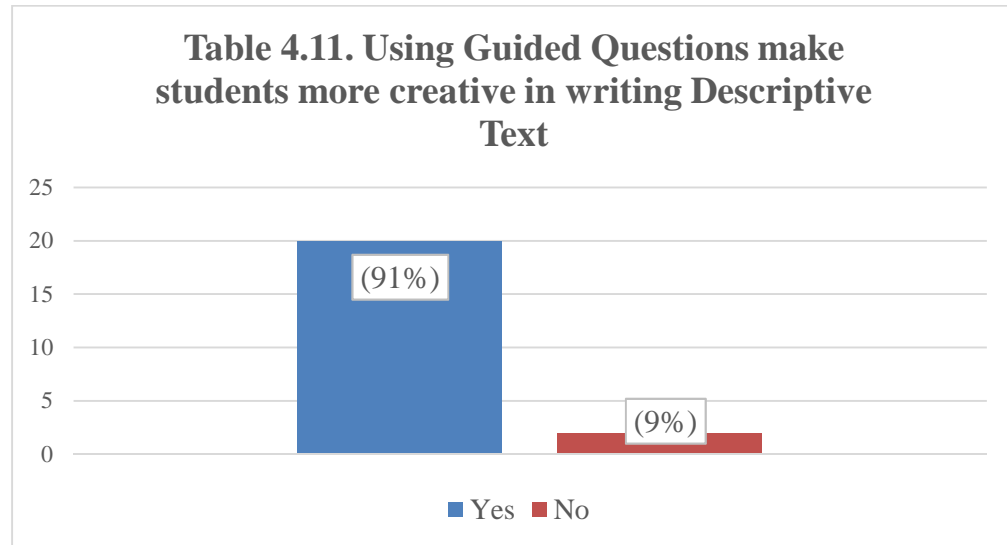
From the table above, it shows that all of students never study about guided questions.



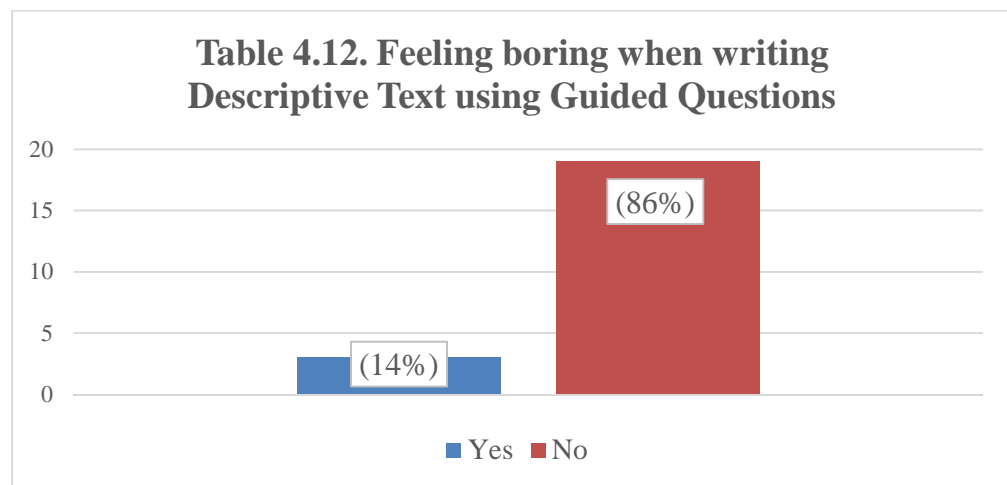
Based on the table above, it can be concluded that most of students think that guided questions can help them to write Descriptive Text (86%).



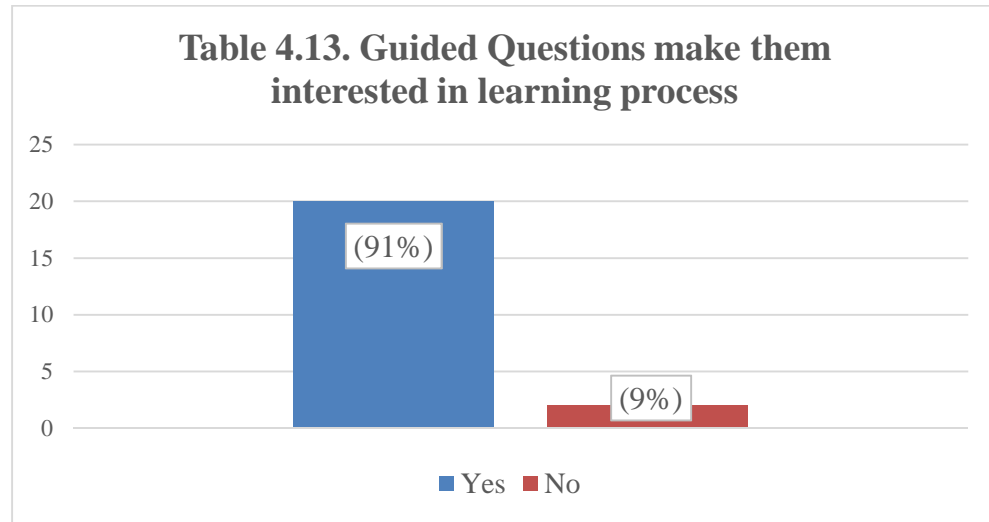
Based on the table above, it can be concluded that all of students thought that the way teacher teach using guided questions in writing descriptive text is very clear.



