

**TEACHING WRITING DESCRIPTIVE TEXT BY USING GUIDED  
WRITING TECHNIQUE AT THE FIRST SEMESTER OF THE TENTH  
GRADE OF MA MATHLAUL ANWAR KECAPI PADANG CERMIN  
KABUPATEN PESAWARAN IN THE ACADEMIC YEAR OF  
2017 / 2018**

**(A Thesis)**

Submitted as a Partial Fulfillment of  
The Requirements for S1-Degree

**By**

**ALIATUL MUAWANAH**

**NPM. 1311040237**

Study Program : English Education

Advisor : Dr. M. Muhassin, M.Hum

Co-advisor : Nurul Puspita, M.Pd



**TARBIYAH AND TEACHER TRAINING FACULTY  
RADEN INTAN STATE ISLAMIC UNIVERSITY  
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## ABSTRACT

### TEACHING WRITING DESCRIPTIVE TEXT BY USING GUIDED WRITING TECHNIQUE AT THE FIRST SEMESTER OF THE TENTH GRADE OF MA MATHLAUL ANWAR KECAPI PADANG CERMIN KABUPATEN PESAWARAN IN THE ACADEMIC YEAR OF 2017/2018

By:

**Aliatul Muawanah**

Writing is one of important skill in English. Most of students (64%) got low score of writing descriptive text. The objectives of the research are to know and describe the process of teaching writing descriptive text by using guided writing technique at the first semester of the tenth grade of MA Mathlaul Anwar, to know and describe the teacher's problems in teaching writing descriptive text by using guided writing technique at the first semester of the tenth grade of MA Mathlaul Anwar, to know and describe the students' problems in learning writing descriptive text by using guided writing technique at the first semester of the tenth grade of MA Mathlaul Anwar Kecapi Padang Cermin Kabupaten Pesawaran in the academic year of 2017/2018.

In this research, the methodology of the research was descriptive qualitative method in collecting and analyzing the data. The researcher used purposive sampling to choose the participants. Then the researcher chose the English teacher and the students of tenth grade of MA Mathlaul Anwar as the participants of this research. In collecting the data, the researcher used triangulation technique. It consists of observation, interview, and questionnaire. To analyze the data, the researcher used three steps: data reduction, data display, concluding and verification of data.

The result showed that the process of teaching writing descriptive text by using guided writing technique at the first semester of MA Mathlaul Anwar consist of pre activity, main activity, and close activity. In this research, there were three points of the result. The first of all, the teacher had done guided writing technique yet still effective. There were many weakness during teaching and learning. The second, the teachers' problems in teaching writing descriptive text by using guided writing technique are the teacher difficult to handle the class because the students were very noisy and busy with their own activity. The third, the students' problems in learning writing descriptive text by using guided writing technique are the students had problems in developing their ideas, they had lack of vocabulary and the students often difficult in grammar. Besides, they did not have enough self confidence to make their own sentence.

**Keyword:** *Guided Writing Technique, Qualitative Descriptive Research, Teaching Descriptive Text Writing*



**KEMENTERIAN AGAMA**  
**UNIVERSITAS ISLAM NEGERI RADEN INTAN LAMPUNG**  
**FAKULTAS TARBİYAH DAN KEGURUAN**

Address : Jl. Let. Kol. H. Endro Suratmin Sukarame I Bandar Lampung Telp. (0721) 703260

**APPROVAL**

**Title** : **“TEACHING WRITING DESCRIPTIVE TEXT BY USING GUIDED WRITING TECHNIQUE AT THE FIRST SEMSTER OF THE TENTH GRADE OF MA MATHLAUL ANWAR KECAPI PADANG CERMIN KABUPATEN PESAWARAN IN THE ACADEMIC YEAR OF 2017/2018”**

**Student's Name** : **Aliatul Muawanah**  
**Student's Number** : **1311040237**  
**Study Program** : **English Education**  
**Faculty** : **Tarbiyah and Teacher Training**

**APPROVED**

To be tested and defended in the examination session  
At tarbiyah and teacher training faculty, The State Islamic University  
Raden Intan Lampung

**Advisor**

**Dr. M. Muhassin, M.Hum**  
**NIP.197708182008011012**

**Co-Advisor**

**Nurul Puspita, M.Pd**  
**NIP.198907172015032004**

**The Chairperson of**  
**English Education Department**

**Meisuri, M.Pd**  
**NIP.198005152003122004**



**KEMENTERIAN AGAMA  
UNIVERSITAS ISLAM NEGERI RADEN INTAN LAMPUNG  
FAKULTAS TARBIYAH DAN KEGURUAN**

Alamat : Jl. Letkol Endro Suratmin Sukarame Bandar Lampung Telp. (0721)703289

**ADMISSION**

**A thesis entitled: TEACHING WRITING DESCRIPTIVE TEXT BY USING GUIDED WRITING TECHNIQUE AT THE FIRST SEMESTER OF THE TENTH GRADE OF MA MATHLAUL ANWAR KECAPI PADANG CERMIN KABUPATEN PESAWARAN IN THE ACADEMIC YEAR OF 2017/2018, by ALIATUL MUAWANAH, NPM: 1311040237, Study Program: English Education has been tested and defended in the examination session on Wednesday, June 6<sup>th</sup>, 2018.**

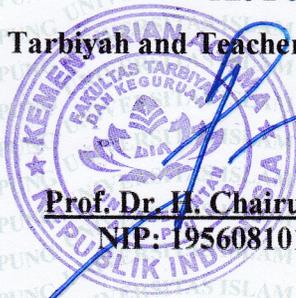
**Board of examiners:**

The Moderator : Meisuri, M.Pd  
The Secretary : Yulan Puspita Rini, M.A  
Primary Examiner : Rohmatillah, M.Pd  
The First Co-Examiner : Dr. M. Muhassin, M.Hum  
The Second Co-Examiner : Nurul Puspita, M.Pd

*(Handwritten signatures of the board members)*

**The Dean,**

**Tarbiyah and Teacher Training Faculty**



**Prof. Dr. H. Chairul Anwar, M.Pd**

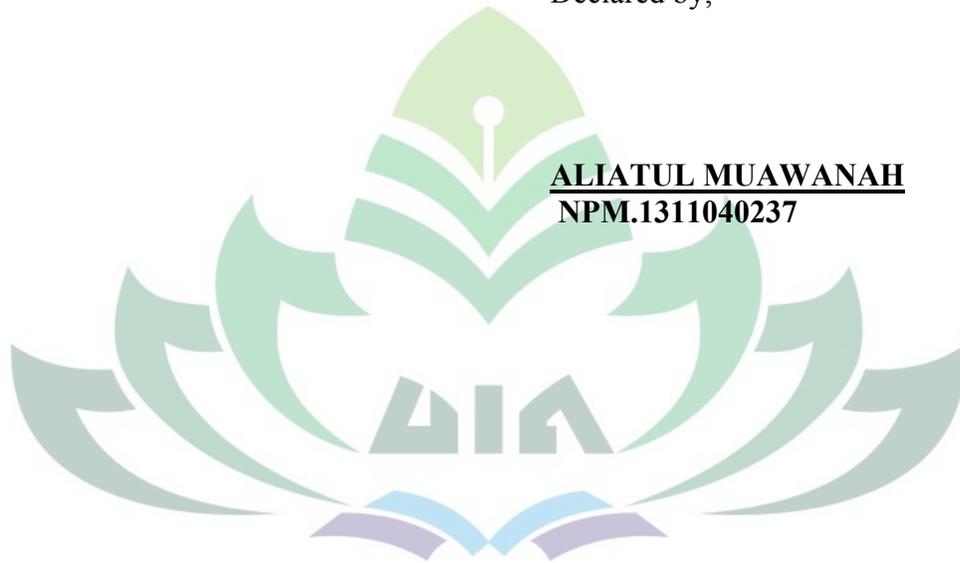
**NIP: 195608101987031001**

## **DECLARATION**

I hereby declare this thesis is completely my own work. I am fully aware that I have quoted some statements and ideas from various sources and those are properly acknowledged in the text.

Bandar Lampung, 06 June 2018  
Declared by,

**ALIATUL MUAWANAH**  
**NPM.1311040237**



## MOTTO

الَّذِي عَلَّمَ بِالْقَلَمِ ۖ عَلَّمَ الْإِنْسَانَ مَا لَمْ يَعْلَمْ

“He who taught (the use of) the pen. Taught man that which He know no”

(Al-Alaq: 4-5)<sup>1</sup>



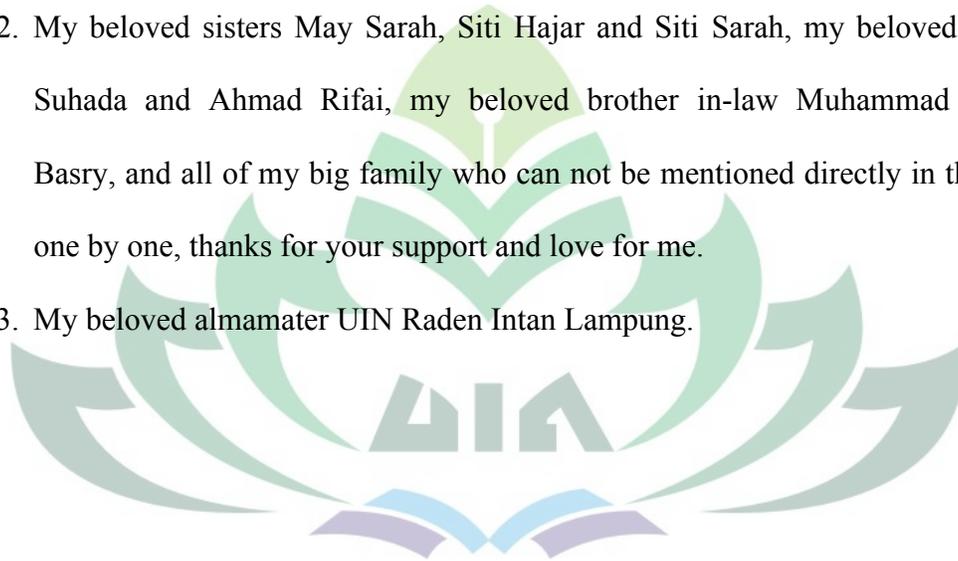
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<sup>1</sup> Abdullah Yusuf Ali, *The Meaning of The Holy Qur'an*, (Maryland: Amana Publications, 2001), P.1733

## DEDICATION

All praises be to Allah almighty for His abundant blessing to me, and then from my deep heart and great love, this thesis is proudly dedicated to:

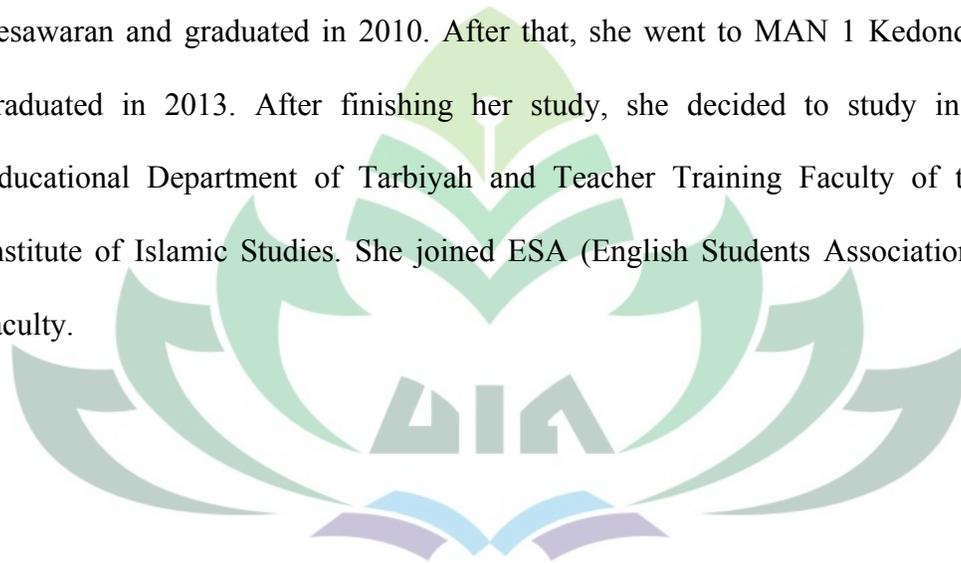
1. The greatest inspiration in my life is my beloved father Sholihin and my beloved mother Salmah, for their endless love, support, patience, and guidance. May Allah almighty give love and devotion back within his never ending.
2. My beloved sisters May Sarah, Siti Hajar and Siti Sarah, my beloved brothers Suhada and Ahmad Rifai, my beloved brother in-law Muhammad Hazman Basry, and all of my big family who can not be mentioned directly in this thesis one by one, thanks for your support and love for me.
3. My beloved almamater UIN Raden Intan Lampung.



## **CURRICULUM VITAE**

The researcher's name Aliatul Muawanah. She was born in Cimanuk on October 18 1994. She is the fourth child of Sholihin and Salmah. She has two brothers and three sisters. She lives on Cimanuk, Kecamatan Waylima, Kabupaten Pesawaran.

The researcher began her study in Elementary school at SDN 1 Cimanuk and graduated in 2007. She continued her study in junior high school at MTSN 1 Pesawaran and graduated in 2010. After that, she went to MAN 1 Kedondong and graduated in 2013. After finishing her study, she decided to study in English Educational Department of Tarbiyah and Teacher Training Faculty of the State Institute of Islamic Studies. She joined ESA (English Students Association) in her faculty.



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Alhamdulillah, thanks to Allah the almighty for the blessing, merciful and kindness. May *shalawat* and *salam* always be with prophet Muhammad who brings us from the darkness to the lightness. Due to him, this thesis entitled “Teaching Writing descriptive Text by Using Guided Writing Technique at the Tenth Grade of MA Mathlaul Anwar Kecapi Padang Cermin Kabupaten Pesawaran in the First Semester in the academic year of 2017/2018” is done as compulsory fulfillment of the requirement for S1-degree of English study program at Tarbiyah and Teacher Training Faculty, the University of Islamic Studies Raden Intan Lampung.

The researcher realized that she cannot complete this thesis without some help from the others. The researcher has obtained a lot of help from many people during writing this final project and it would be impossible to mention all of them. She wishes, however, to give her sincerest gratitude and appreciation to:

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8. My beloved brother and sister, Komaruzaman, S.Pd and EkaNurkholis, S.Pd who always care for my study and motivate me to succeed.
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Finally, the researcher is fully aware that there are a lot of weakness in this thesis. For this, the researcher truthfully welcomes criticism and suggestion from the readers to enhance the quality of the thesis.

Bandar Lampung, 06 June 2018  
The researcher,

**Aliatul Muawanah**  
**NPM.1311040237**

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## CHAPTER I INTRODUCTION

### A. Background of the Problem

Commonly, the people in the world need a language as a tool to communicate each other. The people can share their experience, feeling and knowledge with other people from different countries. Language is a core aspect that is used by people to do interaction. According to Gelderen Language is a fundamental human faculty used for creative expression, face-to-face communication, scientific inquiry, and many other purpose.<sup>1</sup> So, it can be said that language is a tool of communication to express what we thought. Language also makes us possible for giving and receiving some informations. As stated in verse 4 of surah Ibrahim that language is importance to deliver a message.

Al-Qur'an says in Q.S Ibrahim: 4

وَمَا أَرْسَلْنَا مِنْ رَّسُولٍ إِلَّا بِلِسَانٍ قَوْمِهِ لِيُبَيِّنَ لَهُمْ فَيُضِلُّ اللَّهُ مَنْ يَشَاءُ وَيَهْدِي  
مَنْ يَشَاءُ وَهُوَ الْعَزِيزُ الْحَكِيمُ ﴿٤﴾

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<sup>1</sup> Elly Van Gelderen, *A History of the English Language*, (Philadelphia: John Benjamins B. V, 2006), p.1

“We sent not a messenger except (to teach) in the language of his (own) people, in order to make (things) clear to them. Then Allah sanded whom He will stray, and guides whom he will. He is the mighty, the wise. (QS. Ibrahim: 4)”<sup>2</sup>

In surah above refers to importance of language is to deliver a message. Language has an important function in our life. It is because language is a tool to interact with other. If we talk to others, we automatically use a language that can be understood by them.

Based on all statements above, Language is needed to communicate among human beings. Language is used to express thought and feeling. Language is a tool of communication. People use it to interact one and another, socially or emotionally. It can help people to indicate someone's friendliness. As the result language is important aspect for human life.

English is one of the communicative skills be improved in this globalization era because it is very important.<sup>3</sup> It means that as the important of English one communication, it is not something difficult to see that the language is frequently use either to formal or informal places such us foreign companies, embassy office, tourism sector, and many other places.

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<sup>2</sup>Abdullah Yusuf Ali, *The Meaning of The Holy Qur'an*, (Maryland: Amana Publications, 2001), p. 604.

<sup>3</sup>Jeremy Harmer, *The Practice of English Language Teaching Third Edition Completely Revised and Uptodated*. (Harlow: Pearson Education Limited, 2002), P.49

Nowadays English as one of the international languages in the world that is used by almost all countries as a communication tool, such as a native speaker, a second language and a foreign language. For many years, English has been considered as an international language. Almost all the people from many different countries around the world use it to communicate. In the globalization era, English is really a foreign language for language learners in Indonesia and should be mastered to face the globalization era to make easy in doing communication.<sup>4</sup> Moreover, in technological development, English is also used in all aspect of life. So, English becomes important thing for us. English has been taught in Indonesia at Elementary school as one of the local compulsory subject.

Language has four skills, they are listening, speaking, reading and writing. In senior high school, writing is one of important to be learned. KTSP as the multi-tiered education curriculum recommends the introduction of twelve-types of text to develop senior high school students' English language which are narrative, procedural, descriptive, report, news item, analytical exposition, persuasive exposition, spoof, explanation, discussion and review<sup>5</sup>. The target competence in writing is to understand, comprehend, and produce those the twelve types of text. In this research, the writer focuses on writing descriptive text.

