

CHAPTER I

INTRODUCTION

1.1 Background of the Study

Writing is a process of producing idea into the written form. The people communicate their ideas, meanings, message, feeling, emotion, and love not only through speaking but also through writing. They can express and share their feeling or imagination into some pieces of paper to the readers. Writing is considered to be the most important skill to master. Hyland (2003:12) states that people need hard thinking to produce idea, words, sentences, paragraphs, and compositions. Also, writer need to know the right spelling, punctuation, word choice and so on. Writing skill is a skill which lets the learner explore and convey their ideas in the form of written work such as, text or paragraph.

Oshima and Hogue (2007:15) state that writing is continuously action step; it is continually imaginative deed. The process of writing has crudely four steps. First, a writer chooses a topic and collects ideas to explain to the topic. Second, a writer organizes the ideas into a simple outline. Third, a writer write a crude drafts using their outline as guidance. In the final step, a writer polishes what they have written. Polishing is most successful if it is done in two steps. First, making revisions and then editing it.

Writing is not a simple task because it needs more concentration to generate idea. It must have clear objective and criteria such as punctuation, grammar, paragraph construction, spelling, word choice and so on. Writing has function to describe and explain something, tell story, persuade, and invite someone. In line with this, Zemach and Rumisek (2005:11) state a paragraph is a group of sentences about a single topic. Together, the sentences of the paragraph explain the writer's main idea (most important idea) about the topic. A paragraph is often between five and ten sentences long, but it can be longer or shorter, depending on the topic. The learners should connect the sentences into a paragraph which should have an idea, meaning and good construction; therefore, it must be given serious attention.

Branan (2010:14) states that good writing is not usually easy. Writing process challenges us all to overcome problem in our way. There are several that

teacher can do to alleviate these problem in teaching writing. First, the student confident and motivation must be maintained during the writer task. Furthermore, topic should be selected and stimulated without being highly complex and philosophical. In addition, the writing assignment will center on same ideas or interest of students but it does not encourage them to use complicated sentence pattern beyond their level of language learning.

Assessing writing is not a simple activity for the teacher. Moreover, Brown (2004:218) states that assessment of writing is not simple task. When the teacher assess students' writing ability the teacher need to be clear about objective or criterion. In this situation, the teacher should explain clearly about the criterion that the students used to assess before teaching learning process occurs. Therefore, the students will know early and understand what the students should do to get the score. Furthermore, the process of assessing occur in whole teaching learning process, the assessment of the students can take from the test, homework, students' activities in the classroom and also their attitude.

In fact, the English teacher only explained the material of the descriptive paragraph without giving any exercises or instruments to develop their idea in writing a good descriptive paragraph. Besides, the English teacher of Ganesha Denpasar assessed the seventh grade students' descriptive paragraph writing ability by using paragraph instruction test. The test that are given by the teacher is done only based on the topic or material They usually asked the students to write a descriptive paragraph with a good composition using some topics provided and then the teacher asked them to choose one of the topic to construct a descriptive paragraph without using pictures or guided question to assist them generate their idea.

Therefore, the students would think it harder and difficult to generate and explore their idea to construct a good descriptive paragraph. They became confused of what they had to write first. As the result, the students ignore of how the rule to create a good descriptive paragraph. Besides, it would make the students felt indolent because the test was boring. Moreover, the teacher of the seventh grade students of SMP Ganesha Denpasar did not use any scoring rubric to assess the

students' task. Thus, there is no any guide in giving score to students. The teacher should use scoring rubric to avoid subjective scoring.

In this study, guided question and answer will be used by the researcher to measure the writing descriptive paragraph ability of the seventh grade students of SMP Ganesha Denpasar. It is because guiding question can help the students to explore their idea in writing descriptive paragraph.

The main advantage of this test item is the preparation provided the learners with 6 W-H questions so that they could focus on the skill aspect which is writing in the case of guided question and answer. This test item is can be used for any test types of writing. As a result, this kind of test item can be considered to be a good and appropriate instrument to assess students' writing ability. Moreover, the researchers will use scoring rubric. It will contain five aspects of writing such as format, punctuation and mechanics, content, organization, and grammar.