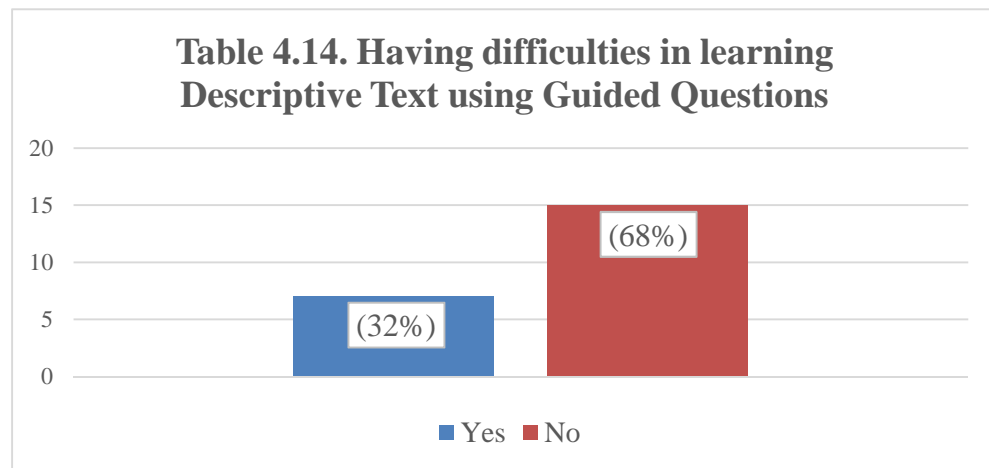
According to the result of the table above, it can be seen to conclude that almost all of the students (91%) stated that using guided questions make them more creative in writing descriptive text.



Based on the table above, it can be inferred that most of the students were not bored when writing descriptive text using guided questions (86%).



From the table it illustrates that most of students were interested in the learning process who learn descriptive text by using guided questions (91%).



According to the result of the table above, it can be seen that more than half of students think that they were not difficult in learning descriptive text using guided questions (68%).

D. Discussion

Based on the data obtained during the research, the writer will answer the research questions. The first research question is “Is there any improvement on students’ writing skill of descriptive text by using guided questions?” After the writer did the treatment and test, the research result showed that Writing Descriptive Text through Guided Questions could help them improve their writing skill. According to the data, there is a significant score between before and after the treatment. In pre test, the low score is 10 and the higher one is 73 with the mean is 24, while in post test the low score is 17 and the higher score is 89 with the mean is 41. From the analysis result showed that *t*-score was higher than *t*-table ($2.51 > 1.72$). Wilhelm (2007; 8) stated that Guiding questions create a clearly focused problem orientation for the studies that connects students to socially significant material and learning. This in turn leads to writing that bring together the students' lives, the content, major concepts, vocabulary, strategies, and ideas. The major influences that make the student increase in using guided questions are the content and organization. It can be seen on the questionnaire that most of students think that guided questions can help them to write descriptive text (86%) and majority of students have learned descriptive text before (91%), they are familiar with descriptive text. Then, almost all of the students stated that guided questions make them more creative (91%) and can facilitate them in writing descriptive text (86%). Furthermore, students feel that they were not difficult in learning descriptive text using guide questions (68%). Moreover, all of students never study about guided

questions. It is also support by previous study from Nawawi (2011) states that based on the research results, the application of learning writing skill (descriptive text) by using guided questions has improved in the end of cycle three, the result of the post-test shows that there are (100%) who pass the KKM , there also (100%) understand the material, (100%) thought that guided questions made them easily in making descriptive text, 88.37% think that guided questions make them more creative in creating descriptive text. Eventually, it could be concluded that guided questions could improve students' writing skill in writing descriptive text.