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<sup>4</sup> Ag, Bambang Setiyadi, *Op Cit*, P. 22

<sup>5</sup> Depdiknas, *Kurikulum 2006 Standar Kompetensi Mata Pelajaran.* ( Jakarta: Depdiknas, 2006)

One of the technique which presumably effective for teaching writing is guided writing. Guided writing is an instructional writing context chiefly teaching the writing procces trough modeling, support, and practice.<sup>6</sup> A guided writing is used for guiding a learner to write something. One of the possibilities for a guided writing is by giving the learners some questions before writing and guiding them until they finish doing their task. It means that guided writing is applied not only in pre-writing but also in the rest of teaching learning process, so by answering the question the students can express their ideas easily.

Guided writing is very helpful technique to decrease students' difficulties in writing, especially in writing descriptive text. Firstly, teacher will guide how to write paragraph, then the session will be follow by sharing ideas among the students. As the result, students will not waste their time thinking topic themselves and will be able to learn from each other. So that their knowledge and imagination enriched. Moreover, it will give students chance to be active in learning process so that they will not be bored when studying.

Based on the preliminary research done in MA Mathlaul Anwar Kecapi Padang Cermin Kabupaten Pesawaran, it was found that teaching writing descriptive text by using guided writing technique was applied there. From the interview it was found that many students at tenth grade experienced difficulty in writing skill although the

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<sup>6</sup>Tyner, B, *Beginning Reading Instruction and the Small-group Differentiated Reading Model*, In *Small-Group Reading Instruction*, (Newark DE: International Reading Association, 2004), P.16

teacher had used guided writing technique. Many students have problems in writing skill such as they found difficulty to express their idea and some of them did not know what they should write. Besides, they did not have enough self confidence to make their own sentence.<sup>7</sup>

Furthermore, the researcher asked the teacher about the criteria of the score in writing skill. Based on criteria of Brown, the writing score of the students is poor if the students get 45-67. Based on the data obtained by writing test from the students of the tenth grade at MA Mathlaul Anwar, as from 72 students of X grade only 26 students (36%) got score above criteria and 46 students (64%) got under criteria, and from 2 classes there, XA grade is the class that most got under criteria.<sup>8</sup>

Besides doing the interview with the teacher, the researcher also talked to some of the students.<sup>9</sup> They felt more difficult to learn English than other subject. The most difficult problem was to express their ideas and develop their ideas in the written form. Furthermore, the students faced that problems, in teaching learning process, teacher can use techniques to help students in developing their ideas.

Teaching learning process basically is a process in which teachers and students interacts each other. This process need students' active role. Furthermore, the teacher should use technique to make students enjoy and fun, and a good technique will

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<sup>7</sup>Yhudistira, SP.d, Interview (On January 25, 2017 At 10.00)

<sup>8</sup>*Ibid*, Interview, February 3, MTs Ma'arif Sukoharjo, 2017. (Unpublished)

<sup>9</sup>Yhudistira, S.Pd , *The Students at Tenth grade of MA Mathlaul Anwar Kecapi Padang CerminKabupatenPesawaran*

support learning English. There are some of techniques in teaching learning writing. One of them is guided writing technique.

Guided writing is very helpful technique to decrease students' difficulties in writing, especially in writing descriptive text. Firstly, teacher will guide how to write paragraph, then the session will be follow by sharing ideas among the students. As the result, students will not waste their time thinking topic themselves and will be able to learn from each other. So that, their knowledge and imagination will enriched. Moreover, it will give students chance to be active in learning process so that they will not be bored when studying.

Text is a unit which has the meaning in the context. According to siahaan, text is a meaningful linguistic unit in a context.<sup>10</sup> In addition, text is something in writing section which is coherent and appropriate for its context. There are kinds of texts, one of them is descriptive text. In order to see the teaching learning process by using guided writing technique, the researcher used descriptive text. According to Siahaan, descriptive text is a text containing two components this is identification and description by which a writer describes a person, or an animal, or a tree, or a house, or camping as the topic.<sup>11</sup> Identification is to identify phenomenon to be described and description is to describe parts, qualitative, and characteristic.

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<sup>10</sup>SanggamSiahaan, *GenericText Structure* (Pematangsiantar: Graha Ilmu,2007), p. 1

<sup>11</sup>Abraham Reyhan, Journal Vol 01 No 02 : *The Use of Guided Writing and Sequences of Pictures as Teaching Technique to Enhance the Ability of Writing Narative of students in "Different English Course"*, (Agustus 2012), P. 1-2

There are several previous studies that relevant to this research as follows: Reyhan discussed about The Use of Guided Writing and Sequences of Pictures as Teaching Technique to Enhance the Ability of Writing narrative of Students in “Different English Course”. Based on the result showed that the techniques of guided writing and sequences of pictures, made the students’ improvement in organization and language use. It could be concluded that sequences of pictures had its role to enhance organization and language use aspect; meanwhile, guided writing improve the language use. Secondly regarding to these to techniques, guided writing and sequences of pictures, the study obviously stated that students chose sequences of pictures as the techniques assisting them to compose narrative writing by providing plot and story so they could understand the various structure of narrative.<sup>12</sup>

Ningsih discussed about Guided Writing to Improve the Students’ Writing Ability of Junior High School Students. Based on the result it can be concluded that guided writing can overcome the problems in the teaching of writing found at MTs Almuna Samarinda. It was found that in preliminary study, there were 14 students (50%) who achieved minimum passing grade and there were 14 students (50%) of the students who did not pass the minimum passing grade, the highest score was 80 and the lowest score was 50. In cycle, there were 18 students (64%) who achieved minimum passing grade and there were 10 students (36%) of the students who did not pass the minimum passing grade, the highest score was 80 and the lowest score was 55. This cycle was not successful because it did not reach the criteria of success, 70. In cycle 2, there were 22 students (79%) who achieved minimum passing grade and there

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<sup>12</sup>*Ibid* P. 5

were 6 students (21%) of the students who did not pass the minimum passing grade, the highest score was 90 and the lowest score was 60. This cycle was successful because it reached the criteria of success.<sup>13</sup>

Purwaningsih discussed about the Implementation of Guided Writing. In Writing Family Description For Elementary Level of Nurses with Vocational Background in Bandung and Denpasar Regency. Based on the result, it can be concluded that guided writing plays a very important role in writing process and is beneficial for improving writing performance, especially in elementary writing activities. Guided writing is essential tool in providing an additional supported step toward independent writing. Through guided writing, participants are supported during the different stages of the writing process. The aim is to provide support that is going to help participants to improve their writing and to work with increasing independence. This has important implications for pedagogies. It can guide participants to write attitudes in terms of motivations, enjoyment and anxiety. Instructors who intend to enhance students' writing attitudes can use the findings as a guide to help them in writing activity.<sup>14</sup>

Based on the discussion in previous studies above, there are some differences and similarity, the differences are the purpose of the research and kind of text, the similarity like on technique. Therefore the researcher expects that guided writing technique can help the students' writing ability. So, the researcher will conduct a descriptive qualitative research entitled Teaching Writing Descriptive Text by Using Guided Writing Technique at the First Semester of the Tenth Grade of MA Mathlaul

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<sup>13</sup>Suma Ningsih, Mahakam University Journal Vol. 1 No. 2, *Guided Writing to Improve the Students' Writing Ability of Juinor High School Students*, (Widya Gama, 2016), P. 139

<sup>14</sup>Ni KomangPurwaningsih, *Op Cit*P. 41

Anwar Kecapi Padang Cermin Kabupaten Pesawaran in the Academic Year of 2017/2018.

### **B. Identification of the Problem**

Based on the background above, the researcher can identify the problems, as follows :

1. The students' descriptive text writing ability was still low.
2. The students find difficulties to develop and express their ideas in making descriptive text.

### **C. Limitation of the Problem**

The limitation of the problem is the process of teaching writing descriptive text by using guided writing technique and the problem of teacher and students in teaching writing descriptive text by using guided writing technique at the first semester of the tenth grade of MA Mathlaul Anwar Kecapi Padang Cermin Kabupaten Pesawaran in the academic year of 2017/2018.

### **D. Formulation of the Problem**

Based on the limitation above, researcher formulated the problem as follows :

1. How is the process of teaching writing descriptive text by using guided writing technique at MA Mathlaul Anwar Kecapi Padang Cermin Kabupaten Pesawaran in the first semester of tenth grade in the academic year of 2017/2018.
2. What are teachers' problem in the process of teaching writing descriptive text by using guided writing technique at MA Mathlaul Anwar Kecapi Padang Cermin

Kabupaten Pesawaran in the first semester of tenth grade in the academic year of 2017/2018.

3. What are students' problems in the process of learning writing descriptive text by using guided writing technique at MA Mathlaul Anwar Kecapi Padang Cermin Kabupaten Pesawaran in the first semester of tenth grade in the academic year of 2017/2018.

### **E. Objective of the Problem**

Based on the formulation above, the objectives of research are :

1. To know and describe the process of teaching writing descriptive text by using guided writing technique at MA Mathlaul Anwar Kecapi Padang Cermin Kabupaten Pesawaran in the first semester of tenth grade in the academic year of 2017/2018.
2. To know and describe teacher's problems in the process of teaching writing descriptive text by using guided writing technique at MA Mathlaul Anwar Kecapi Padang Cermin Kabupaten Pesawaran in the first semester of tenth grade in the academic year of 2017/2018.
3. To know and describe students' problem in the process of learning writing descriptive text by using guided writing technique at MA Mathlaul Anwar Kecapi Padang Cermin Kabupaten Pesawaran in the first semester of tenth grade in the academic year of 2017/2018.

## **F. Use of the Problem**

The uses of the research are as follows :

1. For the teacher:

This research was expected to give information to the English teacher about teaching writing descriptive text by using guided writing technique.

2. For the student:

This research was expected to be a source can motivate the students to improve their learning quality.

3. For the other researcher:

The result of this research was expected to be a source of information for further research in writing descriptive text.

4. For the school:

It was expected that this research can provide useful input in improving the quality of learning in the school.

## **G. Scope of the problem**

1. Subject of the research

The subjects of this research were the English teacher and the students at MA Mathlaul Anwar Kecapi Padang Cermin Kabupaten Pesawaran in academic year of 2017/2018.

## 2. Object of the research

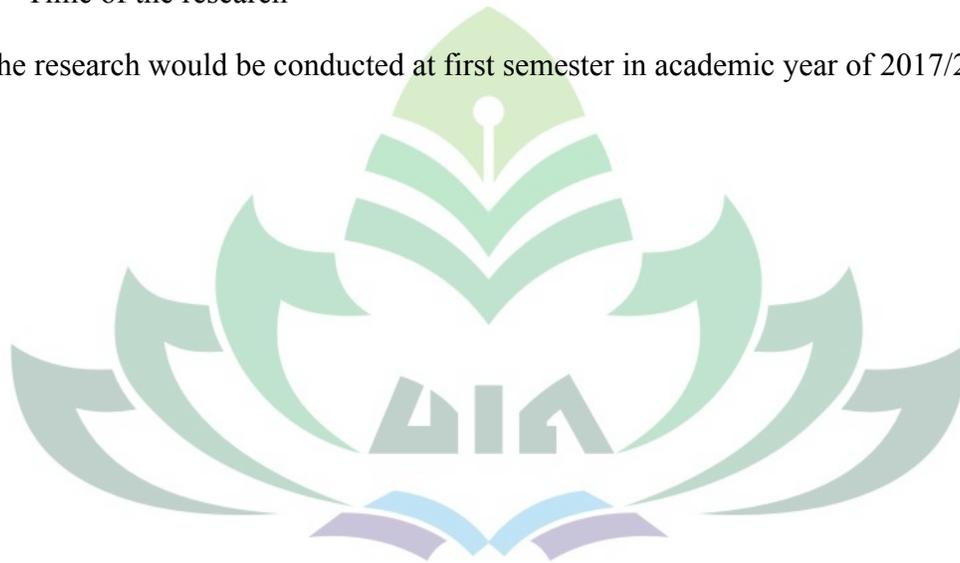
Object of the research was teaching writing descriptive text by using guided writing technique.

## 3. Place of the research

Place of the research would be conducted at MA Mathlul Anwar Kecapi Padang Cermin Kabupaten Pesawaran.

## 4. Time of the research

The research would be conducted at first semester in academic year of 2017/2018.



## CHAPTER II REVIEW OF LITERATURE

### A. Concept of Teaching English as a Foreign Language

Teaching is an action to transfer knowledge from the teacher to the students. The aim is so the students can understand the teacher's explanation. Teaching is systematic activity that have many components and all of them relate each others. For the reason, it is very important to have good management in teaching. It should be considered about teacher's skill, ability in managing the class and his or he professionalism so the teaching goal is achieved. Further teaching is guiding and facilitating learning, permit the learners to learn and setting the condition for the learning. Our understanding about teaching can determine our strategy, method, technique, approach, teaching style and philosophy of education.

Moreover, from the verse in Holy Qur'an said that in Al-baqarah verse 31 is very interesting to be discussed because in this verse there is a term "Transferring Knowledge" here the detailed verse and explanation about surah Al-baqarah verse 31.

وَعَلَّمَ آدَمَ الْأَسْمَاءَ كُلَّهَا ثُمَّ عَرَضَهُمْ عَلَى الْمَلَائِكَةِ فَقَالَ أَنْبِئُونِي بِأَسْمَاءِ هَٰؤُلَاءِ إِنْ

كُنْتُمْ صَادِقِينَ ﴿٣١﴾

Meaning:

And He taught Adam the name of all the things; then He placed them before the angels and said, “Tells the name of these, if you are right.” (QS. Al-Baqarah: 31)<sup>1</sup>

Based on that verse above, informs that human beings are given the potential of God to know the name or function and the characteristic of things, such as the function of fire, the function of the wind, and so on. Besides, humans are also granted the potential for language.

Harmer states that teaching means to give (someone) knowledge or instructor to train someone.<sup>2</sup> It means that teaching is activity that make someone has new knowledge which can make someone has ability to do something. According to Brown teaching is showing or helping someone to learn how to do something, giving instruction, guiding in the study of something, providing with knowledge cause to know and understand.<sup>3</sup> From the definition, it is clear that teaching is process of transferring knowledge from the teacher to students or giving knowledge to someone so that they have ability to do something.

English as a foreign language is generally taken to apply to students who are studying general English at schools and institutes in their own country or as transitory visitors

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<sup>1</sup> Abdullah Yusuf Ali, *The Meaning of The Holy Qur'an*, (Maryland: Amana Publications, 2001), p 24.

<sup>2</sup>Jeremy Harmer, *The Practice of English Language Teaching 3 Edition*, (Harlow: Longman, 2007), p.56

<sup>3</sup>H.D.Brown, *LocCit*

in a target language country.<sup>4</sup> Therefore, many students just use English for their communication in the school or institution. The teacher has to use effective way. So, the students use English in their daily communication.

In Indonesia, English is learned at school and people do not speak the language in the society.<sup>5</sup> Consequently, in Indonesia, many people think that English is difficult because they do not practice to use it in their daily life.

Based on the explanation above, the researcher concludes that teaching English as foreign language is an action to transfer English knowledge from the teacher to the students. Many students are not good in English because they just practice it in their school or institution. In this case, the teacher's ability in creating effective and good way in teaching English is very important to make the students more interested in learning English.

## **B. Concept of Writing**

### **1. Definition of Writing**

Harmer said that writing is frequently useful as preparation for some other activity, in particular when students write sentences as a preamble to discussion activities<sup>6</sup>.

Writing skill is specific abilities which help writer put their thought in to words in meaningful form and mentally interact with the message. It has purpose not only for

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<sup>4</sup>Jeremy Harmer, *How to Teach Writing*, (New York: Pearson Education Limited, 2004), P.39

<sup>5</sup>Ag. Bambang Setiyadi, *Teaching English as a Foreign Language*, (Yogyakarta: Graha Ilmu, 2006), P.22

<sup>6</sup>Jeremy Harmer, *How To Teach Writing*, (London: Longman Group, 2004), P. 33

media but also giving information. Everyday students do writing activity by using mobile phone to sending a message. It has purpose that giving information.

Oczkuz states that writing is a powerful instrument for students to use to express their thought, feelings, and judgements about what they have read, seen, or experienced.<sup>7</sup> It means that in expressing the ideas, a writer should explore their thought to make readers' interest in their writing. It makes the readers understand the messages clearly. At the end of the writing process, the writer will produce a product of writing. It will be as the form of an essay, a paper or a story.

Caroline states that writing is a combination and product. The process refers to the act of gathering ideas and working with them until they are presented in a manner that polished and comprehensible to readers<sup>8</sup>. It means that writing is an activity that produces something from mind become meaningful a text of the sentence. Make a good writing by arranged sequence sentence. Shortly, writing skills are specific abilities which help writer put their thoughts into words in a meaningful form and mentally interact with the message.

From the definitions above I can conclude that writing is a way to produce language that comes from our thought. The processes of making writing are from thinking and organizing, rethinking, and reorganizing. At the end of the writing process, Writing as

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<sup>7</sup>Lori D. Oczkuz, *A Guide to Effective Instruction in Writing Kindergarten to Grade*, (Ontario, 2005), P.1.3

<sup>8</sup>Caroline Linse et al, *Practical English Language Teaching: Young Learners*, (New York: McGraw Hill ESL/ELT, 2005), P. 98

a process to produce written product that will be used for readers. It will be as the form of an essay, a paper or a story.

The process of writing are thinking, drafting and revising the students can express their ideas by thinking, drafting and revising.

The process of writing as follows:

a. Planning (pre-writing)

Pre-writing is any activity in the classroom that encourages students to write. It stimulates thought for getting started. In the pre-writing step, the students get ideas to write about. Taking notes is one way to gather ideas. Another way to get ideas is called free-writing. then write whatever sentences come into your mind about the topic. Write horizontally across the paper as the students do when the students write a letter. In this study, the students try to order their ideas and arrange them according to their priorities. The students put the ideas into subsist based on the main idea and eliminated all the irrelevant ones.

b. Drafting (writing)

At the drafting stage, the students are focused on the fluency of writing and are not preoccupied with grammatical accuracy or the neatness of the draft. In this case, the students begin to write down their ideas based on composition the main ideas in pre-writing stage. The students can consult their ideas to the teachers and ask their help to arrange the sentence structures. Responding to students' writing by the teacher has a central role to play in the successful implementation of writing process.

c. Revising (re-drafting)

When the students revise, the students review their draft on the basis of the feedback given in the responding stage. Students reexamine what is written to see how effectively. The students have communicated their meanings to the reader. In this stage, the students are rewriting their draft after getting feedback from the teachers. Revising is not merely checking for language errors the students writing but it is done to improve global content and the organization of ideas so that the students' intent is made clearer. In this stage, the students improve their writing product based on the revision from the teacher.

d. Editing

Editing within process is meaningful because the students can see the connection between such an exercise and their own writing in that correction is not done for its own sake but as part of the process on making communication as clear and unambiguous as possible to a reader. However, the students do not always expect to know where and how to correct every errors. At this last stage, the students are engaged in their texts as the students prepare the final draft for evaluation by the teacher. The students edit their own for grammar, spelling, punctuation, diction, sentence structures and accuracy of supportive textual material such as quotations, examples, and the like. In this study, the students correct again their own writing after the teacher gives some critics for them (connection between sentence, grammar, diction, and so on) before the students' writing is given to the teacher for final evaluation.