In accordance with the above facts, the researcher is interested to know whether or not the seventh grade students of SMP Ganesha Denpasar in academic year 2020/2021 have a good mastery in writing descriptive paragraph. Therefore, the researcher is interested to conduct the research entitled "Assessing Descriptive Paragraph Writing Ability of the seventh Grade Students of SMP Ganesha Denpasar in academic year 2020/2021 through Guided Question and Answer.

1.2 Research Problem

Research problem is the most important aspect in doing a research. This scientific investigation is begun from a problem which needs to be solved by using scientific method. In measuring the students' writing ability, the researcher used guided question and answer technique to test the students' writing achievement. Based on the background above, the research problem will be formulated in the form of question as follows: to what extent is the achievement of descriptive paragraph writing ability of seventh grade students of SMP Ganesha Denpasar in academic year 2020/2021 which is assessed through guided question and answer?

1.3 Objective of the Study

Scientific investigation is intended to answer the research problem that has been formulated and determined previously. The seventh grade students of SMP Ganesha Denpasar had difficulty in generating their ideas to make a descriptive paragraph since the teacher assessed the students' descriptive paragraph writing ability without using guided question or picture description. Therefore, the researcher used guided question and answer test as a new technique to assess the students' writing ability. Based on the research problem above, the present study is intended to figure out the achievement of descriptive paragraph writing ability of the seventh grade students of SMP Ganesha Denpasar in academic year 2020/2021 which assessed through guided question and answer.

1.4 Limitation of the Study

The limitation is very important to make discussion about something more specific and to avoid a board discussion. As we know writing skill is very broad and complex study because writing is integrated skill. Therefore, the researcher limits the study on concerning in assessing descriptive paragraph writing ability of the seventh grade students of SMP Ganesha Denpasar in academic year 2020/2021 through guided question and answer. The research is limited on writing descriptive paragraph which describe about person, and it is scored with five criteria such as format, punctuation and mechanics, content, grammar and sentence structure.

1.5 Significance of the Study

Every problem that happens in the field is expected to be solved in every conducted research. The research is concerned on assessing descriptive paragraph writing that is expected to give the benefit for the researcher, teacher, and the seventh grade students. The findings out of the present study are expected to provide both theoretical as well as practical significances. The significances of this study are stated as follows.

Theoretically, the findings of the present study are expected to be able to strengthen the writing theory that has been found, especially in writing a descriptive paragraph through guided question and answer in terms unity, coherence and

meaning. Moreover, the finding of the present study is also to enrich the material about the technique to write descriptive paragraph for the students and the teacher. Therefore, the English teachers and students must have enough theories of paragraph writing in English as their references in teaching learning process in the classroom.

Practically, the findings are useful for the teacher, student, and other researchers. The result of this present study is intended as an informative feedback to the English teacher of the seventh grade students of SMP Ganesha Denpasar concerning the success in teaching writing. It can be used as a reflection concerning achievement of their teaching about the assessment of writing descriptive paragraph. They can use the established finding as bases to provide and plan better and more effective and efficient teaching especially in teaching writing. For the students, the findings of this study can motivate them to learn and build up their English especially in writing descriptive paragraph. For other researcher, the research of this study provide some information about writing assessment. Furthermore, it hopefully can enrich the knowledge and material and it can help them to use this research in the next investigation.

1.6 Definition of Key Term

The researcher thinks it is necessary to operationally define some of the key terms used in the present investigation so as to avoid misunderstanding and confusion on the parts of the readers. There are two key terms which need to be defined namely: Assessing Descriptive Paragraph Writing Ability, and guided question and answer:

1. Descriptive Paragraph Writing Ability

Descriptive paragraph writing ability is defined as the ability of the seventh grade students of SMP Ganesha Denpasar in academic year 2020/2021 in writing a good descriptive paragraph which describes a person in which the reader can imagine and feel the description, and it has some generic structure such as identification, description, and conclusion.