The second research question is "Are students interested in learning descriptive text by using guided questions?" According to the data of questionnaire shown that almost all students felt interested studying descriptive text by using guided questions, and said that guided questions help them to increase their writing ability. This is in relation to the result of questionnaire which were stated that majority of students who learn descriptive text using guided questions were interested in the learning process (91%) and they said that they were not bored when writing descriptive text by using guided questions (86%). It is also support by previous study from Nawawi (2011) states that students' responses to learning are generally positive. Based on these findings, the students' perception and impression about process learning writing skill of descriptive text through guided questions is more enthusiastic.

CHAPTER V

CONCLUSIONS AND SUGGESTIONS

A. Conclusions

After reviewing the related literature and discussion in the preceding chapter, the writer draws some conclusions as follows:

1. The students' ability in writing descriptive text improved after they were taught by using guided questions. The obtained t-score was 2.51, so the t-score was higher than t-table ($t_{\text{score}} = 2.51 > t_{\text{table}} = 1.72$).
2. Using guided questions in teaching writing make the students of MAN 5 Aceh Besar are interested in writing descriptive text. Students have positive responds on the implementation of using guided questions in writing descriptive text is (91%).

B. Suggestions

It is suggested for teachers to utilize this method in their teaching and learning activities. Beside it is suggested for teachers to practice using guided questions. The teacher can also use the combination title and guided questions to improve students writing skill. The students will develop their idea in writing descriptive text. They have to practice more in writing in order to improve their skill.

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Nomor : B- 10340 /Un.08/TU-FTK/ TL.00/11/2017

02 November 2017

Lamp : -

Hal : Mohon Izin Untuk Mengumpul Data
 Menyusun Skripsi

Kepada Yth.

Di -
 Tempat

Dekan Fakultas Tarbiyah dan Keguruan (FTK) UIN Ar-Raniry Darussalam Banda Aceh dengan ini memohon kiranya saudara memberi izin dan bantuan kepada:

N a m a	: Cici Permata Sari
N I M	: 231 324 218
Prodi / Jurusan	: Pendidikan Bahasa Inggris
Semester	: IX
Fakultas	: Tarbiyah dan Keguruan UIN Ar-Raniry Darussalam.
A l a m a t	: Gampong Jurong Peujeura Pagar Air, Lr. Daud No. 44A, Kec. Ingin Jaya Kab. Aceh Besar

Untuk mengumpulkan data pada:

MAN Cot Gue, Aceh Besar

Dalam rangka menyusun Skripsi sebagai salah satu syarat untuk menyelesaikan studi pada Fakultas Tarbiyah dan Keguruan UIN Ar-Raniry yang berjudul:

An Analysis of Students' Ability in Writing Descriptive Text through Guided Question (at Eleventh Grade Students of MAN Cot Gue)

Demikianlah harapan kami atas bantuan dan keizinan serta kerja sama yang baik kami ucapkan terima kasih.

An. Dekan,
 Kepala Bagian Tata Usaha,

M. Said Farzah Ali

BAG. UMUM BAG. UMUM

Kodk 377



**KEMENTERIAN AGAMA
MADRASAH ALIYAH NEGERI 5 ACEH BESAR**

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NPSN : 1 0 1 1 4 2 4 3

Jln. Lampeneurut -Peukan Biluy Kec. Darul Imarah Kab. Aceh Besar

SURAT KETERANGAN
Nomor 476/Ma.01.39/11/2017

Kepala Madrasah Aliyah Negeri (MAN) 5 Aceh Besar dengan ini menerangkan:

Nama : Cici Permata Sari
NIM : 231 324 218
Prodi / Jurusan : Pendidikan Bahasa Inggris
Fakultas : Tarbiyah dan Keguruan UIN Ar –Raniry Darussalam

Berdasarkan surat Dekan Tarbiyah dan Keguruan UIN Ar –Raniry, Nomor: B-10340/Un.08/TU-FTK/TL.00/11/2017 Tanggal 02 November 2017, tentang Mohon Izin Untuk Mengumpulkan Data Menyusun Skripsi, maka dengan ini kami menerangkan bahwa yang bersangkutan telah mengumpulkan data pada MAN 5 Aceh Besar sejak tanggal 06 s/d 15 November 2017.

Demikian surat keterangan ini dibuat agar dapat dipergunakan semestinya.