#### e. Publishing

Students now make their writing presentable to the intended audience. They consider the visual layout of the text (e.g., margins, headings, graphics, and photographs) and its legibility. Once their writing has been published, it should be shared with their audience.<sup>9</sup>

Written products are the result of thinking, drafting, and revising, procedures that require specialized skills, that not every speaker develop naturally. The upshot of the compositional nature of writing produced writing pedagogy that focuses students on how to generate ideas, how to organize them coherently, use discourse markers and rhetorical conventions to put them cohesively into a written text, how to revise text for clearer meaning, how to edit text for appropriate grammar, and how to produce a final product.<sup>10</sup> In addition, the students should know the measurement in writing which concludes content, organization, vocabulary, grammatical, and mechanical.

Based on the description about the researcher concludes that writing is the ability to create words or idea of the writer by expressing their ideas, feeling, and though in other to transfer a message to the reader which requires some stages in writing.

## 2. Aspects of Writing

Writing is skill that complex to learn because it requires to the students to treat several aspects. They are content, organization, vocabulary, language use, and mechanic.

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<sup>9</sup>Lori D. Oczkuz, *Op Cit*P.1.11- 1.13

<sup>10</sup>Brown Douglas, *Teaching by Principles: An Interactive Approach to Language Pedagogy*, (New jersey: Longman, 2<sup>nd</sup> edition, 2000), P.335

According to Jacob et al, there are five aspects of writing. They are:

a. Content

Content refers to substance of writing, the experiences of the main idea (unity), i.e., groups of related statements that a writer presents as unit in developing a subject. Content paragraph do the work of conveying ideas rather than fulfilling special function of transition, restatement, and emphasis.

b. Organization

It refers to the logical organization of the content (coherence). It is scarcely more than an attempt to piece together all collection of facts and jumble ideas. Even in early drafts it may still be searching for order, trying to make out patterns in its material and working to bring the particulars of his subject in line with what is still only a half-formed notion of purpose.

c. Vocabulary

It refers to the selection of words those are suitable with the content. It begins with the assumption that the writer want to express the ideas as clearly and directly as he can. As a general rule, clarity should be his prime objective. Choosing words that express his meaning is precisely rather than skew it or blur it.

d. Language use

It refers to the use of the correct grammatical and syntactic pattern on separating, combining group ideas in words, phrases, clauses, and sentences to bring out logical relationships in paragraph writing.

#### e. Mechanic

It refers to the use graphic conventional of the language, i.e., the steps of arranging letters, word sentences, paragraphs by using knowledge of structure and some others related to one another.<sup>11</sup>

By seeing the statements above, it can be said that writing is varied and there are several aspects in writing that have to be paid attention in writing. I prefer to Jacob et all's opinion that aspects of writing are content, organization, vocabulary, language use, and mechanic. By considering those aspects, students can compose a perfect writing and understand able by the reader.

#### **C. Concept of Descriptive Text Writing**

Writing is the ways that we use to communicate with others by using language. It helps us to connect and share everything we want. Then, it makes the reader understand the purpose of writing, what we are going to inform or to say. In writing, there are several types of writing form, such as descriptive, narative, recount, etc. Therefore, this research focus on descriptive text.

According to pennington in Aris's thesis descriptive is a text describes a person place, or thing. A good descriptive text uses words that help readers see, hear, smell, feel

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<sup>11</sup>Jacobs, H.J. et al, *Testing ESL Composition: a practical approach*, (Rowley, MA: Newbury House, 1981), P.90

and taste the subject.<sup>12</sup> It means that descriptive text is to persuade the reader to see, hear, smell, feel and taste as the writer does. Kane state description is about sensory experience, but description also deals with other kinds of perception.<sup>13</sup> In description we can express what we feel, what we see or what we perpect, so the reader also could feel the same way as we do.

Siahaan state that description is written English text in which the writer describes an object.<sup>14</sup> In the text, the object can be a concrete or abstract object. It can be a person, or an animal, or a tree, or a house, or camping. It can be about any topic.pardiyono state s that to make descriptive text clear, the student implement the important part of descriptive besides the genre, they are:

1. Communicative Purpose; description is a type of written text, which has the specific function to give description about an object.
2. Rhetorical Structure
  - a. Identification; the statement includes object of the topic will be describing.
  - b. Description; The detail statement about the identification of object.
3. Grammatical Pattern

It often performs with present tense, but not all. So, the students must know well about it by using conjunction, punctuation, and capitalization properly.<sup>15</sup>

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<sup>12</sup>Aris Rahmasari, *implementation of Dictation Technique in Descriptive Paragraph writing of SMPN 1 Pagelaran Pringsewu* , (Bandar Lampung, IAIN Raden Intan Lampung Press unpublished,2011), p. 22

<sup>13</sup>Thomas S. Kane, *Essential Guide to Writing*, (New York: Oxford University Press, 2000),p. 22

<sup>14</sup>Sanggam Siahaan, *Generic Text Structure*, (Yogyakarta: Graha Ilmu, 2008), p. 89

<sup>15</sup>Pardiyono, *Teaching Genre Text Structure*, (Yogyakarta: Graha Ilmu, 2008),p. 89

## The Example of Descriptive Text

### My Cat



#### Identification :

I have a cat in my house, the cat is male. I like call him “Papay”.

#### Description :

He is an adorable cat, my cat is cute. His body is fat. He has black and white fur. I really love to cuddle him because his fur feels soft. Every morning my mother gives a fish, sometime he usually scratches out my arm when I play with him and sometimes he usually is very noisy. He is an active animal. He likes to run around the house. He likes to chase everyone in my house. When he feels tired or sleepy, he usually sleeps on the sofa in the living room or sometime under the table. “Papay” often goes out to find for food at night. And sometime he bring mouse on his mouth. Then he eats the mouse in the back of my house for himself.

From the explanation above, it can be concluded that a descriptive text is a written English text which describes the characteristics of something, it can be a person, a place, or a thing in such a way that a picture is formed in the readers’ mind.

## **D. Concept of Guided Writing**

### **1. Definition of Guided Writing**

A guided writing is used for guiding a learner to write something. One of the possibilities for a guided writing is by giving the learners some question before writing and guiding them until they finish doing their task. According to Oczkuz, guided writing is a technique that gives students the opportunity to review a recently taught writing skill in a small-group setting and then to apply the skill through independent writing.<sup>16</sup> It means that guided writing provides an important context for teachers' assessment and guidance of student writing to observe students during specific writing events and provide immediate instructional scaffolding for writing processes targeted to the needs of a specific group of students.

Guided writing is a technique that gives students the opportunity to review a recently taught writing skill in small-group or individuals setting and then to apply the skill through independent writing.<sup>17</sup> The students do the writing, but supported as needed by a teacher who provides instruction through mini-lessons and conference.

Tyner state that Guided Writing is an instructional writing context chiefly teaching the writing process through modeling, support, and practice.<sup>18</sup> Modelled writing requires teachers to demonstrate the steps of writing while in support students contributed their ideas. After these two activities have been done, teacher will guide students to make their own paragraph.

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<sup>16</sup>Lori D. Oczkuz, *A Guide to Effective Instruction in Writing Kindergarten to Grade*, P. 5.3

<sup>17</sup>Lori D. Oczkuz, *A Guded to Effective Instruction in Writing*, (Ontario, 2007), p. 53

<sup>18</sup>Tyner, B, *Beginning Reading Instruction and the Small-group Differentiated Reading Model, In Small-Group Reading Instruction*, (Newark DE: International Reading Association, 2004), P.16

Based on the explanation above, the writer concluded that guided writing is technique to provide material, through modeling, support and practice to help students write toward independent writing.

## **2. The Procedure of Teaching Writing Descriptive Text By Using Guided Writing Technique**

According to Tynner to achieve the purpose in writing process there are three steps modeling, support and practice.

### **a. Modeling**

- 1) The teacher explains what descriptive text is and also explains the parts that the students must write in a text.
- 2) The teacher chooses or has the students chosen by themselves the topic to about.
- 3) The teacher gives the students some question related the topic. The number of question depends on the topic what the students are going to write.
- 4) The teacher write an example of the descriptive text based on the question as the model for the student.

### **b. Support**

- 1) The teacher provides the topic what the students are going to write.
- 2) The teacher provides some question related to the topic.

### **c. Practice**

- 1) The teacher asks the students to write their own descriptive text.

- 2) The students begin to write a descriptive text by answering the question given.<sup>19</sup>

Guided writing is a step by step recipe for writing that includes planning, writing, editing, revising and publishing. Guided writing is an essential component of a balanced writing curriculum, providing an additional supported step towards independent writing. through guided writing, students are supported during the different stages of the writing process. Bonner in his book *step into writing* While the students are writing, the teacher moves around, give assistance and guidance as requiredalso gave explanation about several steps into writing by using questions. They are:

- 1) Think about your subject. (“subject” means any event, person, problem, project, idea, or issue. In other words, anything you might write about).
- 2) Answer the questions about your subject, start with the first question, and move right through the list.
- 3) List the answer (for a guidanceof your text you might write about).<sup>20</sup>

The researcher used steps from Reid. Those steps can be described as follows:

### **Pre-writing activity**

The teacher chooses the topic to write about. Here, the topic is about someone, the teacher chooses the topic “my friend”.

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<sup>19</sup>*Ibid*, P.16

<sup>20</sup>Margaret Bonner, *step into writing*, (New York: Addiso-Wesley Publishing Company, 2005), P.2-3

**First paragraph contains identification.** This step is presented by making the following questions:

**Jane is my best friend.**

- 1) Who is the person you want to describe?
- 2) What is his/her name?
- 3) How old is she/he?
- 4) Where does she/he live

**Second paragraph contains descriptions.** This step is presented by making the following questions:

- 1) Physical appearance (she is very beautiful)
  - a) How does she look like?

The next question given were developed by the teacher based on the students' answers. It may be about the face , body, or other physical appearance of the subject being described.

- 2) Personality traits (she is a diligent girl)
  - a) What does she look like to do?
  - b) What is her hobby?

**Writing activity**

- 1) The teacher ask the students to choose their friends to make a small group which each of group consist about four students.
- 2) The students begin to write a descriptive text by answering the question given.

- 3) While the students are writing, the teacher moves among them and gives assistance and guidance as required.

### **Re-writing activity**

This activity was intended to make the students evaluate and revise the mistakes in their writing.

- 1) The teacher monitors the students' activity.
- 2) The teacher identifies some mistakes that the students make while monitoring the students.
- 3) The teacher gives more explanation about the mistakes that the students make while writing their text and makes sure that the students have already understood.
- 4) The students revise their writing if they made mistakes.<sup>21</sup>

From the explanation above, the researcher concluded that there are several steps of guided writing. They are:

- 1) The teacher explains what descriptive text is and also explains the parts that the students must write in a text.
- 2) The teacher prepares the subject. ("subject" means any event, person, problem, project, idea, or issue. In other words, anything you might write about).
- 3) The teacher chooses or has the students chosen by themselves the topic.
- 4) The teacher asks the students to choose their friends to make a small group which each of group consists of four students.

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<sup>21</sup>Reid, J. M, *The Process of Composition Writing 2 Edition*, (New Jersey: Prentice Hall, 1994), P.34

- 5) The teacher gives the students some questions related the topic. The number of question depends on the topic what the students are going to write.
- 6) The teacher write an example of the descriptive text based on the question as the model for the student.
- 7) The students begin to write a descriptive text by answering the question given.
- 8) The students discuss with their group about the subject or anything they might
- 9) While the students are writing, the teacher moves among them, and gives assistance and guidance as required
- 10) The teacher monitors the students' activity.
- 11) The teacher identified some mistakes that the students make while monitoring the students.
- 12) The students revise their writing if they made mistakes.

### **3. The Advantages and Disadvantages of Teaching Descriptive Text Writing Using Guided Writing.**

The advantages and disadvantages of using guided writing are as technique in English teaching learning process. According to Louis there are some of advantages of using guided writing, they are as follows:

#### **a. Advantages of Using Guided Writing**

- 1) Teaching is tailored to spesific need of the programs.
- 2) Build confidence and encourages students to be active participants in writing conferences.<sup>22</sup>

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<sup>22</sup>Louis Meechan, Op.cit. p.7

In addition, According to Primary National Strategy, there are some benefits of guided writing:

- 1) Enables the teacher to tailor the teaching to the needs of the groups;
- 2) Facilitates the teaching and learning of individual children. Although guided writing is a group activity focused on the needs of the group, the teacher is able to observe and respond to the needs of individuals within the group;
- 3) Provides the teacher with the opportunity to extend and challenge more-able groups of children;
- 4) Encourages the children to be active participants in discussions about writing;
- 5) Builds confidence-the group are all grappling with the same issues;
- 6) Allows the teacher to give immediate feedback on success and the opportunity to discuss further areas for improvement.<sup>23</sup>

#### **b. Disadvantages of Using Guided Writing**

- 1) It needs a lot of time in the classroom before the students are asked to make a composition in descriptive text.
- 2) The teacher should make the guided writing and needs a good preparation.
- 3) Less of independent.<sup>24</sup>

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<sup>23</sup>Lori D. Oczkuz, *Op Cit*, P. 6

<sup>24</sup>Ibid. p.7

## **E. Problems in Teaching and Learning Descriptive Text Writing**

### **1. Teacher's Problem in Teaching Descriptive Text Writing**

Teaching or learning how to write successfully gets even more complicated and challenged for both language teachers and students. The teachers should be clear on what skills he/she is trying to develop. Then, the teacher needs to decide on which means (or type of exercise) can facilitate learning of the target area. Once the target skill areas and means of implementation are defined, the teacher can then proceed to focus on what topic can be employed to ensure students participation. However, many teachers agree that in the classroom, writing should get much attention as reading, speaking, and listening. According to Harmer, different from the other language skills, writing tends to be a well-formed and pre-organized one.<sup>25</sup> Furthermore, Brown argued that writing is a culturally specific and learned behavior. It means that writing skills are needed to be learnt (or taught) and depends on the cultural context of the learner.<sup>26</sup> For that reason, Many teachers consider writing becomes most difficult subject of language skill to be taught.

Reid's study found that one of the problems of teachers teaching writing is that the teacher himself has a problem with writing. Quoting Brookfield, Reid also stated that "the best teachers are probably those who have achieved their skill mastery,

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<sup>25</sup>Jeremy Harmer, *How to Teach English*, (London: Longman, 2002), p.45

<sup>26</sup>H. Douglas Brown, *Teaching by Principles: An Interactive Approach to Language Pedagogy (2<sup>nd</sup> Ed)*, (California: Pearson ESL, 2000), p.70

knowledge, and intellectual fluidity only after periods of struggle and anxiety”.<sup>27</sup> It means that writing teachers have to go through a long period of time, and have a considerable amount of experience, to finish their mastery of writing and teaching writing, and to perfect their techniques both in writing and in teaching

The previous study found that the difficulties faced by writing teachers may come from internal problems (the teachers themselves) and the external factors (the environment of the teaching).<sup>28</sup>

- a. The internal difficulties may stem from the teachers’ qualification (including their mastery of writing and their preferences to teach writing).
- b. The external factors may include:
  - 1) the problems posed by the government (school policy, curricula),
  - 2) the school (the lack of support and resources to allow a good teaching), the students (the lack of motivation and ability),
  - 3) the language gap (the difference between English language and Bahasa Indonesia that often confuse the students),
  - 4) And the society (the lack of support and understanding of how to help teachers improve the students’ ability).

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<sup>27</sup>Reid, E. S, *Teaching Writing Teachers Writing: Difficulty, Exploration, And Critical Reflection. College Composition and Communication*, 61(2), (2009), p.201

<sup>28</sup>Hasni Anisa, “*Teachers Difficulties In Teaching Writing Descriptive Texts*”. (Thesis English Education Program Universitas Pendidikan Indonesia, Bandung, 2013), p. 2

From the explanation above, it can be concluded that some of problems faced by teachers in the teaching writing are from internal and external factors difficulties. The internal factors are from the teachers' qualification (including their mastery of writing and their preferences to teach writing). The external factors include the problems posed by the government (school policy, curriculum), the school (the lack of support and resources to allow a good teaching), the students (the lack of motivation and ability), the language gap (the difference between English language and Bahasa Indonesia that often confuse the students), and the society (the lack of support and understanding of how to help teachers improve the students' ability).<sup>29</sup> All of those problems should be solved to make the teaching process successful in the class.

## **2. Students' Problems in Learning Descriptive Text Writing**

In learning a foreign language, writing plays an important role, it is one component that links the four language skills of speaking, listening, reading, and writing all together. It provides the vital organs and flesh to the language, students should acquire and adequate number of words and should know how to use them accurately in context.<sup>30</sup> However in the practice of learning writing in the class, there are some obstacles which often happen in the process of learning writing. According to Richard writing has certain characteristics which seem to make it difficult for students to get grips with. Students in ESL class especially, about the time when students write in

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<sup>29</sup>Reid, E. S, *Teaching Writing Teachers Writing: Difficulty, Exploration, And Critical Reflection. College Composition and Communication*, 61(2), (2009), p.201

<sup>30</sup>Jeremy Harmer, *Op Cit*,p.153

English, many for them feel worried and not confidence.<sup>31</sup> It means that, the students may experience difficulties in writing for a variety of reasons. In teaching writing where its position as a foreign and second language, when the learners begin to write in English, they will face some problems to write, some problems as follows:

a. The problem in developing the ideas

Some students wrote many main ideas in one paragraph. The idea of the paragraph was still ambiguous. Sometimes, it is also found that some paragraphs were written in one sentence only. The idea of the paragraph was still not clear.

b. The problem in organizing the ideas to write a descriptive text.