2. Guided Question and Answered

Guided question and answer is the instrument which is used to assess the students' descriptive paragraph writing ability in which there are five questions that should be answered and then the answers are used as guidance to write a good descriptive paragraph. The results of the students' paragraph writing are scored based on the paragraph scoring rubric which emphasizes on five categories, they are format, punctuation and mechanics, content, organization and grammar and sentence structure.



CHAPTER II

THEORETICAL AND EMPIRICAL REVIEW

2.1 Theoretical Review

Writing is one important skill in expressing ideas. In this study, writing will be used as generic term to refer to all the various activities that involves transferring through paper. Picture guide can be used for assisting the writer to express the idea. In this chapter, several appropriate theories would be reviewed more detail to see their relevancies to the study.

2.1.1 Writing Skill

Writing is very essential to be mastered because writing is a productive language skill. Productive language skills mainly function as effective means in communication. As means of communication, writing is not limited by time and space. Ontario (2005:12) states writing is powerful instrument for students to use to express their thoughts, feelings, and judgments about what they have read, seen, or experienced. Compare to the other three skills, writing is considered to be the most difficult one to master. Writing needs hard thinking to produce idea, words, sentences, paragraph, and composition. Branan (2010:14) states that good writing is not usually easy. Writing process challenges us all to overcome problems in our way.

Oshima and Hogue (2007:15) state that the process of writing has roughly four steps. In the first step is called prewriting. Prewriting is a way to get ideas. In this step, a writer chooses a topic and collects ideas to explain the topic. The second step is organizing. In this step, a writer organizes ideas into a simple outline. The third step is writing. In this step, a writer writes a rough draft using his (her) outline as guidance. He (she) should write the rough draft as quickly as he (she) can without stopping to think about grammar, spelling, or punctuation. Just get the ideas down on paper. The errors will be fixed latter. And the final step is called polishing. In this step, a writer polishes what he (she) has written. Polishing is most successful if it is done in two steps. First, making revisions and then editing it.

The written work produced by a language learner can be divided into two types of composition, namely spontaneous production (freewriting composition) and controlled production (guided composition). Raimes and Jerskey (2011:15) state that when freewrite,” you let one idea lead to another in free association without concern for correctness”. In addition, Oshima and Hogue (2007:34) state that freewriting is technique in which a writer writes without stopping for specific amount of time. It means “just write down sentences as you think of them without worrying about whether your sentences are correct or not”. The main goal in freewriting is to keep the pencil moving across the paper. On the contrary, guided writing is useful to be applied on the early level of students to write. The aim of guided writing is to provide support that is going to help students to improve their writing and increasing independence.

Writing is an important form of communication in day-to-day life. The people communicate their ideas, meanings, message, feeling, emotion, and love not only through speaking but also through writing. Kane (2000:3) states that writing is worth learning. It is of immediate practical benefit in almost any job or career. Certainly there are many jobs in which you can get along without being able to write clearly. Tylor (2009:2) state that if “we are to write well, we need to know what we are talking about. We need to push ourselves to uncover everything that we know about a subject that becomes our focus”, according to him to reach every gap in understanding a problem that ourselves” thought fairly sure of needs time. He also adds that in writing the writer should bring knowledge into being, record and preserve it.

2.1.2 Descriptive Paragraph

Descriptive paragraph is defined as paragraph which expresses or describe place, thing and person in such clear detail that the reader can easily visualize the described place, thing and person, or can feel that the involved in the experience. Furthermore, Folse et al. (2007:135) state that descriptive paragraph describes how something or someone looks or feels. It gives an impression of something. Zemach

and Rumisek (2005:25) add that a descriptive paragraph explains how someone or something looks or feels. A process paragraph explains how something is done.

Oshima and Hogue (2007:61) write that a good description is a word picture; the reader can imagine the object, place, or person in his or her mind. The main purpose is to create an image in reader's minds. In short, it is like painting with the words. We perceive the words around us with five senses which are sight, hearing, taste, smell, and touch. Creating a sensory image in the reader's minds will exchange your writing as it makes the topic specific and clearer for the reader. A descriptive paragraph can not be thought without adjectives. Most writers use variety of adjectives in order to make their writing more interesting

Descriptive paragraph has generic structure such as: Identification, Description and Conclusion. Identification is a part in which you identify or write the recognition; moreover, it can be a general statement about place, person or thing that you want to describe. Descriptions are clear detail the place, person or thing that you want to describe so that the reader can easily to imagine or picture the descriptions, or they can feel that they involve in the experience. Conclusion is optional it may be included or not. in this part you conclude the paragraph or restate the identification or general statement. Everything in paragraph should be connected each other; apart from the fact that every sentences in descriptive paragraph either.