Aceh Besar, 20 November 2017

Kepala

Murrahah

RENCANA PELAKSANAAN PEMBELAJARAN

Mata Pelajaran : Bahasa Inggris

Kelas/Semester : X/1

Materi Pokok : Descriptive Text

Alokasi Waktu : 4 X 90 menit

Kompetensi Inti

1. Menghayati dan mengamalkan ajaran agama yang dianutnya
2. Menghayati dan mengamalkan perilaku jujur, disiplin, tanggungjawab, peduli (gotong royong, kerjasama, toleran, damai), santun, responsif dan pro-aktif dan menunjukkan sikap sebagai bagian dari solusi atas berbagai permasalahan dalam berinteraksi secara efektif dengan lingkungan sosial dan alam serta dalam menempatkan diri sebagai cerminan bangsa dalam pergaulan dunia
3. Memahami ,menerapkan, menganalisis pengetahuan faktual, konseptual, prosedural berdasarkan rasa ingintahunya tentang ilmu pengetahuan, teknologi, seni, budaya, dan humaniora dengan wawasan kemanusiaan, kebangsaan, kenegaraan, dan peradaban terkait penyebab fenomena dan kejadian, serta menerapkan pengetahuan prosedural pada bidang kajian yang spesifik sesuai dengan bakat dan minatnya untuk memecahkan masalah

4. Mengolah, menalar, dan menyaji dalam ranah konkret dan ranah abstrak terkait dengan pengembangan dari yang dipelajarinya di sekolah secara mandiri, dan mampu menggunakan metoda sesuai kaidah keilmuan

Kompetensi Dasar

- 1.1 Mensyukuri kesempatan dapat mempelajari bahasa Inggris sebagai bahasa pengantar komunikasi internasional yang diwujudkan dalam semangat belajar.
- 2.3 Menunjukkan perilaku tanggung jawab, peduli, kerjasama, dan cinta damai, dalam melaksanakan komunikasi fungsional.
- 3.7 Menganalisis fungsi sosial, struktur teks, dan unsur kebahasaan dari teks deskriptif sederhana tentang orang, tempat wisata, dan bangunan bersejarah terkenal, sesuai dengan konteks penggunaannya.
- 4.9 Menyunting teks deskriptif tulis, sederhana, tentang orang, tempat wisata, dan bangunan bersejarah terkenal, dengan memperhatikan fungsi sosial, struktur teks, dan unsur kebahasaan yang benar dan sesuai konteks.
- 4.10 Menyusun teks deskriptif lisan dan tulis, sederhana, tentang orang, tempat wisata, dan bangunan bersejarah terkenal, dengan memperhatikan fungsi sosial, struktur teks, dan unsur kebahasaan yang benar dan sesuai konteks.

Indikator

1. Mengidentifikasi main idea, controlling idea, supporting details, dan conclusion dalam deskriptif paragraph.
2. Mengetahui ciri-ciri deskriptif teks.
3. Menulis sebuah paragraph deskriptif.

Tujuan Pembelajaran

Siswa dapat :

1. Mengidentifikasi main idea, controlling idea, supporting details dan conclusion dalam deskriptif teks.
2. Mengetahui ciri-ciri deskriptif teks.
3. Menulis sebuah teks deskriptif.

Materi Ajar

1. NATIONAL MONUMENT

The National Monument or usually called as Monas is located in Central Jakarta, Indonesia. This obelisk was built in 1961 with the purpose to commemorate the struggle and fight of the people in Indonesia to achieve their independence.

The National Monument is a rectangular tower with the height of 132 meters. The typical part of the building that became a special characteristic of

it is the flame shape covered with gold foil located on the top of the tower. There is a museum at the base part of the tower with the size of 80 x 80 meters.

2. BERAS BASAH BEACH

Beras basah beach is located in Beras Basah Island, Bontang, Kalimantan, Indonesia. The location of this place is about 220 kilometers from the center of Balikpapan. Beras basah beach offers beautiful natural scenery along with white sand that is gentle enough on foot.

Its clear blue seawater seems teasing anyone who visits to swim into it. And it is true that in this place, visitors can enjoy swimming or snorkeling in the underwater beauty. Various types of fish, coral reefs, and seaweed can be found by the visitor in this place.

This area is also very suitable for you who like photography. The sunrise and sunset view in this place are interesting enough to be captured.

3. FAMILY

My family has four members : they are me, my sister, my mother and of course my father.

My mother is 40 years old. Her name is Suhartati. She is not tall but she is not short. She has a round face, brown eyes, wavy black hair. Her skin color is light brown and she has a beautiful smile. She is very kind person.

My father, Hartanto is 3 years older than my mother. He is 43 years old. In his age he still has black hair with several white hair. He has brown eyes and an oval face. He is quite tall and his skin color is brown. He is hard working.

Finally, my sister Silvia Vivi Devi Anti is 2 years younger than me. She is 13 years old. She has brown eyes, a round face, wavy black hair. Her skin color is light brown and she is very diligent.