A paragraph needs more than a unified point, its need a reasonable organization or sequence. The students have to organize their ideas into a good paragraph. The students have to make their writing readable. To write a descriptive paragraph, the students can organize their ideas by identifying the topic and give the description about the topic.

c. The students found difficulties in grammar

Grammar difficulties will influence certain patterns of how words are put together to form the correct sentences. It will make the ideas do develop well.

d. Lack of vocabulary.

In students' process of write something, many problem could be found. Some students lack of vocabularies and they also have difficulties in developing their ideas related to

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<sup>31</sup>Jack C.Richard and Willy A.Renandya, *Methodology in Language Teaching*, (New York: Cambridge University Press, 2002), p.5

their topic. Some students were still in doubt with choosing the correct word while composing descriptive text. Lack of vocabularies made the students confused in developing their ideas, in this case the students have to choose correct words that they need.

e. Spelling, punctuation and capitalization

When the students made some mistakes in mechanic aspect. Spelling, punctuation and capitalization difficulties can also affect the meaning of the sentences in a paragraph and made the reader confused on the contiguity meaning of the sentences even of the paragraph.

Based on the explanation above, there are many students' problem in learning descriptive text writing faced by the students includes the problem in developing the ideas, the problem in organizing the ideas to write a descriptive text, the students found difficulties in grammar, lack of vocabulary, spelling, punctuation and capitalization.

Additionally, there are some problems faced by the students in learning writing such as:<sup>32</sup>

a. Capitalization Problem

The capitalization appears that source of this problem is neither from mother tongue nor from L2 interference. Using capital letters correctly is a writing norm which is required in all language. It is a pedagogical problem which can be handled

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<sup>32</sup>Yohana P.Msanjila, *Nordic Journal of African Studies Problems of Writing in Kiswahili: Case Study of Kigurunyembe and Morogoro Secondary Schools in Tanzania*, 2005, p.17-18

appropriately by professional teachers in schools. However the corpus reveals that many students use capital letters instead of small letters.

#### b. Punctuation Problem

Punctuation problem may also be the result of inadequate learning or poor teaching. The students use punctuation marks inappropriately. Their writing seems to indicate that these students do not understand how to use the punctuation marks correctly in conveying information accurately and effectively.

Example:

##### 1) Apostrophe for plurals

This mistake is particularly common among foreigners who are learning English as a second language. After all, you would expect native English speakers to know how to form plurals right. The apostrophe is used to form contractions (e.g., it's time to go) and to indicate possession (e.g., Mary's car is blue), but never to form plurals.

##### 2) The Comma Splice

When the comma is used to separate independent clauses, there must be a conjunction connecting them. If the conjunction is not there, we have a comma splice. You can fix this mistake by using a period instead of the comma or by adding a coordinating conjunction.

##### 3) Quotation Marks for Emphasis

Quotation marks are mainly used to quote speech, sentence or words. They can also be used to denote irony. They can not be used, however to add emphasis to a word or sentence. It is not rare to find advertisements or promotional flyers carrying this error.

If you want to add emphasis to a word, use the boldface type and not the quotation marks.

#### 4) Multiple Punctuation marks

Unless you want to sound like an overly emotional teenager writing on my space, you should limit yourself to one exclamation point, regardless of how excited you might be when writing that sentence. The same applies to question marks and to the ellipsis (which should have only three dots). Also, keep in mind that exclamation points are not used that frequently in business and formal writing. If your text is loaded with them, you probably should review it.

#### 5) Punctuation Outside the Quotation Marks

If you are writing in American English, other punctuation should go inside the quotation marks, even if it is not part of the quotation itself. British English, on the other hand, places punctuation that is not part of the quote sentence outside of the quotation marks.

#### 6) The Missing Comma After Introductory Elements

Sometimes you want to give an introduction or provide a background to a certain sentence. That is fine, but do not forget to place a comma after that introductory element. Notice that an introductory element can be a sentence or a single word.

#### c. Inexplicitness or Fuzziness

Writing features which are necessary in order to help the readers to understand the intended meaning were inadequately used.

For example, the relationships of elements within and across the sentences were not effectively explained.

d. Poor Organization or Illogical Sequence

Like the problem of inexplicitness, poor organization or illogical sequence may also be said to originate from poor teaching in schools. The problem could be reduced by effective teaching, the creation of a wider reading and writing habit and involvement in discussions and debates.

e. Spelling Problem

This problem can only be minimized but we cannot say with certainty that it can be completely eradicated. It appears that the problem of spelling in writing is a persistent problem which applies even to professional writers, journalists, and academics.

f. Grammatical Errors

The grammatical errors found in the corpus are what Richards calls intralingua and developmental errors. Intralingua errors are those problems which reflect the general characteristics of the rule learning, faulty generalization, incomplete application of rules and failure to learn conditions under which rules apply. Developmental errors, on the hand, illustrate that learner's attempt to try to build up hypotheses about the target language from his limited knowledge learnt in schools or naturally acquired.

Based on explanations above, the researcher concludes that the problems in learning writing faced by the students includes includes the problem in developing the ideas, the problem in organizing the ideas to write a descriptive text, the students found difficulties in grammar, lack of vocabulary, spelling, punctuation and capitalization, inexplicitness, poor organization or illogical sequence, spelling problem, and grammatical errors.

## CHAPTER III RESEARCH METHODOLOGY

### A. Research Design

In this research, the researcher use Descriptive qualitative research. Qualitative research is a research that produces descriptive data in the form of written words or oral from subject and its behavior that can be observed, therefore the goal of the research is an individual understanding and its background completely.<sup>1</sup> In other words, qualitative research serves the data in descriptive form. qualitative research is naturalistic research method because the research did on natural setting.<sup>2</sup> It means that in qualitative research, the researcher in doing research can not make own schedule because in conducting the research, the researcher as observer just following the schedule of the school.

By this qualitative research, the researcher focuses on teaching writing descriptive text by using guided writing technique at the first semester of tenth grade of MA Mathlaul Anwar Kecapi Padang Cermin Pesawaran. The problems faced by the teacher in teaching writing descriptive by using guided writing technique and the problems faced by the students' in learning writing by using guided writing technique. By this way, the researcher hopes that this research will reveal this matter clearly for the sake of English learning improvement in the classroom.

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<sup>1</sup>Bambang Setiyadi, *Metode Pnelitian untuk Penelitian Bahasa Asing*, ( Yogyakarta : Graha Ilmu 2006), p.219

<sup>2</sup>Sugiono, *Metode Penelitian Kuantitatif Kualitatif dan R&D*, (Bandung : Alfabeta, 2018), p.14

## B. Research Subject

In this research the researcher will use purposive sampling technique. According to arikunto, purposive sampling technique is sampling technique which is done because limited time and finding.<sup>3</sup> According to Sugiono, purposive sampling is a technique of determining the sample with certain consideration.<sup>4</sup> It means in this research, researcher chose the subject according to the need and purpose of the research.

Population is all of the research subject.<sup>5</sup> In this research the researcher choose tenth grade of MA Mathlaul Anwar Kecapi Padang Cermin Pesawaran. there are (48) students at the tenth grade, spread in 2 Classes. For more detail see the following table.

**Table 1**  
**Number of Students at The First Semester of Tenth Grade of MA Mathlaul Anwar Kecapi Padang Cermin Kabupaten Pesawaran in The Academic Year of 2017**

No	CLASSES	GENDER		TOTAL
		MALE	FEMALE	
1	Class A	6	17	23
2	Class B	16	9	25
	Total			48

*Source: MA Mathlaul Anwar Kecapi Padang Cermin Kabupaten Pesawaran in Academic Year 2016/2017.*

Furthermore, the researcher choose an English Teacher and one class as the sample.

For the teacher, the researcher choose the teacher of tenth grade who taught in sample

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<sup>3</sup>Suharsimi Arikunto, *Prosedur Penelitian Suatu Pendekatan Praktik*, (Yogyakarta : Rineka Cipta, 2002), p.127

<sup>4</sup>Sugiono, *Op Cit.*, P. 124

<sup>5</sup>Suharsimi Arikunto, *Prosedur Penelitian Kualitatif Suatu Pendekatan Praktik*, (Jakarta Rineka: Cipta, 2006), p.173

class. For the students, the researcher will ask X A class as the sample class. The number of students at X A class is 23 students. The reason of the researcher choose X A class, because this class got the lowest score in writing descriptive text. Besides, the highest percentage of students who did not pass the test is class X A in MA Mathlaul Anwar Kecapi Padang Cermin Kabupaten Pesawaran. The explanation above is based on the score which is given by English teacher at MA Mathlaul Anwar Kecapi Padang Cermin Kabupaten Pesawaran.

### **C. Data Collecting Technique**

In this research, there are some steps will be conduct with intention of gaining the data from the beginning until the end of the teaching learning process. Therefore, in this research, the researcher will be conduct the observation, questionnaire and interview to get of the data for this research. The steps are follows:

#### **1. Observation**

Observation is to explain the situation that is examine, the activities that take place, individuals who are involved in an activity and the relationship between the situations, events and individuals.<sup>6</sup> Observation is proper used in the research which related with teaching learning process, students' activity and in problems which may arise. In this research the researcher functions as observer to get the data, the researcher do not involve directly in the classroom activity. The researcher will made a note during teaching learning process.

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<sup>6</sup>Bambang Setiyadi, *Op.Cit.* p.239

## 2. Interview

Interview is a meeting of two persons to exchange information and idea through question and responses, resulting in communication and joint contraction of meaning about a particular topic.<sup>7</sup> Interviewing provide the researcher a mean to gain a deeper understanding of how the participant interpret a situation or phenomena that can be gained through observation. The interview will be used in collecting data from the teacher. The teacher will be ask about their opinions of the activity process including problems face in the used of guided writing technique.

## 3. Questionnaire

Questionnaire is a list of question used by researcher to get the data from the source directly through a process of communication or to ask question.<sup>8</sup> The researcher will distribute the questionnaire after the process of teaching writing using guided writing technique. The aim is to find out problems faced by students in learning writing using guided writing technique. According to Bambang Setyadi, “in the purpose of qualitative research is to develop new theories, researcher uses a measurement tool that can collect data in the form of speech and human behavior”.<sup>9</sup> Furthermore, in this research use close ended question and gave the questionnaire to the students.

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<sup>7</sup>Sugiono, *Op Cit*, P.317

<sup>8</sup>Sugiono, *Op Cit*, P.199

<sup>9</sup>Bambang Setiyadi, *Teaching English As Foreign Language*,(Yogyakarta: Graha Ilmu: 2006),

## D. Research Instrument

In collecting the data, the researcher use triangulation technique, it consist of observation, interview, and questionnaire. The description of those instruments is as follows:

### 1. Observation

Observation is the process of gathering open-ended, first hand information by observing people and places at a research sites. In this research used observation manual that the researcher would prepare it before. Observation manual observe the process of teaching writing by using guided writing. The aspect of teaching learning process are described as follows:

**Table 2**  
**Observation Guideline**

<b>Subject</b>	<b>Pointer (s)</b>
Pre-activity (Teacher)	<ol style="list-style-type: none"> <li>1. The teacher explains what descriptive text is and also explains the parts that the students must write in a text.</li> <li>2. The teacher prepare the subject. ("subject" means any event, person, problem, project, idea, or issue. In other words, anything you might write about).</li> </ol>
Main-activity (Teacher)	<ol style="list-style-type: none"> <li>3. The teacher chooses or has the students chosen by themselves the topic to about.</li> <li>4. The teacher gives the students some question related the topic. The number of question depends on the topic what the students are going to write.</li> <li>5. The teacher asks the students to choose their friends to make a small group which each of group consists about four students.</li> <li>6. The teacher write an example of the descriptive text based on the question as the model for the student.</li> <li>7. While the students are writing, the teacher moves among them, and gives assistance and guidance as required</li> <li>8. The teacher monitors the students' activity.</li> <li>9. The teacher identified some mistakes that the students make while monitoring the students.</li> </ol>

Main-activity (Students)	10. The students begin to write a descriptive text by answering the question given. 11. The students discuss with their group about the subject or anything they might write about. 12. The students revise their writing if they made mistakes.
Close-activity	Teacher closes the lesson.

## 2. Interview

The research used one to one type's interview, because this technique was conducted to get the data from the teacher about the teaching writing descriptive text by using guided writing. in addition, this interview is aimed to make sure about the result of the observation and to get more data related to this research. The topics of interview can be described as follows:

**Table 3**  
**Interview Guideline for the Teacher**

No	Component of Interview	Number of Time
1	To know the general process of English teaching learning activity.	6 items
2	To know the students' problem in learning writing descriptive text by using guided writing technique.	1 items
3	To know the teacher's problems in teaching writing by using guided writing technique.	3 items

## 3. Questionnaire

The researcher gave questionnaire to the students, in order to know the further opinions and to know the aspect that may influents the students learning process and to confirms the answer given by their teacher. The researcher use the questionnaire to get the detail information of students' problems in learning writing by using guided writing. the guideline of the questionnaire can be described as follows:

**Table 4**  
**Questionnaire Guideline**

No	Components of Questionnaire	Number of Time
1	To know the students' opinion about using guided writing technique.	4 items
2	To know the students' problems in learning writing by using guided writing technique.	6 items

### **E. Research Procedures.**

The procedure of research will use as follows:

1. The researcher will finds the population and the sample. The researcher will choose the school and the sample that will be conducted the research.
2. The researcher will come to the class with the teacher in order to make observation when teaching learning process are conducted.
3. After teaching and learning process finished by the teacher, the researcher will give the questionnaire to the students.
4. The researcher will Interview the teacher to know her opinion referring to the material and the activity.
5. Analyze the data and make the report.

### **F. Trustworthiness of the Data**

According to Setiyadi, "Basic principle of reliability is consistency, qualitative research is also always tried to keep the data collect remains consistens". as validity is a researcher will try to keep the data must be authentic, life overview of research subjects in an honest and balance.<sup>10</sup> The method commonly used to improve the

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<sup>10</sup>Bambang Setiyadi, *Op.Cit*, P. 30 – 31

reliability and validity in qualitative research is triangulation, triangulation as a merger of two or more methods in collecting the data. Usefulness of triangulation is to enrich the data and or make more accurate conclusion. According to Setiyadi, there are several kinds of triangulation as follows:

### **1. Time Triangulation**

- a. Cross-sectional triangulation is the data collection implemented in the same time to different groups.
- b. Longitudinal triangulation is the data collected from the same group at different times.

### **2. Place triangulation**

For more accurate data collection in order to be able to use different places for similar data.

### **3. Theory triangulation**

Researcher will collect data based on different theories.

### **4. Method triangulation**

Researcher use different methods for collecting similar data.

### **5. Researcher triangulation**

Collect data for the same or similar, can be done by several researchers.<sup>11</sup>

Based on the statement above, the researcher will use method triangulation because in this research, researcher will use different kind of method to collect the similar data. The uses of triangulation are to enrich the data and make more accurate

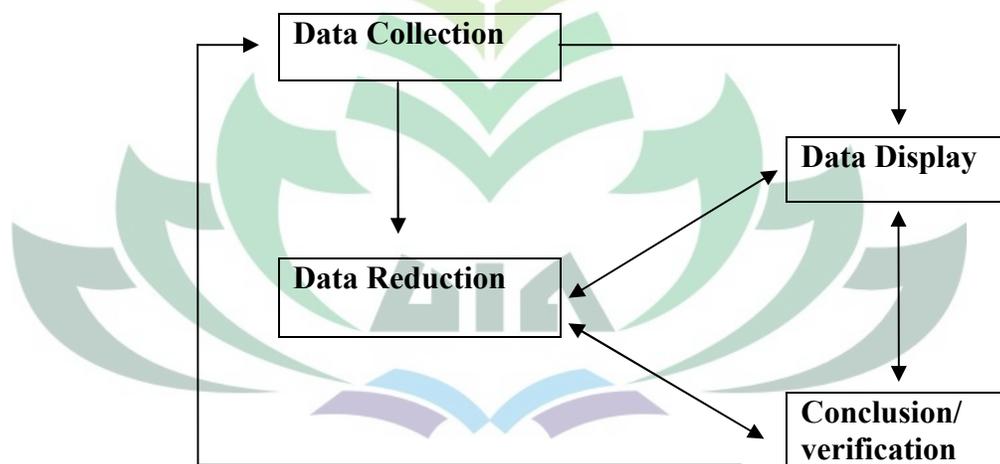
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<sup>11</sup>*Ibid*, P.31-32

conclusion. So in qualitative research the triangulation is important because if the researcher wants to get the conclusion, the researcher should have strong data.

### G. Data Analysis.

Data analysis is the process of organizing the data in order to obtain regularity of the pattern of form of the research. According to Miles and Huberman there are three major phases of data analysis: data reduction, data display, and conclusion drawing or verification.<sup>12</sup> This following figure illustrates the component of data analysis by Miles and Huberman:



**Figure 1 The Component of Data Analysis: Interactive Model**

The figure above shows the qualitative data analysis is a continuous, interactive enterprise. Issues of data reduction, of display, and of conclusion drawing/verification come into figure successively as analysis episodes follow each other. In the other hand two issues are always part of the ground. These are clear explanation about data analysis process of this research:

<sup>12</sup> Matthew B. Miles and A. Michael Huberman, *Qualitative Data Analysis* (Thousand Oaks : Sage Publications, 1994), p.12

## 1. Data Reduction

Data reduction refers to the process of selecting, focusing, simplifying, abstracting and transforming the data that appear in written up field notes or transcriptions. In data reduction the mass of data has to be organized and meaningfully reduced or reconfigured.<sup>13</sup> In this case, the researcher will select the data derived from observation on teaching and learning process, interview to the teacher and questionnaire to the students.

## 2. Data Display

Data display is second component or level in Miles and Huberman model of qualitative data analysis. A display can be an extended piece of text or a diagram, graph, chart, table or matrix that provides a new way of arranging thinking about the more textually embedded data. At the display stage, additional, higher order categories or themes may emerge from the data that go beyond those first discovered during the initial process of data reduction.<sup>14</sup> Some activities in analyzing the data that will be done by the researcher in data display are:

### a. Observing the teaching and learning process

In this step the researcher will observe the teaching and learning process by noting in the observation sheet to know how is the process of teaching writing descriptive text by using guided writing technique. By observing the class the researcher will know how is the process of teaching writing descriptive text by using guided writing technique.