In writing descriptive paragraph, Savage and Shafiei (2007: 34) state that the topic sentence introduces the item that the writer will be describe. It may also include the writer's general feeling or opinion about item. Moreover, the supporting sentences give some background or detail information about the item. These details describe how the item looks, smells, feels, or tastes. And the paragraph ends with a concluding sentence that restates the idea by using different words.

Branan (2010: 309) states that in order to develop skill in describing things there are five things that can help create more vivid descriptions: (1) Using specific language: words can be either relatively general or relatively specific, belonging to a larger or a smaller grouping. Each time you give more specific name to something, you further limit the group to which it belongs; (2) using the five senses: when we

describe, we can create vivid images by using specific words and details, many of which appeal to our five senses. Most writer tend to rely heavily on sight and sound but many overlook touch, smell, and taste; (3) Creating a dominant impression: to focus a descriptive paragraph, writer bring the specific words, sensory details, thoughts, and feeling together to form a dominant impression, or overall feeling. Without some way to focus a description, it is difficult to make a point of about what you are describing; (4) Organize details spatially: an affective way to arrange the detail of descriptive paragraph is spatially or from one point in space to another. This approach helps readers more easily see what is being presented. In describing a place, whether it's room indoor or an outdoor space you might begin with close details and then zoom out, or move from outside to another, move from bottom to top or even describe as you walk through the place; (5) Using space and time transitions linking sentences with connectors, such as repeated words, synonyms, and transitions, is essential if readers are to follow the flow of your ideas. Description especially benefit from space transition (above, near, under, etc) and time transitions (after, until, first, etc).

2.1.3 Writing Assessment

One important area of writing assessment research has focused on trying to find the best ways to „score“ students“ writing (Hawthorne and Glenn, 2011:40). Assessment of writing remains a problematic practice for teachers and deserves some discussion in a resource about effective practices in teaching writing. In many countries, the debate around assessment center on the two key ideas of reliability and validity (Howthorne and Glen, 2011:39). An example of such situation would be an achievements test for content-based language learning in which, students are asked to display their understanding of the content through writing.

Weigle (2002: 80) states that the final point to be made with respect to the design stage of test development is that it is important to consider all aspects of test usefulness (reliability, construct validity, authenticity, instructiveness, impact, and practicality) from the very beginning of the test development process. In many

countries, the debate around assessment center on the two ways key ideas of reliability and validity (Hawthorne and Glenn, 2011: 39).

Brown (2004:4) states that the assessment is going on process that encompasses a much wider domain. The purposes for assessing may be to (a) diagnose students' present level of knowledge and skill, (b) monitor progress toward learning goals to help from the instructional program, and (c) provide data to judge the final level of students' learning.

Commonly, the assessment of students writing ability is done only based on the topic or material. The teacher is suggested to assess all part and skill entailed in writing, in this case descriptive paragraph. Barkaoui (2007:104) argues designing and implementing a writing assessment in an interactive process that should include considerations about scoring procedures from every beginning. In this study the researcher uses objective test to measure the achievement in writing descriptive paragraph. The researcher asks the students to write a descriptive paragraph based on the some questions that have been given.

Brown (2004:243) states that classroom evaluation of learning is best served through analytic scoring. In analytic scoring, script are rated on several aspect of writing or criteria rather that given a single score. Hyland (2003:229) states that analytic scoring procedures require reader to judge a text against a set of criteria seen as important to good writing. Analytic scoring based on a depth analysis aspect of writing such as focus or organization, elaboration or support, grammar, usage, and mechanics. Analytic scoring is usually based on a scale of 0-100 with each aspect receiving a portion of the total points. According to Oshima and Hogue (2007:196) states that the format of paragraph, punctuation and mechanics, content, organization, and grammar should scored as well.