I love my family very much.

Langkah-Langkah Pembelajaran

1. PERTEMUAN PERTAMA

A. Kegiatan Awal (10 menit)

- Greeting
- Introduction
- Praying
- Tanya jawab kondisi siswa

B. Kegiatan Inti (70 menit)

- Guru menjelaskan tentang penelitian yang akan dilakukan
- Guru memberikan pre-test
- Guru menjelaskan deskriptif teks
- Siswa bertanya tentang deskriptif teks

C. Kegiatan Akhir (10 menit)

- Menanyakan kesulitan siswa dalam belajar
- Memberikan kesempatan siswa untuk bertanya
- Praying
- Menutup kegiatan belajar

2. PERTEMUAN KEDUA

A. Kegiatan Awal (10 menit)

- Greeting
- Praying
- Tanya jawab kondisi siswa
- Mereview pelajaran pertemuan sebelumnya

B. Kegiatan Inti (70 menit)

- Guru menjelaskan tentang *guided questions* dan cara mengaplikasikannya ke dalam deskriptif teks
- Siswa bertanya tentang *guided questions*
- Guru memberikan sebuah contoh deskriptif teks tentang *National Monument* dengan menggunakan *guided questions*
- Siswa membuat pertanyaan tentang contoh deskriptif teks *National Monuments* yang menggunakan *guided questions*
- Siswa memahami isi teks yang diberikan guru

C. Kegiatan Akhir (10 menit)

- Guru menanyakan kesulitan dalam pembelajaran
- Memberikan kesempatan siswa untuk bertanya
- Praying
- Menutup kegiatan belajar

3. PERTEMUAN KETIGA

A. Kegiatan Awal (10 menit)

- Greeting
- Praying
- Tanya jawab kondisi siswa
- Mereview pelajaran pertemuan sebelumnya

B. Kegiatan Inti (70 menit)

- Guru memberikan contoh deskriptif teks tentang *Beras Basah Beach* dengan menggunakan *guided questions*
- Siswa bertanya tentang teks yang diberikan guru
- Siswa memahami isi deskriptif teks yang menggunakan *guided questions*
- Guru meminta siswa untuk membuat deskriptif teks sederhana tentang *Lampuuk Beach* dengan menggunakan *guided questions* yang diberikan guru

- Guru memberikan contoh dekriptif teks tentang *My Family* dengan menggunakan *guided questions*
- Siswa memahami isi deskriptif teks

C. Kegiatan Akhir (10 menit)

- Guru menanyakan kesulitan dalam pembelajaran
- Memberikan kesempatan siswa untuk bertanya
- Praying
- Menutup kegiatan belajar

4. PERTEMUAN KEEMPAT

A. Kegiatan Awal (10 menit)

- Greeting
- Praying
- Tanya jawab kondisi siswa
- Mereview pelajaran pertemuan sebelumnya

B. Kegiatan Inti (70 menit)

- Guru memberikan post-test
- Guru memberikan questionnaire (angket) kepada siswa
- Siswa menjawab questionnaire (angket) yang diberikan guru

C. Kegiatan Akhir (10 menit)

- Guru menanyakan kesulitan dalam pembelajaran
- Memberikan kesempatan siswa untuk bertanya

- Guru berterimakasih kepada siswa atas bantuan mereka
- Praying
- Menutup kegiatan belajar

Alat/Bahan/Sumber Belajar

- Internet
- Buku yang relevan

Penilaian

Aspect	Score	Performace Description	Weighting
Content (C) 20% -topic -detail	4	The topic is complete and clear, details related to the topic.	2x
	3	The topic is complete and clear, but details almost related to the topic.	
	2	The topic is complete and clear, but details do not related to the topic.	
	1	The topic is not clear and details do not related to the topic	
Organization (O)	4	Identification is complete and descriptions are	

20%		arranged with proper connectives.	
-Identification	3	Identification almost complete and descriptions are arranged with almost proper connectives.	2x
-Description	2	Identification is not complete and descriptions are arranged with few misuses of connectives.	
	1	Identification is not complete and descriptions are arranged with misuses of connectives.	
Grammar (G)	4	Very view grammatical or agreements inaccuracies.	
20%	3	Few grammatical and agreement inaccuracies but not change the meaning.	2x
-Use Present	2	Numerous grammatical or agreement inaccuracies.	
-Agreement	1	Frequent grammatical or agreement inaccuracies.	
Vocabulary (V)	4	Effective words of choice and word form.	
20%	3	Few misuses of vocabulary, word form, but not	

		change the meaning.	2x
	2	Limited range confusing words and word form.	
	1	Very poor knowledge of word, word form and not understandable.	
Meaning (M) 20%	4	Very clear and effective	2x
	3	Clear and effective	
	2	Little bit clear and not effective	
	1	Not clear and not effective	

PRE-TEST

Name : RM

Class : XI MAK

Title : My Family

My family

My name is Rumi. I was born in Kuta cane, 20. february 20
I want to introduce my family.