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<sup>13</sup>*Ibid*, p.10

<sup>14</sup>*Ibid*, p.11

**b. Interviewing the teacher**

In this step, the researcher will interview the teacher to get information about what are the teacher's problems in teaching writing descriptive text by using guided writing technique . By interviewing the teacher the researcher will know what are the teacher's problems in teaching writing descriptive text by using guided writing technique.

**c. Giving questionnaire**

In this step, the researcher giving questionnaire to the students This step will be conducted to know what are the students' problem in writing descriptive text by using guided writing technique. From display the data, the researcher will get the conclusion in order to answer all about the research questions in this research.

**3. Conclusion Drawing/Verification**

The last step of analyzing the data is conclusion drawing/verification. Conclusion drawing involves stepping back to consider what the analyzed data mean and to assess their implication for the questions at hand. Verification is linked to conclusion drawing, entails revising the data as many times as necessary to cross-check or verifies these emergent conclusions. Verification refers to the process which is able to explain the answer of research questions and research objectives.<sup>15</sup> In this step, the researcher will draw the conclusion and verify the answer of research question that will be done in displaying the data by comparing the observation data, interview data, and questionnaire data.

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<sup>15</sup>*Ibid*, p.11

## **CHAPTER IV RESULT AND DISCUSSION**

In this chapter, the researcher explained about data analysis, discussion and research finding.

### **A. Data Analysis**

The research had been conducted at MA Mathlaul Anwar Kecapi Padang Cermin Kabupaten Pesawaran at the tenth grade from November 13 2017 up to Desember 21 2017. In this research, the researcher included date or planned schedule of works as follows:

1. On April 19 , the researcher met the headmaster got permission to do preliminary research at MA Mathlaul Anwar Kecapi Padang Cermin Kabupaten Pesawaran.
2. On April 20 , the researcher conducted the preliminary research at MA Mathlaul Anwar Kecapi Padang Cermin.
3. On November 13 , the researcher met the headmaster got permission to do research at MA Mathlaul Anwar Kecapi Padang Cermin Kabupaten Pesawaran.
4. On November 13 , the researcher met the English teachers to discuss the lesson plan and technique to be used and also ask about time schedule of English class.
5. On November 14 , the researcher conducted the observation in the class.
6. On November 20 , the researcher conducted the observation in the class and gave the questionnaire to the students in the class.

7. On November 20 , the researcher conducted the interview to the English teacher.

After collecting the data, the researcher analyzed the data which were collected from observation, interview, and questionnaire. According to Miles and Huberman, there are three major phrases of data analysis, they are: data reduction, data display, and conclusion drawing or verification.

### **1. Data Reduction**

Data reduction refers to the process of selecting, focusing, simplifying, abstracting and transforming the data that appear in written up field notes or transcriptions. In data reduction the mass of data has to be organized and meaningfully reduced or reconfigured.<sup>1</sup> In this case, the researcher selected data that using in this research there were three instruments used to collecting the data: observation, interview, and questionnaire.

#### **a. Whole Data**

In the whole data, the researcher provided all of the result of process in teaching writing descriptive text by using guided writing technique, teacher's problem and students' problem in teaching writing descriptive text by using guided writing technique based on the research collected by using observation, interview and questionnaire as instruments. The process of teaching writing descriptive text by using guided writing technique would be explained based on the research collected by using observation. In other hand, the teachers' problem in teaching writing

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<sup>1</sup> Matthew B. Miles and A. Michael Huberman, *Qualitative Data Analysis* (Sage Publications, Thousand Oaks, 1994), P.12

descriptive text by using guided writing technique would be explained based on the result of observation and interview. Moreover, the students' problem would be explained based on the result of observation and questionnaire.

### **1) The Process of Teaching Writing Descriptive Text by Using Guided Writing Technique**

The researcher employed an observation (see appendix 10-11). The observation was conducted to know the process of teaching writing descriptive text by using guided writing technique which was conducted in two meetings. Every meeting has the same activities and the same material, but different theme. In the first meeting, the teacher conducted pre-activity, main-activity and close activity. For the second meeting was the continuation from the first meeting.

The researcher observed the process of teaching writing descriptive text by using guided writing technique. The result of observation has been identified as described below.

In the first meeting the process of teaching writing descriptive text by using guided writing technique were as follows:

#### **a. Pre-activity**

The first meeting was held on November 20 2017 at 13.00 to 14.30 a.m, before teaching learning was done, teacher had prepared the materials, the class was opened with greeting that was responded by all students. Some of them responded loudly to show their enthusiasm and few of them responded calmly. After that the teacher

checked attendant list by calling the students one by one built good relationship with the students by giving motivation for the students before starting the lesson and built the students' knowledge about the lesson.

b. While Activity

The teacher explains what descriptive text is and also explains the parts that the students must write in a text. Before writing a descriptive text the teacher has to explain generic structure of descriptive text (identification, description) and the language features of descriptive text.

The teacher applied guided writing technique in teaching. In this while activity, the teacher prepare the subject ("subject means any event, person, problem, project, idea, or issue. In other words, anything you might write about. After prepare the subject the teacher chooses or has the students chosen by themselves the topic. The topic about my idol. The teacher gives the students some question related the topic. The questions are: what is your idol's name?, what is your idol look like?, what is your idol's hobby?, what is your idol's favorite singer?, what is your idol's activity?.Then, the teacher asks the students to choose their friends to make a small group which each of group consist of four person. Then, the teacher write an example of descriptive text based on the question as the model for the student. Then, the students begin to write a descriptive text by answering the question given. Then, the students discuss with their group about the subject or anything they might write. While the students are writing, the teacher moves among them, and give assistance and guidance as required. Then,

the teacher monitors the students' activity. Then, the teacher identified some mistakes that the students make while monitoring the students. After that, the students revise their writing if they made mistakes. The teacher gave time the students to finish.

### c. Post Activity

This activity was done at the end of the lesson which can be in the form of summarizing, evaluating, and following up activities. The teacher checked students' understanding about the lesson. Then, the teacher gave an assignment to the students. In this stage, the teacher guide the students to make conclusion about the material that they learn. Then, the teacher closed the lesson.

In the second meeting the process of teaching writing by using guided writing technique were as follows:

### a. Pre-activity

The second meeting was held on November 20 2017 at 13.00 to 14.30 a.m, the activities were not too different from the first session. In this research, the teacher tried to change in the teaching learning process to make the students more interest about the lesson. Firstly, the teacher greeted the students and checked the attendance list. The teacher reviewed the previous lesson.

### b. While-activity

In the while activity, the teacher reviewed and reminded about last material. The students continue made descriptive text using guided writing technique. But, in this meeting the teacher gave different theme. The teacher asked the students to mention

about the theme. They were enthusiasm to mention their theme. But, the teacher chose which one good theme. Same with the steps before, the teacher explained about what the students were needed to make descriptive text by using guided writing technique. The teacher guided the students to arrange sentence about part of guided writing. Then, the teacher gave the time for the students to completed text become descriptive text.

c. Post-activity

In the post activity, the teacher gave feedback to the students and point of some mistake. Then, the teacher closed the lesson.

**2) Teacher's Problem in Teaching Writing Descriptive Text by Using Guided Writing Technique**

Teacher's problem in teaching writing descriptive text by using guided writing technique was identified by using two instruments. They were observations and interview.

**a) Observation**

Based on the observation the researcher got some data to know teacher's problem in teaching writing descriptive text by using guided writing technique. The researcher observation checklist to know whether teacher applied all of the steps in teaching writing descriptive text by using guided writing technique based on the theory or not. Before the teacher begun the lesson, he has been prepared the material in the process of teaching the teacher did some parts of teaching. There are pre activity, main activity and close activity. In the main activity the teacher explained about descriptive

text and generic structure of descriptive text. The teacher explained about guided writing. he asked the students to make descriptive text and the teacher guided the students in making descriptive text. The teacher had applied the step of teaching descriptive text by using guided writing technique based on the theory. The teacher also corrected the students' mistakes in the process of learning. For all that, the teacher had some difficulties in teaching descriptive text by using guided writing technique. The teacher looked difficult to handle the class because of the students busy with their own activity, it made the class noisy.

#### **b) Interview**

To support the data of the observation the researcher used interview as instrument to know the teacher's problem in teaching writing descriptive text by using guided writing technique. The process of teaching writing descriptive text by using guided writing was running well although the situation of the class was little bit noisy. The teacher's difficulties in teaching descriptive text by using guided writing were the teacher had difficulties to calm and handle the students' activities, because some students were busy with their own activity and it made class noisy. The teacher had not variety when he explained the material. The students were not active and enthusiasm in process teaching writing descriptive text by using guided writing technique. And the last problems, the teacher had not used media when delivered the materials. The students were not interested and they busy with their own activity.

### **3) Students' Problems in Learning Writing Descriptive Text by Using Guided Writing Technique**

Students' problems in learning writing descriptive text by using guided writing technique was identified by using two instruments. There were observation and questionnaire.

#### **a) Observation**

By using observation the researcher acquired the data of students' problems in learning descriptive text by using guided writing technique.

The point of observation was students' problems that consisted of five points of observation that investigated the students' problems in learning writing of descriptive text. The first was about developing the ideas. Some students wrote many main ideas in one paragraph. The idea of the paragraph was still ambiguous. Sometimes, it is also found that some paragraphs were written in one sentence only. The idea of the paragraph was still not clear. The second was about organizing the ideas problem. A paragraph needs more than a unified point, its need a reasonable organization or sequence. The students have to organize their ideas into a good paragraph. The students have to make their writing readable. To write a descriptive paragraph, the students can organize their ideas by identifying the topic and give the description about the topic. The third was about Spelling, punctuation and capitalization. Some of the students had difficulties in arranging the relationship of elements within and across the sentence of descriptive text was not effectively explained. The students got

difficulty in making sequence of descriptive text. The fourth was about Lack of vocabulary. in students' process of write something, many problem could be found. Some students lack of vocabularies and they also have difficulties in developing their ideas related to their topic. Some students were still in doubt with choosing the correct word while composing descriptive text. Lack of vocabularies made the students confused in developing their ideas. In this case the students have to choose correct words that they need. The fifth was about grammar error. Some of students had difficulties in grammar. It means that the students still low grammar knowledge.

#### **b) Questionnaire**

The questionnaire consisted of ten questions (see appendix 3). The first until fourth questions were to know the students' opinions in learning English. The fifth until tenth questions were employed to know the students problems in learning writing descriptive text by using guided writing technique.

From the result of questionnaire, the researcher can conclude that the students' problems in learning writing descriptive text by using guided writing technique were they had difficulties in arranging descriptive text because they had limited vocabulary, poor organization, and grammatical error.

#### **b. Data Reduce**

In the data reduced, the researcher provided some data which was reduced. The data were process of teaching and learning writing descriptive text by using guided writing technique which can be identified by using observation check list.

### **1) Process of Teaching and Learning Writing Descriptive Text By Using Guided Writing Technique**

The observation was conducted to know the process of teaching and learning writing descriptive text by using guided writing technique which was conducted in two meetings. The researcher only observed the process of teaching and learning writing descriptive text by using guided writing technique, the students' and teacher's problems during teaching and learning writing descriptive text by using guided writing technique. The researcher reduced some parts of the result in observation to get the specific data which is necessary in the research. The teacher applied some steps, in the first and second meeting which consisted of pre-activity, main activity and close activity or closing.

Based on the first point component of observation sheet it was found that the teacher explains what descriptive text is and also explains the parts that the students must write in a text. Before writing a descriptive text the teacher has to explain generic structure of descriptive text (identification, description) and the language features of descriptive text.

In the second point, the teacher prepares the subject ("subject means any event, person, problem, project, idea, or issue. The teacher chooses or has the students chosen by themselves the topic. The teacher gives the students some question related to the topic. The teacher asks the students to choose their friends to make a small group which each of group consists of four persons. The teacher writes an example of

descriptive text based on the question as the model for the student. The students begin to write a descriptive text by answering the question given. The students discuss with their group about the subject or anything they might write.

After that, while the students are writing, the teacher moves among them, and give assistance and guidance as required. The teacher monitors the students' activity. The teacher identified some mistakes that the students make while monitoring the students. After that, the students revise their writing if they made mistakes. The teacher gave time the students to finish.

The last, the teacher checked students' understanding about the lesson. Then, the teacher gave an assignment to the students. The teacher guide the students to make conclusion about the material that they learn. Then, the teacher closed the lesson.

## **2) Teachers' Problem in Teaching Writing Descriptive Text By Using Guided Writing Technique**

Teacher's problem in teaching writing descriptive text by using guided writing technique was identified by using two instruments. They were observation and interview. Here is the data reduction of teacher's problem in teaching writing descriptive text by using guided writing technique based on the observation.

### **a. Observation**

Based on the observation the researcher got some data to know teacher's problem in teaching writing descriptive text by using guided writing technique. The researcher reduced some data which was not necessary in the research. The data reduced was about teacher giving motivation to the students.

**b. Interview**

To support the data of the observation, the researcher had employed an interview to the teacher to investigate the problems faced by teacher and the students during teaching and learning writing descriptive text by using guided writing technique.

There is not data reduced that the researcher asked to the teacher.

**3) Students' Problems in Learning Writing Descriptive Text By Using Guided Writing Technique**

Students' problems in learning writing descriptive text by using guided writing technique was identified by using two instruments. They were observation and questionnaire.

**a. Observation**

By using observation the researcher acquired the data of students' problem in learning writing descriptive text by using guided writing technique. The point of observation was students' problems that consisted of three points of observation that investigated the students' problems in learning descriptive text writing. Based on three points of observation, there is no data reduced about the students' observation sheet.

**b. Questionnaire**

The researcher also employed questionnaire to support the observation data. There is not data reduced that the researcher asked to the students by giving questionnaire.

## 2. Data Display

Data display is second component or level in Miles and Huberman model of qualitative data analysis display can be an extended piece of text or a diagram, graph, chart, table or matrix that provide a new way of arranging thinking about the more textually embedded data at the display stage, additional, higher order categories or themes may emerge from the data that go beyond those first discovered during the initial process of data reduction.<sup>2</sup> In this step, the researcher drew the table based on each instrument.

### a. Process of Teaching writing descriptive text by using guided writing technique

Based on the data showing in the data reduction, in this part the data were going to be identified and displayed for the two meetings.

#### 1) The first meeting

The observation consisted of three points. It was held to investigated whether the application of the twelve steps applied by the teacher or not. There were twelve steps in teaching writing descriptive text by using guided writing technique.

**Table 5**  
**The Application of the Observation Steps in First Meeting**

Subject	Pointer (s)	Checklist		Explanation
		Yes	No	
Pre-activity (Teacher)	1. The teacher explains what descriptive text is and also explains the parts that the	✓		This activity the teacher discuss about the definition of descriptive text and generic structure of descriptive text and also the

<sup>2</sup>Ibid, P.11

	students must write in a text.			teacher introduce some vocabularies and sentences descriptive text. After explained about descriptive text. The teacher gave explanation about guided writing technique.
	2. The teacher prepare the subject. (“subject” means any event, person, problem, project, idea, or issue. In other words, anything you might write about).	✓		This activity the teacher had prepared the material of descriptive text before taught for teaching and learning descriptive text by using guided writing technique.
Main-activity (Teacher)	3. The teacher chooses or has the students chosen by themselves the topic to about.	✓		This activity the teacher had prepared the topic and the students make descriptive text related the topic.
	4. The teacher gives the students some question related the topic. The number of question depends on the topic what the students are going to write.	✓		This activity the teacher gives the students some questions related the topic and the teacher explained one by one about the questions was given.
	5. The teacher asks the students to choose their friends to make a small group which each of group consists about four students.	✓		The teacher asks the students to make a small group, one group consist of four persons. The students choose their friends to make a group.
	6. The teacher write an example of the descriptive text based on the question as the model for the	✓		This activity the teacher gives the example of descriptive text based on the question.

	student.			
	7. While the students are writing, the teacher moves among them, and gives assistance and guidance as required		✓	This activity the teacher just monitors the students' activity in front of the class.
	8. The teacher monitors the students' activity.		✓	This activity the teacher monitors the students. The students ask the teacher when they found difficulty in writing activity.
	9. The teacher identified some mistakes that the students make while monitoring the students.		✓	This activity the teacher not identified the mistakes that the students made in writing descriptive text because limited of time.
Main-activity (Students)	10. The students begin to write a descriptive text by answering the question given.		✓	This activity the students work together with their group in making descriptive text.
	11. The students discuss with their group about the subject or anything they might write about.		✓	This activity the students and their group discuss about the topic and then the students develop their idea, arrange the sentences and make descriptive text.
	12. The students revise their writing if they made mistakes.		✓	This activity the students not correction their assignment. The students submit their activity immediately because time is out.
Close-activity	Teacher closes the lesson.		✓	This activity the teacher give homework to the students, then the teacher closed the lesson and asked the students to pray together.

The next point of the observation was teacher's problems that consisted of six points of observation that investigated the teacher's problems in teaching writing descriptive text. The first was about The teachers' qualification including their mastery of writing. In this case, The teacher was competent, because the teacher explain and write the materials very good. The second was about Their preferences to teach writing. There was no teaching media, the process of teaching and learning quite effective. The third was about the problems posed by the government (school policy, curriculum). The teacher was difficult to handle the class because the class situation that not effective. The fourth was about The school (the lack of support and resources to allow a good teaching), the students (the lack of motivation and ability). In this case, The teacher sometimes difficult to teach in the class because lack the tools to teach English subject. And sometimes the teacher forget to give the students motivation. The fifth was about The language gap (the difference between English language and Bahasa Indonesia that often confuse the students). The teacher was difficult to handle the students that confuse the language gap because time allocated.. The sixth was the society (the lack of support and understanding of how to help teachers improve the students' ability). The teacher sometimes had difficult to handling over crowded class.