2.1.4 Guided Question and Answer

Guided question and answer is a technique that the researcher used in this research. This technique is able to assist the students to explore their own ideas in writing a descriptive paragraph. Besides, guided questions enable the students' imagination in writing and also able to make the task more interesting. On the other

hand, it makes the students easy to imagine the object quite clearly; thus, they are able to write a good descriptive paragraph through guided questions.

Brown (2004:234) writes that a guided question and answer format in which the test administrator poses a series of question that essentially serve as an outline of the emergent written text. Guided writing texts, which may be as long as two or three paragraph maybe scored on either analytic or a holistic scale. Guided writing prompts like these are less likely to appear on a formal test and more likely to serve as a way to prompt initial draft of writing.

In guided question, the questions should be clear and understandable that could help the students imagine what sort of thing that might be appeared. Duigu (2002:7) states that understanding of the question means more than understanding the instructions or the words of the question. It means the students understand the meaning of the questions; moreover, they are able to answer the questions well. Furthermore, Richards and Renandya (2002:351) state that a few samples of questions can be given guidelines to the students. By questions, the students are easy to write something like they are guided by the tutorial.

According to Taylor (2009:35), by guided question and answer, the students' text will be the answer to a question. Answering a question means that the students must be prepared to make a decision, no matter which question words are used. On the other hand, when generating guiding questions, the teachers write several questions without paying too much attention to how perfectly they fulfill the criteria of being, nonjudgmental, open-ended; intrinsically interesting, and understandable. In addition, it is a very helpful technique that might help students generate their idea without resulting in slower while composing a descriptive paragraph. In addition, the question will guide or help the students to compose and arrange a paragraph easily.

In addition, Wolff (2007:54) states that if the students want to create something wonderful, it should be started with a question. It will stimulate their ideas and encourage their motivation in writing. Besides, Paul and Elder (2003:10) state that creating a good text is like building a house. The students need a foundation, and everything else must be built upon that foundation that is called the

question. It will enable their idea or imagination in writing a good text. In addition, there is the question that guides students arrange their sentences into a good paragraph.

According to Kane (2003:23), some people like to work through a subject systematically, uncovering topics by asking questions. If the writers write about something that is easily analyzed why one candidate should be elected, for instance, rather than some other and if they have already thought a good deal about the matter, the analytical, questioning approach is better. From questions, they will be able to deliver or compose their ideas on a piece of paper.

2.2 Empirical Review

The empirical review provides some information about the investigated before which had similar of the thesis title. The investigated of assessing writing has been done over long period and each study have different of result. Such as excellent achievement, good achievement, fair achievement, sufficient achievement and etc. the researcher found some similar study which is similar with the present study. It will be used to support this investigated.

The first study is done by Pramayanti (2012) entitled” Assessing Descriptive Paragraph Writing by Tenth Grade Students of SMAN 2 Kuta in Academic Year 2012/2013.” In general, the researcher found the result of the test shows the ability of writing descriptive paragraph of the tenth grade students SMAN 2 Kuta in academic year 2012/2013 was sufficient achievement.

The researcher had made the test well which was appropriate for the eighth grade students. It was as the references for the next investigation. However, in the investigation the researcher made different topic so the test had a varieties. So, the test was clear to catch what she or he should write and they more interesting. In addition, the rubric, especially in organization she should explained clearly what she want the subject write in identification, description, and conclusion. Therefore, she would be easily to analyze the test.

The second study is Maria (2013) which was entitled” Assessing Descriptive Paragraph Written by The Eighth Grade Students Of SMP Santo

Yoseph Denpasar in Academic Year 2013/2014.” In general, the researcher found the result of the test showed that the ability of writing descriptive paragraph of the eighth grade students of SMP Santo Yoseph Denpasar in academic year 2013/2014 was sufficient.

The researcher had made the test well which was appropriate for the eighth grade students. In the investigation the researcher made different topic so the test had a varieties. So the test was clear and they more interesting to written by the students. However, in made a rubric he should clearly explained what he would like to assessed. Therefore, it helped her easy to analyze the test.