I have a simple family and happy. Mother, father,
one brother, one sister, and one Youngersister.

In family I children third from four children
My father ~~is~~ ^{is} a farmer and my mother work housewife
We are come from in Aceh Tenggara (Kuta cane).

Now I life in lagang, with all my friends because
we looking for science.

Senin

6 Nov 2017

RUMI

MAN 5 ABES.

PRE-TEST

Name : MAClass : XI - MAK

Title : My Family

I have My family. We live in Peukan bituy. My name is Muhammad Abizar. I have ^{one} father and ^{one} mother. I have one ^{younger sister} ~~brother~~, his name is Naura. She was born 10 years old. She studied in ^{MIN} ~~School~~ Ulong rayu Banda Aceh. ~~She~~

PRE-TEST

Name : MM

Class : XI Mak

Title : My Family

My name is Maya meliani, I come from in calang, I live in lagang. I have a family, it consist in my mother, my father and my young brother. I am one from my family. My mother name nuriani, my father name Muhibuddin. I have a young brother, her name is zila Mustaqim. My mother work is housewife. My father dad when I is 4 years old. My young brother live in SD, and I school in MAN 5 ABES. My family live in calang, and I live in lagang.

~~we~~ in family, we are always happy. because we ~~always~~ love all.

POST-TEST

Name : RM

Gender : female

Title : My Family

Questions :

1. How many persons are in your family ?
2. What is your father's name ?
3. Where does he work ?
4. How the characteristics of him ?
5. What is your mother's name ?
6. Where does she work ?
7. How the characteristics of her ?
8. What is your brother/ sister's name ?
9. How the characteristics of them ?

Make a descriptive paragraph by answering the questions above!

My family has ~~five~~ members, they are I, brother, sister, younger sister, Mother, and father.

My father name Validin, he work farmer, My father is characteristics He is 53 years old. ~~she~~ he has a round face, black eyes, short hair, he is Mustache.

My Mother name Rasyidah, the work house wife, My mother is short, black eyes, long hair, Her skin color is brown, and My mother have dimple.

POST-TEST

Name : MA
 Gender : Male
 Title : My Family
 Questions : MY FAMILY

1. How many persons are in your family ?
2. What is your father's name ?
3. Where does he work ?
4. How the characteristics of him ?
5. What is your mother's name ?
6. Where does she work ?
7. How the characteristics of her ?
8. What is your brother/ sister's name ?
9. How the characteristics of them ?

Make a descriptive paragraph by answering the questions above!

1. My family has three members = they are I, my mother, and my younger sister.

2. My father is Jantani Loman (Alm).

5. My mother is Hasnah. She is 40 years old.

6. She does work house wife. She is not tall but she is short. She an oval face. Her skin color is brown and she has a beautiful smile. She is very kind person.

POST-TEST

Name : MM

Gender : Female

Title : My Family

Questions :

1. How many persons are in your family ?
2. What is your father's name ?
3. Where does he work ?
4. How the characteristics of him ?
5. What is your mother's name ?
6. Where does she work ?
7. How the characteristics of her ?
8. What is your brother/ sister's name ?
9. How the characteristics of them ?

Make a descriptive paragraph by answering the questions above!

My Family:

My family has four members : they are 1. my young brother, my father and my mother. Father is ~~us~~ ~~name~~ ~~Muhammad~~ name ~~Muhammad~~ Muhiyeddin, he is tall, he has brown eyes, eyebrow, and black hair his skin color is light brown, my father a hard working, he is very kind person, he was ~~passed away~~ ~~passed away~~ passed away. I was 15 years old.

My mother is 39 years old, her name is Nuriani. She is not tall but she is not short, she has hair, skinny body, and she has eyebrow. her skin color is brown.

Finally, my younger brother, his name is Hubsia Mustafin, my younger brother 14 years old school in Masi. old, he has skin brown, tall, blonde hair, and brown eyes, and he is humorous, and good friend.

I love my family very much, and my family spirit to my life.

ANALYSIS DATA

The following part shows further statical analysis of each test result, pre-test and post-test.