The last point of observation was students' problems that consisted of five points of observation that investigated the students' problems in learning writing of descriptive text. The first was about developing the ideas. Some students wrote many main ideas

in one paragraph. The idea of the paragraph was still ambiguous. Sometimes, it is also found that some paragraphs were written in one sentence only. The idea of the paragraph was still not clear. The second was about organizing the ideas problem. A paragraph needs more than a unified point, its need a reasonable organization or sequence. The students have to organize their ideas into a good paragraph. The students have to make their writing readable. To write a descriptive paragraph, the students can organize their ideas by identifying the topic and give the description about the topic. The third was about Spelling, punctuation and capitalization. Some of the students had difficulties in arranging the relationship of elements within and across the sentence of descriptive text was not effectively explained. The students got difficulty in making sequence of descriptive text. The fourth was about Lack of vocabulary. In students' process of write something, many problem could be found. Some students lack of vocabularies and they also have difficulties in developing their ideas related to their topic. Some students were still in doubt with choosing the correct word while composing descriptive text. Lack of vocabularies made the students confused in developing their ideas, in this case the students have to choose correct words that they need. The fifth was about grammar error. Some of students had difficulties in grammar. It means that the students still low grammar knowledge.

## 2) The second meeting

The observation in the second meeting was same as the first meeting that consisted of three points. The first point the process of teaching and learning activity that

consisted of twelve of observation about application twelve steps. The explanation of the application of those twelve steps, can be seen in the table below:

**Table 6**  
**The Application of the Observation Steps in Second Meeting**

Subject	Pointer (s)	Checklist		Explanation
		Yes	No	
Pre-activity (Teacher)	1. The teacher explains what descriptive text is and also explains the parts that the students must write in a text.	✓		This activity the teacher discuss about the definition of descriptive text and generic structure of descriptive text and also the teacher introduce some vocabularies and sentences descriptive text. After explained about descriptive text. The teacher gave explanation about guided writing technique.
	2. The teacher prepare the subject. ("subject" means any event, person, problem, project, idea, or issue. In other words, anything you might write about).	✓		This activity the teacher had prepared the material of descriptive text before taught for teaching and learning descriptive text by using guided writing technique.
Main-activity (Teacher)	3. The teacher chooses or has the students chosen by themselves the topic to about.	✓		This activity the teacher had prepared the topic and the students make descriptive text related the topic.
	4. The teacher gives the students some question related the topic. The number of question depends on the topic what the students are going to write.	✓		This activity the teacher gives the students some questions related the topic and the teacher explained one by one about the questions was given.

	5. The teacher asks the students to choose their friends to make a small group which each of group consists about four students.	✓		The teacher asks the students to make a small group, one group consist of four persons. The students choose their friends to make a group.
	6. The teacher write an example of the descriptive text based on the question as the model for the student.	✓		This activity the teacher gives the example of descriptive text based on the question.
	7. While the students are writing, the teacher moves among them, and gives assistance and guidance as required	✓		This activity the teacher moves among them while the students are writing and the teacher gives assistance to the students.
	8. The teacher monitors the students' activity.	✓		This activity the teacher monitors the students. The students ask the teacher when they found difficulty in writing activity.
	9. The teacher identified some mistakes that the students make while monitoring the students.		✓	This activity the teacher not identified the mistakes that the students made in writing descriptive text because limited of time.
Main-activity (Students)	10. The students begin to write a descriptive text by answering the question given.	✓		This activity the students work together with their group in making descriptive text.
	11. The students discuss with their group about the subject or anything they might write about.	✓		This activity the students and their group discuss about the topic and then the students develop their idea, arrange the sentences and make descriptive text.

	12. The students revise their writing if they made mistakes.		✓	This activity the students not correction their assignment. The students submit their activity immediately because time is out.
Close-activity	Teacher closes the lesson.		✓	This activity the teacher give homework to the students, then the teacher closed the lesson and asked the students to pray together.

The next point of the observation was teacher's problems that consisted of six points of observation that investigated the teacher's problems in teaching writing descriptive text. The first was about The teachers' qualification including their mastery of writing. In this case, The teacher was competent, because the teacher explain and write the materials very good. The second was about Their preferences to teach writing. There was no teaching media, the process of teaching and learning quite effective. The third was about the problems posed by the government (school policy, curriculum). The teacher was difficult to handle the class because the class situation that not effective. The fourth was about The school (the lack of support and resources to allow a good teaching), the students (the lack of motivation and ability). In this case, The teacher sometimes difficult to teach in the class because lack the tools to teach English subject. And sometimes the teacher forget to give the students motivation. The fifth was about The language gap (the difference between English language and Bahasa Indonesia that often confuse the students). The teacher was difficult to handle the students that confuse the language gap because time allocated.

The sixth was The society (the lack of support and understanding of how to help teachers improve the students' ability). The teacher sometimes had difficulty to handling over crowded class.

The last point of observation was students' problems that consisted of five points of observation that investigated the students' problems in learning writing of descriptive text. The first was about developing the ideas. Some students wrote many main ideas in one paragraph. The idea of the paragraph was still ambiguous. Sometimes, it is also found that some paragraphs were written in one sentence only. The idea of the paragraph was still not clear. The second was about organizing the ideas problem. A paragraph needs more than a unified point, its need a reasonable organization or sequence. The students have to organize their ideas into a good paragraph. The students have to make their writing readable. To write a descriptive paragraph, the students can organize their ideas by identifying the topic and give the description about the topic. The third was about Spelling, punctuation and capitalization. Some of the students had difficulties in arranging the relationship of elements within and across the sentence of descriptive text was not effectively explained. The students got difficulty in making sequence of descriptive text. The fourth was about Lack of vocabulary. in students' process of write something, many problem could be found. Some students lack of vocabularies and they also have difficulties in developing their ideas related to their topic. Some students were still in doubt with choosing the correct word while composing descriptive text. Lack of vocabularies made the

students confused in developing their ideas, in this case the students have to choose correct words that they need. The fifth was about grammar error. Some of students had difficulties in grammar. It means that the students still low grammar knowledge. By considering the data gained from observation strengthen by the interview, it could be concluded that the process of teaching and learning descriptive text by using guided writing technique at MA Mathloul Anwar from first meeting until second meeting was done. Some of steps in teaching descriptive text by using guided writing technique had been applied based on theory, moreover the teacher gave innovation in procedure of technique based on her own. The teacher's purpose to make innovation in order to make the students more enthusiastic and active in teaching and learning process. The procedures of technique had been innovated, but, the students still could not adapted with the technique. The students' descriptive text writing did not improve significantly.

Based on the observation of process teaching and learning descriptive text by using guided writing technique, it can be concluded that the using guided writing technique in teaching and learning writing descriptive text was easy to implementation by teacher's. but, the students' condition did not support to use this technique in teaching and learning process because the students had difficulties in arranging the text, grammatical error, and had lack of vocabulary. They had translated word by word. The students still look confused and were not active in the process of teaching and learning writing descriptive text by using guided writing technique. Besides the

problems that was faced by the students, there were problems which was faced by the teacher that appeared in teaching and learning were the teacher could not control the class well, because some of the students were busy with their own activity like chatting. It made the class became noisy. The teacher had not variety when she explained the material. The students' were not active and enthusiasm in process teaching and learning writing descriptive text by using guided writing technique. And the last problems, the teacher had not used media when delivered the materials. The students' were not interested and they busy with their own activity.

**b. The Teacher's Problems During Teaching Writing Descriptive Text By Using Guided Writing Technique**

To support data of observation, the researcher employed an interview. The interview was given to English teacher. The interview was indented to find out the teacher's opinions about the activity in teaching and learning process, the teacher and students' problems in teaching and learning writing descriptive text by using guided writing technique.

Based on result of interview, the teacher believed that guided writing technique was a good technique for teaching writing. But, in interview activity the teacher expressed that there were many problems in teaching and learning writing descriptive text by using guided writing technique. There were ten questions that the researcher asked to the teacher about teaching and learning process and problems faced by teacher and students as follows.<sup>3</sup>

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<sup>3</sup>Interview to teacher, Mr. Yhudistira, S.Pd, on Monday, November Padang Cermin.

**Table 7**  
**The Questions-Answers of Interview**

No	Questions	Answers	Note
1	Do you motivate the students before opening the class?	Yes, I gave motivation to the students by giving words that make the students motivated.	Based on interview, the teacher has done giving the students motivation and evaluation, so that the students are more enthusiasm to learn.
2	How do you evaluate the students?	I evaluated my students by giving a task and homework. So, I could show the students, progress.	The teacher said that he gave homework for the students to evaluate them.
3	You have used guided writing technique. Is guided writing technique can improve the students' descriptive text writing?	Yes I have used it to improve the students descriptive text writing ability. But along I used it in my teaching process, it is not really effective to improve the students descriptive text writing ability.	Based on interview, guided writing technique that used the teacher in teaching process not really effective.
4	How do you get the material to teaching writing?	I got it from the syllabus and internet to support it.	The teacher said that he got the material from some sources, it means that the teacher could select the material well.
5	Do you have some techniques to teach descriptive text writing by using guided writing technique?	Not really, I just used guided writing technique.	The teacher said he just used guided writing technique in process teaching learning writing descriptive text.
6	Do you always used the suitable technique in teaching and learning process?	Yes, I always use the different technique in teaching and learning process. The technique that used based on the material.	The teacher said that he always used the suitable technique based on material.

7	What the difficulties that faced students in learning writing by using guided writing technique?	I thought that the students got difficulties in arranging the text, grammar error and they had not able expand their idea when made the text. They could not translate the words and also they had lack of vocabulary.	The teacher said that there are some problems that faced by the students in learning writing of descriptive text based on his point of view, they were the students got difficulties in arrange the text, expand their idea, and also they had lack of vocabulary.
8	What are the problems that you faced in teaching writing descriptive text by using guided writing technique?	the using of guided writing is specific and easy to use. However, I can not handle the class because the class is over-crowded. Sometimes, it made my voice can not be heard by students. But in general, this technique is great for learning descriptive text writing.	The teacher said the only problem in this matter was the over-crowded class, so it made the teacher' voice can not be heard by students. However, guided writing was appropriate for students in learning descriptive text.
9	Can you control the class well?	controlling the class' activity because some of the students were busy with their activity like chatting and it made the class noisy.	The teacher said that he got difficulty to control the class well and it was made the class become noisy.
10	From those twelve steps in guided writing, which one the step that most difficult for you?	I thought that there was no step that difficult for me to implement it.	The teacher said that he could implement all steps in teaching writing descriptive text by using guided writing technique. But the teacher difficult to manage the time because limited of time.

From the explanation on the table above, there were three points of interview. The first point of interview was to know the general process of English teaching learning activity that consisted of six questions. The second point of interview intended To know the students' problem in learning writing descriptive text by using guided writing technique that consisted of one question. The third point of interview was intended To know the teacher's problems in teaching writing by using guided writing technique that consisted of three questions.

By considering the data gained from interview strengthen by the observation, it was showed that actually guided writing technique is a good technique to be applied in teaching writing for senior high school, but in fact from condition of students, they were still confuse to make a text especially descriptive text. Because, the students there had difficulties in arrange the text, expand their idea, grammatical error and also they had lack of vocabulary. So, the teacher faced some difficulties in teaching and learning process. Based on result of interview, the researcher concluded that the problems that faced by the teacher in teaching writing descriptive text by using guided writing technique as follows:

- 1) The teacher got difficulty to handle the students' activities, because some students were busy with their own activity like chatting and it made the class noisy. So, he could not control the class well.

- 2) The teacher had not variety when he explained the material. So, the students were not active and enthusiasm in process teaching and learning writing descriptive text by using guided writing technique.
- 3) And the last problem, the teacher had not used media when delivered the materials. So, the students were not interested and they busy with their own activity.

Those three problems faced by the teacher were also started by Hasni was appropriate with the real condition. Moreover, an English teacher has to build students' motivation. It can be concluded that the teacher's problem based on The previous study found that the difficulties faced by writing teachers may come from internal problems (the teachers themselves) and the external factors (the environment of the teaching).<sup>4</sup>

### **c. Questionnaire**

Based on the questionnaire filled by the students, the researcher could describe that the students response was varied (see appendix 3). However the researcher found that the students had some problems in learning writing descriptive text by using guided writing technique of MA Mathlaul Anwar Kecapi Padang Cermin Kabupaten Pesawaran. It is looked from the data as follow:

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<sup>4</sup>HasniAnisa, "*Teachers Difficulties In Teaching Writing Descriptive Texts*". (Thesis English Education Program Universitas Pendidikan Indonesia, Bandung, 2013), p. 2

The first point of questionnaire was to know the students' opinion about using guided writing technique consisted of four questions. Here are the students' answers:

**Table 8**  
**Result of Questionnaire no 1-4**

No	Questionnaire	Respond	Total of the students
1	Do you like English lesson	Yes	18
		No	5
2	Your teacher had used guided writing technique. Is guided writing technique can help the students in learning descriptive text	Yes	15
		No	8
3	Is guided writing technique effective to learn descriptive text	Yes	10
		No	13
4	Do you find difficulty to learn descriptive text by using guided writing technique	Yes	10
		No	13

From the table above it shows that most of the students thought that descriptive text by using guided writing technique as difficult subject.

The second point of questionnaire was to know the students' problems in learning writing by using guided writing technique consisted of six points. Here was the students' answer:

**Table 9**  
**Result of Questionnaire no 5-10**

No	Questionnaire	Respond	Total of the students
5	Is guided writing technique can help you to use vocabulary in writing descriptive text	Yes	20
		No	3
6	Is guided writing technique can help you to arrange the sentence in writing descriptive text	Yes	9
		No	14
7	Is guided writing technique can help you to develop your idea in writing descriptive text	Yes	12
		No	11

<b>8</b>	Is guided writing technique can help you to use capitalization in writing descriptive text	Yes	7
		No	16
<b>9</b>	Is guided writing technique can help you to use punctuation in writing descriptive text	Yes	20
		No	3
<b>10</b>	Is guided writing technique can help you to use grammar in writing descriptive text	Yes	18
		No	5

From the table above, it shows most of the students answered (yes) for all the questions. based on the data showing in data reduction, this part of the data were going to be identified and displayed the result of students' problems in learning writing descriptive text by using guided writing technique. Questionnaire was conducted to support the observation data. Based on the data of observation and questionnaire, the data displayed as follows:

Based on the data questionnaire field by the students, could be described that the students had problems in learning writing descriptive text by using guided writing technique. They are as follows:

- 1) The students still had mistakes in grammar when they were made descriptive text.
- 2) The students' difficulty in choose the word and confuse to implementing guided writing in made descriptive text.
- 3) The students difficulty to organization their idea.
- 4) The students lack of vocabulary.

### **3. Conclusion Drawing/ Verification**

The discussion in findings were divided into three parts: the process of teaching and learning writing descriptive text by using guided writing technique, the teacher's problems in teaching writing descriptive text by using guided writing technique, and students' problems in learning writing descriptive text by using guided writing technique.

#### **a. Process of Teaching and Learning Writing Descriptive Text By Using Guided Writing Technique**

Teaching and learning was done on two meetings in class XA. The material was descriptive text with the theme my idol and my pet. The teacher employed observation checklist, interview and documentation to know the process during teaching and learning writing descriptive text by implementing guided writing technique. According the theory, there were twelve steps in teaching writing descriptive text by using guided writing technique. The researcher noted that some step was done by the teacher based on the theory. In the first meeting and second meeting the teacher run the steps.

#### **b. Teacher's Problems in Teaching Writing Descriptive Text By Using Guided Writing Technique**

Based on the result of interview and observation, it can be concluded that the problems faced by the teacher in teaching writing especially descriptive text by using guided writing technique they are: The teacher gave the students knowledge from her ability so that's make teaching and learning process not monotonous, although the

teacher still difficulties to control students' noisy. The teacher had the difficulties where there are some students' difficulty to make a good descriptive text to organize the students idea. the teacher found the students still low in grammar. The teacher always make brainstorming to the students to collect their ideas. The teacher think that good for the students although sometimes the class not run well. the teacher difficulty to control the class well and it was made the class become noisy. And sometimes the students lazy and not understand how peer and to give the feedback. The teacher still difficult when teaching writing by using guided writing because some of students still confused and hard to focus in descriptive text so that not make improve the students ability.

### **c. Students' Problems in Learning Writing Descriptive Text By Using Guided Writing Technique**

Based on review of related to literature, there were some problems faced by the students. The problems were the difficulties that faced by the students in learning writing of descriptive text based on her point of view, they were the students got difficulties in arrange the text, expand their idea. the students still low in vocabulary, because when the students used the dictionary they were although confused. The students had some problem in learning writing descriptive text, they were: hard in organize the idea, composing the sentence.

## **B. Discussion of Finding**

In this part, the researcher would like to discuss about the finding of the process teaching and learning writing descriptive text by using guided writing technique, the students' problem in learning writing descriptive text by using guided writing technique, the teacher's problem in teaching writing descriptive text by using guided writing technique produced by the participants of tenth grade students of MA Mathlaul Anwar in the first semester in the academic year 2017/2018 that had been observed.

### **1. Process of Teaching Writing Descriptive Text By Using Guided Writing Technique**

Teaching writing descriptive text by using guided writing technique could help the students in learning writing. In this research the teaching learning process by using guided writing technique was still less effective and not maximal. In this research the writer expected to see the teaching learning process and the problems in teaching learning writing descriptive text by using guided writing technique. Teaching learning process was done in two meeting, the classroom atmosphere in teaching and learning writing descriptive text by using guided writing technique are the students looked active in learning writing descriptive text by using guided writing technique, but some of them looked less respond in learning writing descriptive text by using guided writing technique. This research was conducted in three methods. They are observing the teacher, interviewing the teacher and giving questionnaire to the students. From the data gained through observation, the writer assumed that the

teaching learning process especially descriptive text by using guided writing technique was still less effective and not maximal, the teacher had some difficulties in teaching descriptive text by using guided writing technique. The teacher looked difficult to handle the class because of the students busy with their own activity, it made the class noisy. The result of the interview also showed that teacher had some problems in teaching writing descriptive text by using guided writing technique. The teacher believes that guided writing technique is a good technique for teaching writing descriptive text. On the continuous, in the teaching learning process by using guided writing technique was still less effective and not maximal. The result of questionnaire showed that students had some problems in learning writing descriptive text by using guided writing technique. The students had difficulties in arranging descriptive text because they had limited vocabulary, poor organization, and grammatical error.

From the data gained through observation, the researcher assumed that the teaching and learning process especially descriptive text writing by using guided writing technique was not well. Even more there were many obstacles faced by teacher and students that made the teaching learning process by using guided writing technique was still less effective and not maximal. It did not give the big influence for the teaching and learning process.

## **2. Teacher's Problem in Teaching Writing Descriptive Text By Using Guided Writing Technique**

Having conducted the research, the researcher found the teacher's problems during applying of guided writing technique in teaching writing at MA Mathloul Anwar. Based on the result of observation (see appendix 10) and interview report (see appendix 13), the researcher took some conclusion about teacher's problem in teaching writing descriptive text by using guided writing technique.

The teacher had difficulties if the students did not understand anything in the classroom. Based on data of observation, the researcher found that the teacher had difficulties if the students did not understand about the lesson using guided writing in the classroom. The teacher had difficulties building students' motivation, when teaching and learning process the teacher and students looked passive (see appendix 7, observation checklist). It was supported by Hasni that said one the problems of teaching writing is students lack ability and motivation.

Next problem was teacher can not control the students when they just end up chatting with their friends, the teacher had difficulties to control students' noisy when they were enjoyed chatting with their friends in the class, the teacher sometimes got difficult because the students' difficulty to organize their ideas, because not all the students were confident, lack of motivation in learning, and less interested in learning English, especially in writing (see appendix 10, observation). It was in line with Chandra, she said the problems in teaching writing are as follows: the students' lack

motivation and ability, language gap, when students work in pairs or groups they just end up chatting in their own language, and (the society) when all the students focus and some of the students speak together it gets too noisy and out of hand and lose control of the classroom.

In addition, the researcher found some problems of English teacher that the teacher difficult to handle the students when their organize the idea. The teacher had difficult to build students' motivation, because some of the students were passive, they looked did not interest in teaching learning process (see appendix 10, observation).

Based on the finding in the research above, it can be concluded that theory of Hasni was appropriate with the real condition. Moreover, an English teacher has to build students' motivation. It can be concluded that the teacher's problem based on The previous study found that the difficulties faced by writing teachers may come from internal problems (the teachers themselves) and the external factors (the environment of the teaching).<sup>5</sup>

### **3. Students' Problems in Learning Writing Descriptive Text by Using Guided Writing Technique**

The researcher employed observation, interview and questionnaire to know the students' problems in learning writing descriptive text by using guided writing technique. Having conducted the research, the researcher found the problems of

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<sup>5</sup>HasniAnisa, "*Teachers Difficulties In Teaching Writing Descriptive Texts*". (Thesis English Education Program Universitas Pendidikan Indonesia, Bandung, 2013), p. 2

students in learning writing descriptive text by using guided writing technique at MA Mathloul Anwar.

In addition, during the research found that the students had problems in developing the ideas, the students still confused and focus to think their ideas after that they must translate to English. On the other hand, students faced the problem organize idea, they still difficult to organize their ideas, because they lack confidence and fear wrong when write using a foreign language, they were had lack of vocabulary. The students often difficult in grammar, their no interest to learn tense, they think grammar it's a most scream lesson, they less mastering of vocabulary. The students' participation was low in the classroom, there were problems faced by the students in learning writing, they cannot understand when the teacher asked them to give feedback.

Based on the result of problems above, it can be inferred that the problems explained in the theory were happened to the students, even there were more problems that happened in the learning writing descriptive text by using guided writing technique, they were; the problem in developing the ideas, the problem in organizing the ideas to write a descriptive text, the students found difficulties in grammar, lack of vocabulary, it supported by Hasni. The researcher concluded that the English teacher still cannot do the steps of guided writing in teaching writing descriptive text well, even more there were weakness in several sides and there were many obstacles faced by the teacher and the students.

## **CHAPTER V CONCLUSION AND SUGGESTION**

### **A. Conclusion**

Having discussion the result of the research, it can be concluded that:

1. The process of teaching writing descriptive text by using guided writing technique was running well. It is good technique which can be implemented in teaching learning English especially in writing. Guided writing was not only easy to be implemented by teacher and students, but also it can increase the student's motivation, interest, and participation in teaching learning process. Moreover, the students also showed an improvement in their writing ability of English. But in fact, the students' still look confused and were not active in the teaching and learning process.
2. The teacher's problems in teaching writing descriptive text by using guided writing technique were difficulties to calm and control the class, the students quite be noisy and crowded. The teacher used the conventional teaching or technique during process of teaching learning in the class.
3. The students' problems in learning writing descriptive text by using guided writing technique were the students are lack vocabulary, poor organization, spelling, grammar error and students interest and motivation was low.

## **B. Suggestion**

Considering the result of the research, the researcher would like to give some suggestion as follows:

### **1. Suggestion for the Teacher**

- a. The teacher should monitor the students' activity well to decrease the crowded classroom.
- b. The teacher should prepare the teaching aid in order to implementation of technique running well and success.
- c. The teacher should provide a new variety of technique, especially in teaching learning process more interesting and attract the students in learning English.

### **2. Suggestion for the Students**

- a. The students should be more manage time to learn and practice their English especially in writing.
- b. The students should have more time to practice writing to think what will be written, do not felt shy and afraid of making mistake.
- c. The students should expand on vocabulary, organization and grammar that can be easily used in their writing activity.

*Appendix 1***REVIEW OF INTERVIEW FOR TEACHER**

**Day/ Date/ Time** : **Wednesday / On January 2017/10-12.30**  
**Interviewer** : **Aliatul Muawanah**  
**Informant** : **Yhudistira, S.Pd**  
**Location** : **MA Mathlaul Anwar**

1. Do you motivate the students before opening the class?
2. How do you evaluate the students?
3. You have used guided writing technique. Is guided writing technique can improve the students' descriptive text writing?
4. How do you get the material to teaching writing?
5. Do you have some techniques to teach descriptive text writing?
6. Do you always use the suitable techniques in teaching and learning process?
7. What the difficulties that faced students in learning writing by using guided writing technique?
8. What are the problems that you faced in teaching writing descriptive text by using guided writing technique?
9. Can you control the class well?
10. From those twelve steps in guided writing, which one the step that most difficult for you?

*Appendix 2***REVIEW OF INTERVIEW FOR TEACHER**

**Day/ Date/ Time** : Wednesday / On January 2017/10-12.30  
**Interviewer** : Aliatul Muawanah  
**Informant** : Yhudistira, S.Pd  
**Location** : MA Mathlaul Anwar

1. Do you motivate the students before opening the class?

Answer: Yes, I gave motivation to the students by giving words that make the students motivated

2. How do you evaluate the students?

Answer: I evaluated my students by giving a task and homework. So, I could show the students, progress.

3. You have used guided writing technique. Is guided writing technique can improve the students' descriptive text writing?

Answer: Yes I have used it to improve the students descriptive text writing ability. But along I used it in my teaching process, it is not really effective to improve the students descriptive text writing ability.

4. How do you get the material to teaching writing?

Answer: I got it from the syllabus and internet to support it.

5. Do you have some techniques to teach descriptive text writing?

Answer: Not really, I just used guided writing technique.

6. Do you always use the suitable technique in teaching and learning process?

Answer: Yes, I always use the different technique in teaching and learning process. The technique that used based on the material.

7. What the difficulties faced by students in learning writing by using guided writing technique?

Answer: I thought that the students got difficulties in arranging the text, grammar error and they had not able expand their idea when made the text. They could not translate the words and also they had lack of vocabulary.

8. What are the problems that you faced in teaching writing descriptive text by using guided writing technique?

Answer: the using of guided writing is specific and easy to use. However, I can not handle the class because the class is noisy. Sometimes, it made my voice can not be heard by students. But in general, this technique is great for learning descriptive text writing.

9. Can you control the class well?

Answer: Not really, sometimes, I got difficulties in controlling the class' activity because some of the students were busy with their activity like chatting and it made the class noisy.

10. From those twelve steps in guided writing, which one the step that most difficult for you?

Answer: I thought that there was no step that difficult for me to implement it. But the teacher difficult to manage the time because limited of time.



5. Apakah dengan mengimplementasikan guided writing technique dapat membantu anda dalam menggunakan kosa kata ketika menulis descriptive text?
  - a. ya
  - b. Tidak
6. Apakah dengan mengimplementasikan guided writing technique dapat membantu anda dalam menyusun kalimat ketika menulis descriptive text?
  - a. ya
  - b. Tidak
7. Apakah dengan mengimplementasikan guided writing technique dapat membantu anda dalam mengembangkan ide ketika menulis descriptive text?
  - a. ya
  - b. Tidak
8. Apakah dengan mengimplementasikan guided writing technique dapat membantu anda dalam menggunakan huruf kapital ketika menulis descriptive text?
  - a. ya
  - b. Tidak
9. Apakah dengan mengimplementasikan guided writing technique dapat membantu anda dalam menggunakan tanda baca yang baik dan benar ketika menulis descriptive text?
  - a. ya
  - b. Tidak
10. Apakah dengan mengimplementasikan guided writing technique dapat membantu anda dalam menyusun tata bahasa (grammar) ketika menulis descriptive text?
  - a. ya
  - b. Tidak

Appendix 4

SILABUS

Nama Sekolah : MA MATHLAUL ANWAR  
 Mata Pelajaran : Bahasa Inggris  
 Kelas : X  
 Semester : 1

Standar Kompetensi	Kompetensi Dasar	Materi Pembelajaran	Kegiatan Pembelajaran	Indikator	Penilaian	Alokasi Waktu (Menit)	Sumber/ Bahan/Alat
<b>Mendengarkan</b> 7. Memahami makna dalam percakapan transaksional dan interpersonal dalam konteks kehidupan sehari-hari  <b>Berbicara</b> 9. Mengungkapkan makna dalam percakapan Transaksional dan interpersonal dalam konteks kehidupan sehari-hari	7.1 Merespon makna dalam percakapan transaksional ( <i>to get things done</i> ) dan interpersonal (bersosialisasi) resmi dan tak resmi secara akurat, lancar dan berterima yang menggunakan ragam bahas lisan sederhana dalam berbagai konteks kehidupan sehari-hari dan melibatkan tindak tutur: berterimakasih, memuji, dan mengucapkan selamat	<b>berterimakasih</b> <i>mis. A: Thank you very much</i> <i>B: Don't mention it!</i> <b>omemuji</b> <i>mis. A: You look slimmer.</i> <i>B: You're kidding me.</i> <b>mengucapkan selamat</b> <i>mis. A: Congratulations! You did it again.</i> <i>B: Thank you. I don't know what to do without you.</i>	Mendengarkan percakapan interpersonal/transaksional melalui film secara individu. Mendiskusikan tindak tutur yang digunakan dalam percakapan yang didengar secara berpasangan. Mendiskusikan respon yang diberikan terhadap tindak tutur yang didengar	Mengidentifikasi kata yang didengar Mengidentifikasi makna kata Mengidentifikasi hubungan antar pembicara Mengidentifikasi makna tindak tutur berterimakasih Merespon tindak tutur berterimakasih Mengidentifikasi makna tindak tutur memuji Merespon tindak tutur memuji Mengidentifikasi makna tindak tutur mengucapkan selamat Merespon tindak tutur mengucapkan selamat Mengidentifikasi konteks situasi	<b>Quiz Ulangan tertulis Tugas</b>	(14 x 45)  2x45  2x45  2x45	<a href="http://www.englishdaily626.com">www.englishdaily626.com</a>  www.Esl-lab  Kaset CD
	9.1 Mengungkapkan makna dalam percakapan transaksional ( <i>to get things done</i> ) dan interpersonal (bersosialisasi) resmi dan tak resmi secara akurat, lancar dan berterima dengan menggunakan ragam bahasa lisan sederhana dalam konteks kehidupan sehari-hari dan melibatkan tindak tutur: berterimakasih, memuji, dan mengucapkan selamat		Secara berpasangan berlatih menggunakan tindak tutur dan responnya.	Menggunakan tindak tutur berterimakasih Merespon tindak tutur berterimakasih Menggunakan tindak tutur memuji Merespon tindak tutur memuji Menggunakan tindak tutur mengucapkan selamat Merespon tindak tutur mengucapkan selamat	<b>Tugas Performans</b>	6x45	



Standar Kompetensi	Kompetensi Dasar	Materi Pembelajaran	Kegiatan Pembelajaran	Indikator	Penilaian	Alokasi Waktu (Menit)	Sumber/Bahan/Alat
<b>Membaca</b> 11. Memahami makna teks fungsional pendek dan esei sederhana berbentuk <i>narrative</i> , <i>descriptive</i> dan <i>news item</i> dalam konteks kehidupan sehari-hari dan untuk mengakses ilmu pengetahuan	11.2 Merespon makna dan langkah-langkah retorika dalam esei sederhana secara akurat, lancar dan berterima dalam konteks kehidupan sehari-hari dan untuk mengakses ilmu pengetahuan dalam teks berbentuk <i>narrative</i> , <i>descriptive</i> , dan <i>news item</i>	Teks tulis berbentuk <i>narrative</i> Teks tulis berbentuk <i>descriptive</i> Teks tulis berbentuk <i>news item</i> <i>Passive Voice</i> <i>Reported speech</i>	Membaca yang bermakna teks berita/deskripsi/naratif secara individu Mendiskusikan berbagai aspek dari teks seperti isi, struktur teks, secara berkelompok. Berlatih menggunakan kalimat <i>simple present</i> untuk menyatakan fakta dan kalimat pasif untuk menyatakan intiberita	Mengidentifikasi makna kata dalam teks yang dibaca Mengidentifikasi makna kalimat dalam teks yang dibaca Mengidentifikasi komplikasi dalam sebuah cerita narasi Mengidentifikasi kejadian dalam teks yang dibaca Mengidentifikasi ciri-ciri dari benda/orang yang dideskripsikan Mengidentifikasi intiberitaan yang didengar Mengidentifikasi sumber berita yang didengar Mengidentifikasi langkah-langkah retorika dari teks Mengidentifikasi tujuan komunikasi teks dibaca	<b>Quiz Ulangan tertulis Tugas</b>	<b>(14 x45)</b>  <b>2x45</b>  <b>2x45</b>  <b>2x45</b>	ESOL ONLINE  English online  English K-6 modules  Jakarta Post



*Appendix 5*

**RENCANA PELAKSANAAN PEMBELAJARAN  
(RPP)**

**Sekolah** : MA Mathlaul Anwar  
**Mata Pelajaran** : Bahasa Inggris  
**Kelas / semester** : X (Sepuluh) / 1  
**Aspek/skill** : Menulis  
**Alokasi waktu** : 2 x 45 menit

**A. Standar Kompetensi**

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

**B. Kompetensi Dasar**

- Mengungkapkan makna dalam bentuk teks tulis fungsional pendek sederhana dengan menggunakan ragam bahasa tulis secara akurat, lancar dan berterima untuk berinteraksi dengan lingkungan sekitar.
- Mengungkapkan makna dalam langkah retorika dalam esei pendek sederhana dengan menggunakan ragam bahasa tulis secara akurat, lanacar dan berterima untuk berinteraksi dengan lingkungan sekitar dalam teks berbentuk *descriptive* dan *recount*.

**C. Indikator Pencapaian Kompetensi**

- Menyusun kalimat menjadi teks yang bermakna dalam bentuk descriptive
- Menulis teks essei dalam bentuk descriptive.

#### D. Tujuan Pembelajaran

Pada akhir pembelajaran, siswa dapat :

1. Mengidentifikasi ciri-ciri kebahasaan teks berbentuk *descriptive text*.
2. Mendeskripsikan tentang orang, binatang dan benda, atau objek lain di lingkungan sekitarnya.
3. Menulis teks pendek sederhana *berbentuk text*.

#### E. Materi Pokok

##### Descriptive text

1. Definition of descriptive text.

Descriptive text is a kind of text which describes particular thing, animal, person, or others, for instance: our pets a person that is known well. The specific function of descriptive text is to give description about an object (human or non-human)

2. Generic structure of descriptive text

Generic structure are the special characteristic of language in the text. The generic structure of descriptive text are follow:

- a. Identification

It is part of paragraph which introduces or identifies the character to be described. It can be called general description of the subject. Usually it contains's name, kind of the object, etc.

- b. Description

- c. It is part of paragraph which describes parts and characters of the person or something that will be described in detail, so the reader can get clear description of the subject.

3. The Language Features Of Descriptive Text

The language features of descriptive text are as follows:

- a. Focus on one specific object
- b. The use of simple present tense

Patten :

(+) S + V<sub>1</sub> s/es

Examble : they write a letter

(-) S + do/does + not +V<sub>1</sub>

Example : they do not write a letter

(?) Do/does + S + V<sub>1</sub>

Example : Do they write a letter ?

c. The use of adjectives

Example : small, long, yummy,thick.

4. The Example Of Descriptive Text



### My Cat

#### The questions:

1. What is your cat's name?
2. What does your cat look like?
3. What is your cat's fur like?
4. What food does your cat have every morning?
5. What does your cat like to do?
6. Where does your cat usually sleep?

**Identification :**

I have a cat in my house, papay is a male cat. I like call him “Papay”.

**Description :**

He is an adorable cat. His body is fat. He has black and white fur. I really love to cuddle him because his fur feels soft. Every morning my mother gives a fish, sometime he usually scratches out my arm when I play with him and sometimes he usually is very noisy. He is an active animal. He likes to run around the house. He likes to chase everyone in my house. When he feels tired or sleepy, he usually sleeps on the sofa in the living room or sometime under the table. “Papay” often goes out to find for food at night. And sometime he bring mouse on his mouth. Then he eats the mouse in the back of my house for himself.