4. Result of Pre-Test

In order to calculate the mean of the pre-test score, it is required to arrange the score from the lowest up to the highest as follows:

10	10	10	10	10
10	12	15	16	19
26	27	27	31	33
35	40	43	50	53
64	73			

Then the writer determined the range of pre-test presented above by using the following formula:

$$\begin{aligned}
 R &= H_s - L_s \\
 &= 73 - 10 \\
 &= 63
 \end{aligned}$$

After following the range score, the writer find out the number of interval and the result is:

$$K = 1 + 3.3 \text{ Log } n$$

$$= 1 + 3.3 \text{ Log } 22$$

$$= 1 + 3.3 (1.34)$$

$$= 1 + 4.42$$

$$= 5.42 \text{ (taken 5)}$$

So the length of interval is 6. By knowing the length of interval, the writer counted the class interval by using the following formula:

$$P = \frac{R}{K}$$

$$= \frac{63}{5}$$

$$= 13$$

Based on calculated data, the frequency distribution of pre-test can be formulated as follows:

Table 4.7 The Frequency Distribution of Students' Pre-test Score

No	Students' Score	f_1	X_1	X_1 its Pr	$(\text{test score} - \bar{x})^2$	$f_1[(\text{test score} - \bar{x})^2]$
1	10-22	10	16	-8	64	640
2	23-35	6	29	5	25	150
3	36-48	2	42	18	324	648
4	49-61	2	55	31	961	1922

5	62-74	2	68	44	1936	3872
Total Score		22	210	-	-	7235

Source: Hasil pengolahan data

Moreover, in order to calculate the mean of pre-test the following formula is used.

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

$$\bar{X} = \frac{(10 \times 10) + (23 \times 6) + (36 \times 2) + (49 \times 2) + (62 \times 2)}{22}$$

$$\bar{X} = \frac{532}{22}$$

$$\bar{X} = 24$$

After calculating the mean of students' pre-test, the writer used standard deviation to count how much an individual measurement should be expected to deviate from the mean on average. The formula of the deviation standard of pre-test is as shown below:

$$SD^2 = \frac{n \sum fixi^2}{n(n-1)}$$

$$SD^2 = \frac{7235}{22-1}$$

$$SD^2 = \frac{7235}{21}$$

$$SD^2 = 345$$

$$SD = \sqrt{345}$$

$$SD = 18,57$$

5. Result of Post-Test

In order to calculate the mean of the post-test score, it is required to arrange the score from the lowest up to the highest as follows:

17	21	23	25	25
25	25	25	27	37
40	41	45	59	63
65	70	75	76	80
84	89			

The the writer determined the range of post-test presented above by using the following formula:

$$R = H_s - L_s$$

$$= 89 - 17$$

$$= 72$$

After finding the range score, the writer find out the number of interval, and the result is:

$$K = 1 + 3.3 \log n$$

$$= 1 + 3.3 \log 22$$

$$= 1 + 3.3 (1.34)$$

$$= 1 + 4.42$$

$$= 5.42 \text{ (taken 5)}$$

So the length of interval is 6. By knowing the length of interval, the writer counted the class interval by using the following formula:

$$P = \frac{R}{K}$$

$$= \frac{72}{5}$$

$$= 14$$

Based on calculated data, the frequency distribution of post-test can be formulated as follows:

Table 4.8 The Frequency Distribution of Students' Post-test Score

No	Students' Score	f_i	X_i	$X_i - \bar{X}$	$(X_i - \bar{X})^2$	$f_i(X_i - \bar{X})^2$
1	17-30	9	23.5	-17.5	306.25	2756.25
2	31-44	3	37.5	-3.5	12.25	36.75

3	45-58	1	51.5	10.5	110.25	110.25
4	59-72	4	65.5	24.5	600.25	2401
5	73-86	4	79.5	38.5	1482.25	5929
6	87-100	1	934.5	52.5	2756.25	2756.25
Total Score		22	351	-	-	13989.5

Source: Hasil pengolahan data

Moreover, in order to calculate the mean of post-test the following formula is used.

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

$$\bar{X} = \frac{(17 \times 9) + (31 \times 3) + (45 \times 1) + (59 \times 4) + (73 \times 4) + (87 \times 1)}{22}$$

$$\bar{X} = \frac{906}{22}$$

$$\bar{X} = 41$$

After calculating the mean of students' post-test, the writer used standard deviation to count how much an individual measurement should be expected to deviate from the mean on average. The formula of the deviation standard of post-test is as shown below:

$$SD^2 = \frac{n \sum fixi^2}{n(n-1)}$$

$$SD^2 = \frac{13989.5}{22-1}$$

$$SD^2 = \frac{13989.5}{21}$$

$$SD^2 = 666$$

$$SD = 666$$

$$SD = 25.80$$

6. T-score Calculation

The writer used t -score to find out whether there is a significant difference between pre-test and post-test. The calculation is as follows:

$$t - score = \frac{\bar{x}_2 - \bar{x}_1}{\sqrt{\left(\frac{SD_2^2}{n_1}\right) + \left(\frac{SD_1^2}{n_2}\right)}}$$

$$t - score = \frac{41 - 24}{\sqrt{\left(\frac{666}{22}\right) + \left(\frac{345}{22}\right)}}$$

$$t - score = \frac{17}{\sqrt{(30.27) + (15.68)}}$$

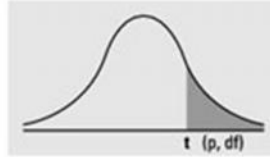
$$t - score = \frac{17}{\sqrt{45.95}}$$

$$t - score = \frac{17}{6.77}$$

$$t - score = 2.51$$

T-table

Numbers in each row of the table are values on a t -distribution with (df) degrees of freedom for selected right-tail (greater-than) probabilities (p).



df/p	0.40	0.25	0.10	0.05	0.025	0.01	0.005	0.0005
1	0.324920	1.000000	3.077684	6.313752	12.70620	31.82052	63.65674	636.6192
2	0.288675	0.816497	1.885618	2.919986	4.30265	6.96456	9.92484	31.5991
3	0.276671	0.764892	1.637744	2.353363	3.18245	4.54070	5.84091	12.9240
4	0.270722	0.740697	1.533206	2.131847	2.77645	3.74695	4.60409	8.6103
5	0.267181	0.726687	1.475884	2.015048	2.57058	3.36493	4.03214	6.8688
6	0.264835	0.717558	1.439756	1.943180	2.44691	3.14267	3.70743	5.9588
7	0.263167	0.711142	1.414924	1.894579	2.36462	2.99795	3.49948	5.4079
8	0.261921	0.706387	1.396815	1.859548	2.30600	2.89646	3.35539	5.0413
9	0.260955	0.702722	1.383029	1.833113	2.26216	2.82144	3.24984	4.7809
10	0.260185	0.699812	1.372184	1.812461	2.22814	2.76377	3.16927	4.5869
11	0.259556	0.697445	1.363430	1.795885	2.20099	2.71808	3.10581	4.4370
12	0.259033	0.695483	1.356217	1.782288	2.17881	2.68100	3.05454	4.3178
13	0.258591	0.693829	1.350171	1.770933	2.16037	2.65031	3.01228	4.2208
14	0.258213	0.692417	1.345030	1.761310	2.14479	2.62449	2.97684	4.1405
15	0.257885	0.691197	1.340606	1.753050	2.13145	2.60248	2.94671	4.0728
16	0.257599	0.690132	1.336757	1.745884	2.11991	2.58349	2.92078	4.0150
17	0.257347	0.689195	1.333379	1.739607	2.10982	2.56693	2.89823	3.9651
18	0.257123	0.688364	1.330391	1.734064	2.10092	2.55238	2.87844	3.9216
19	0.256923	0.687621	1.327728	1.729133	2.09302	2.53948	2.86093	3.8834
20	0.256743	0.686954	1.325341	1.724718	2.08596	2.52798	2.84534	3.8495
21	0.256580	0.686352	1.323188	1.720743	2.07961	2.51765	2.83136	3.8193
22	0.256432	0.685805	1.321237	1.717144	2.07387	2.50832	2.81876	3.7921
23	0.256297	0.685306	1.319460	1.713872	2.06866	2.49987	2.80734	3.7676
24	0.256173	0.684850	1.317836	1.710882	2.06390	2.49216	2.79694	3.7454
25	0.256060	0.684430	1.316345	1.708141	2.05954	2.48511	2.78744	3.7251
26	0.255955	0.684043	1.314972	1.705618	2.05553	2.47863	2.77871	3.7066
27	0.255858	0.683685	1.313703	1.703288	2.05183	2.47266	2.77068	3.6896
28	0.255768	0.683353	1.312527	1.701131	2.04841	2.46714	2.76326	3.6739
29	0.255684	0.683044	1.311434	1.699127	2.04523	2.46202	2.75639	3.6594
30	0.255605	0.682756	1.310415	1.697261	2.04227	2.45726	2.75000	3.6460
z	0.253347	0.674490	1.281552	1.644854	1.95996	2.32635	2.57583	3.2905
CI	———	———	80%	90%	95%	98%	99%	99.9%

AUTOBIOGRAPHY

1. Full Name : Cici Permata Sari
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Banda Aceh, 15 January 2018

(Cici Permata Sari)