**F. Metode Pembelajaran : *Guided Writing Technique*****G. Langkah- langkah Kegiatan Pembelajaran**

a. Pendahuluan <ul style="list-style-type: none"> <li>- Memberi salam</li> <li>- Mengecek kehadiran siswa</li> <li>- Guru menjelaskan pengertian teks deskriptif dan menjelaskan bagian bagian yang harus ditulis dalam sebuah teks</li> <li>- Guru menyiapkan topik yang akan diberikan kepada siswa</li> </ul>	10 menit
b. Kegiatan Inti Eksplorasi <ul style="list-style-type: none"> <li>- Guru memilih topik atau siswa yang memilih sendiri topik yang berkaitan dengan teks deskriptif.</li> <li>- Guru memberi pertanyaan kepada siswa berkaitan dengan topik yang diberikan.</li> <li>- Guru meminta siswa untuk membuat kelompok, masing masing kelompok</li> </ul>	60 menit

<p>terdiri dari empat orang.</p> <ul style="list-style-type: none"> <li>- Guru memberikan contoh tentang teks deskriptif.</li> <li>- Siswa menjawab pertanyaan yang guru berikan.</li> <li>- Siswa mendiskusikan tentang teks deskriptif dengan kelompok.</li> <li>- Ketika siswa sedang menulis, guru bergerak diantara mereka dan memberikan bantuan sesuai yang dibutuhkan.</li> <li>- Guru memantau kegiatan siswa.</li> <li>- Guru memberi tahu beberapa kesalahan yang siswa lakukan ketika memantau kegiatan menulis siswa.</li> <li>- Siswa memperbaiki kesalahan dalam penulisan apabila mereka membuat kesalahan.</li> </ul> <p>Elaborasi</p> <ul style="list-style-type: none"> <li>- Memfasilitasi peserta didik untuk menemukan kelompok dalam pelajaran</li> <li>- Memberikan kesempatan kepada siswa untuk berdiskusi dengan kelompoknya dalam rangka bertukar gagasan dan memperkaya topik</li> <li>- Memberikan kepada peserta didik untuk menulis teks descriptive berdasarkan topik hasil diskusi kelompok atau topik yang guru berikan</li> </ul> <p>Konfirmasi</p> <ul style="list-style-type: none"> <li>- Guru memantau kegiatan siswa.</li> <li>- Guru memberi tahu beberapa kesalahan yang siswa lakukan ketika memantau kegiatan menulis siswa.</li> </ul>	
<p>c. Kegiatan penutup</p> <ul style="list-style-type: none"> <li>- Guru menutup pelajaran dengan mengucapkan salam.</li> </ul>	20 menit

## H. Sumber Belajar

- a. Buku teks yang relevan
- b. Teks berbentuk *descriptive text*

## I. Penilaian

1. Tehnik : Test Tulis
2. Bentuk : Teks descriptive
3. Instrument :

Instrument Pertemuan Pertama:

Write the descriptive text consists of 75 words by the topic below:

My Pet

The questions are:

1. What is your pet's name?
  2. What does your pet look like?
  3. What is your pet's fur like?
  4. What food does your pet have every morning?
  5. What does your pet like to do?
  6. Where does your pet usually sleep?
4. Pedoman penilaian  
Jumlah skor maksimal keseluruhan 100
  5. Rubrik Penilaian

Element	Score
Content	20
Organization	20
Vocabulary	20
Language	20
Mechanics	20

Mengetahui  
Guru Mapel Bahasa Inggris

Bandar Lampung,.....  
Mahasiswa Praktikan

**Yudhistira, S.Pd**

**Aliatul Muawanah**  
NPM. 1311040237



*Appendix 6*

**RENCANA PELAKSANAAN PEMBELAJARAN  
(RPP)**

**Sekolah** : MA Mathlaul Anwar  
**Mata Pelajaran** : Bahasa Inggris  
**Kelas / semester** : X (sepuluh) / II  
**Aspek/skill** : Menulis  
**Alokasi waktu** : 2 x 45 menit

**A. Standar Kompetensi**

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

**B. Kompetensi Dasar**

- Mengungkapkan makna dalam bentuk teks tulis fungsional pendek sederhana dengan menggunakan ragam bahasa tulis secara akurat, lancar dan berterima untuk berinteraksi dengan lingkungan sekitar.
- Mengungkapkan makna dalam langkah retorika dalam esei pendek sederhana dengan menggunakan ragam bahasa tulis secara akurat, lanacar dan berterima untuk berinteraksi dengan lingkungan sekitar dalam teks berbentuk *descriptive* dan *recount*.

**C. Indikator Pencapaian Kompetensi**

- Menyusun kalimat menjadi teks yang bermakna dalam bentuk descriptive
- Menulis teks essei dalam bentuk descriptive.

**D. Tujuan Pembelajaran**

Pada akhir pembelajaran, siswa dapat :

1. Mengidentifikasi ciri-ciri kebahasaan teks berbentuk *descriptive text*.

2. Mendeskripsikan tentang orang, binatang dan benda, atau objek lain di lingkungan sekitarnya.
3. Menulis teks pendek sederhana *berbentuk text*.

## E. Materi Pokok

### Descriptive text

1. Definition of descriptive text.

Descriptive text is a kind of text which describes particular thing, animal, person, or others, for instance: our pets a person that is known well. The specific function of descriptive text is to give description about an object (human or non-human)

2. Generic structure of descriptive text

Generic structure are the special characteristic of language in the text. The generic structure of descriptive text are follow:

- a. Identification

It is part of paragraph which introduces or identifies the character to be described. It can be called general description of the subject. Usually it contains's name, kind of the object, etc.

- b. Description

- c. It is part of paragraph which describes parts and characters of the person or something that will be described in detail, so the readers can get clear description of the subject.

3. The Language Features Of Descriptive Text

The language features of descriptive text are as follows:

- a. Focus on one specific object
- b. The use of simple present tense  
 Patten :  
 (+) S + V<sub>1S</sub>/es  
 Example : they write a letter  
 (-) S + do/does + not +V<sub>1</sub>  
 Example : they do not write a letter

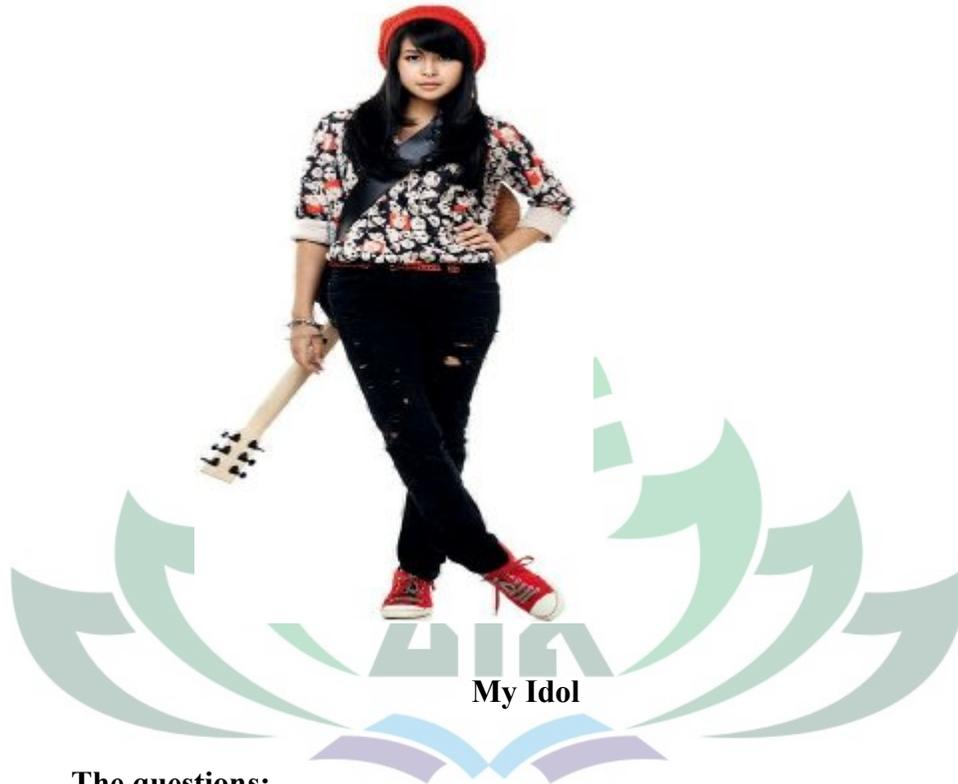
(?) Do/does + S + V<sub>1</sub>

Example : Do they write a letter ?

c. The use of adjectives

Example : small, long, yummy,thick.

#### 4. The Example Of Descriptive Text



#### **The questions:**

1. What is your idol's name?
2. What is your idol look like?
3. What is your idol's hobby?
4. What is your idol's favorite singer?
5. What is your idol's activity?

#### **Identification**

Maudy Ayunda is my favorite artist. Maudy Ayunda is a famous artist from Indonesia. Her full name is Ayunda Faza Maudya. She was born in Jakarta on December 19, 1994.

### Description

Maudy is a good looking girl. She is very beautiful and smart. She has thin lips, oval face, and short black hair. She has a very nice smile, an innocent look and very friendly to people.

Her hobbies are singing, swimming, writing, and playing musical instrument. She can play piano and guitar. She likes to create a song using guitar and piano. Her voice is very good.

Maudy's favorite singers are Tompi, Agnes Monica, Bruno Mars, and Taylor Swift. She thinks that they influence her career mainly in singing.

Beside singing, Maudy also plays in some movies. Her first movie title is "Untuk Rena". Then she acts in some movies like "Sang Pemimpi, Tendangan dari Langit, Perahu Kertas, and Refrain".

### F. Metode Pembelajaran : Guided Writing Technique

### G. Langkah- langkah Kegiatan Pembelajaran

<p>a. Pendahuluan</p> <ul style="list-style-type: none"> <li>- Memberi salam</li> <li>- Mengecek kehadiran siswa</li> <li>- Guru menjelaskan pengertian teks deskriptif dan menjelaskan bagian bagian yang harus ditulis dalam sebuah teks</li> <li>- Guru menyiapkan topik yang akan diberikan kepada siswa</li> </ul>	10 menit
<p>b. Kegiatan Inti Eksplorasi</p> <ul style="list-style-type: none"> <li>- Guru memilih topik atau siswa yang memilih sendiri topik yang berkaitan dengan teks deskriptif.</li> <li>- Guru memberi pertanyaan kepada siswa berkaitan dengan topik yang diberikan.</li> <li>- Guru meminta siswa untuk membuat kelompok, masing masing kelompok terdiri dari empat orang.</li> <li>- Guru memberikan contoh tentang teks deskriptif.</li> <li>- Siswa menjawab pertanyaan yang guru berikan.</li> <li>- Siswa mendiskusikan tentang teks deskriptif</li> </ul>	60 menit

<p>dengan kelompok.</p> <ul style="list-style-type: none"> <li>- Ketika siswa sedang menulis, guru bergerak diantara mereka dan memberikan bantuan sesuai yang dibutuhkan.</li> <li>- Guru memantau kegiatan siswa.</li> <li>- Guru memberi tahu beberapa kesalahan yang siswa lakukan ketika memantau kegiatan menulis siswa.</li> <li>- Siswa memperbaiki kesalahan dalam penulisan apabila mereka membuat kesalahan.</li> </ul> <p>Elaborasi</p> <ul style="list-style-type: none"> <li>- Memfasilitasi peserta didik untuk menemukan kelompok dalam pelajaran</li> <li>- Memberikan kesempatan kepada siswa untuk berdiskusi dengan kelompoknya dalam rangka bertukar gagasan dan memperkaya topik</li> <li>- Memberikan kepada peserta didik untuk menulis teks descriptive berdasarkan topik hasil diskusi kelompok atau topik yang guru berikan</li> </ul> <p>Konfirmasi</p> <ul style="list-style-type: none"> <li>- Guru memantau kegiatan siswa.</li> <li>- Guru memberi tahu beberapa kesalahan yang siswa lakukan ketika memantau kegiatan menulis siswa.</li> </ul>	
<p>c. Kegiatan penutup</p> <ul style="list-style-type: none"> <li>- Evaluasi</li> <li>- Guru menutup pelajaran dengan mengucapkan salam.</li> </ul>	20 menit

## H. Sumber Belajar

- a. Buku teks yang relevan
- b. Teks berbentuk *descriptive text*

## I. Penilaian

1. Tehnik : Test Tulis
2. Bentuk : Teks descriptive
3. Instrument :

Instrument Pertemuan Pertama:

Write the descriptive text consists of 75 words by the topic below:

My Idol

The questions are:

1. What is your idol's name?
2. What is your idol's look like?
3. What is your idol's hobbies?
4. What is your idol's activity?

4. Pedoman penilaian

Jumlah skor maksimal keseluruhan 100

5. Rubrik Penilaian

<b>Element</b>	<b>Score</b>
Content	20
Organization	20
Vocabulary	20
Language	20
Mechanics	20

Mengetahui  
Guru Mapel Bahasa Inggris

Bandar Lampung,.....  
Mahasiswa Praktikan

**Yudhistira S.Pd**

**Aliatul Muawanah**  
NPM. 1311040237

Menyetujui  
Kepala Sekolah

**Ahmad Bisri AH, S.Pd.I**

*Appendix 7*

**Students' Score Of Writing At The First Of MA Mathlaul Anwar In The  
Academic Year Of 2017/2018**

**Class X A**

<b>No</b>	<b>NAMA</b>	<b>Score</b>
1	AHMAD MUZANI	65
2	ANISA SUCI ROHMAH	60
3	DESTI RAHAYU	65
4	DEWI KURNIAWATI	60
5	EFRANSYAH	65
6	EKA OKTAFIYANI	60
7	FEBRIYANTO	80
8	FENTI KHOMALASARI	75
9	HALIMAH	65
10	HIDAYATULLAH	65
11	HUSNIAH	70
12	IIS MUNASYAROH	60
13	INDANI	60
14	JOHAN PRIMA	65
15	MALYANSYAH	65
16	MUHAMAD SYADAT MUTAQO	60
17	NUR ANISA	65
18	NURBAITI	60
19	SARTIKA	60
20	SELA HANDAYANI	65
21	SELA OKTAVIA	60
22	SHERLY TRI SAPUTRI	80
23	SUCI AMALIYA PRATAM	65

**Class X B**

<b>NO.</b>	<b>NAMA</b>	<b>Score</b>
1	AHMAD FAIZIN	75
2	ALDIAN	60
3	AMSAENAH	60
4	ANITA SARI	65
5	DEWI SAFITRI	60
6	FERDIANSYAH	68
7	FIRMA INDRIYANI	65
8	HASANAH	60
9	IIN WASI'ATUN RISQOH	65
10	ISNI FATMARANI	70
11	LISMAINI	68
12	MIFTAHUL ROHMAN	60
13	NILAM SURVIANA	80
14	NOVELDA SAFITRI	65
15	RAHAYU	68
16	RENI SEPTIANI	75
17	M. FARID MUAMAR	70
18	SITI MAYMUNAH	65
19	NONI MAHIROH BERLIANTI	60
20	NOVITA SARI	68
21	PANGAT NUGROHO	70
22	PEBI SOPIANTI	65
23	REZA MAHARDIKA	65
24	RIAN MEI DIANI SAPUTRA	60
25	RIDWAN	60

**Appendix 8****PROFILE OF SCHOOL****A. The Situation Of Ma Mathlaul Anwar****1. The location of the school**

MA Mathlaul anwar Kecapi Padang Cermin Pesawaran is located Jl. Way ratai Kecapi Pesawaran.

**2. History of School**

MA Mathlaul Anwar Kecapi Padang Cermin Pesawaran was built in 1988 with a land area of 10.000 m .

Here is the detail information of MA Mathlul Anwar Kecapi Padang Cermin Pesawaran.

Schools' Name : MA Mathlaul Anwar

Chairman : Ahmad Bisri AH, S.Pdi

Vice : Rohidin, S.Pdi

Scretary : Ade Kurniawan, S.Pdi

Treasre : Nurbaini, S.Pdi

Since its establishment until now MA Mathlul Anwar Kecapi Padang Cermin Pesawaran has been led by the principles for a couple of time. The following names of the principles and their mandates are as follows:

### The Principles of MA Mathlaul Anwar

No	Name	Name of School	Year
1	H. Abdul Hamid	MA Mathlaul Anwar	1988-1998
2	Khustoroni, S.Ag	MA Mathlaul Anwar	1998-2006
3	Sabillah Lubis, BA	MA Mathlaul Anwar	2005-2006
4	Sudirman Kholil, BA	MA Mathlaul Anwar	2006-2010
5	Rohim Jumantara	MA Mathlaul Anwar	2010-2011
6	Mahyanuddin S,Ag	MA Mathlaul Anwar	2011 –now

### 3. The Condition of Teachers and Students

#### 1) The Teachers

The number of teachers MA Mathlaul Anwar in the academic year of 2017/2018 are 25 that can be identified as follows:

No.	Name's of Teacher	Subject	Education
1	A. Bisri. AH, S.PdI	Headmaster	S 1
2	Rohidin, S.Pd.I	Seni Budaya dan Fisika	S 1
3	A. Kosasih, S.Pd I	Qur'an Hadist dan Akidah Ahlak	S 1
4	Saropni, S.Pd.I	Ekonomi	S 1
5	Nur Hidayat, SH.I	Penjaskes	S 1
6	Nurbaini, S.Pd I	Fiqih	S 1
7	Sabilillah Lubis, A.Ma	Seni Budaya	D II PAI
8	Ade Kurniawan, S.Pd.	MTK	S 1
9	Cik Ainun Yunida, S.Pd	Sejarah	S 1
10	Eka Santari, S.Pd.I.	Akidah Ahlak	S 1
11	Fitriyani, S.Pd.	Geografi	S 1
12	Khoirun Nisa, S.Pd.	B. Inggris	S 1
13	Komaruzzaman, S.Pd.I	B. Arab	S 1
14	Murtiono	BK	S 1
15	Sulistiyawati, S.Pd	B. Indonesia	S 1
16	Yudistira, S.Pd.	B. Inggris	S 1
17	Ayu Nur Utami, S.PdI	Ekonomi	S 1
18	Apriyanti, S.Pd	Sosiologi	S 1
19	Eka Apriyani Dwijaya, S.Pd	Sejarah Indonesia	S 1

## 2) The Students

No	Class	Gender		Total
		Male	Female	
1	Class X	17	31	48
2	Class XI	22	23	45
3	Class XII	29	38	67
<b>Total</b>				160

## 4. The Facilities of Ma Mathlaul Anwar

For supporting the teaching learning process, MA Mathlaul Anwar Kecapi Padang Cermin Pesawaran has some facilities. The detail information about the number and the condition of teaching learning facilities of MA Mathlaul Anwar Kecapi Padang Cermin Pesawaran can be described as Follows:

### The Facilities Of Ma Mathlaul Anwar

No	Name	Total	Condition	
			Good	Broken
1	Class room	6	✓	
2	Headmaster office	1	✓	
3	Staff office	1	✓	
4	Teacher office	1	✓	
5	Library	1	✓	
6	Computer lab	1	✓	
7	Media room	1	✓	
8	Health assistance room	1	✓	
9	Canteen	6	✓	
10	Mosque	1	✓	
11	Committee room	1	✓	
12	Teachers' parking lot	1	✓	
13	Stdents' parking lot	1	✓	
14	Security	1	✓	
15	Rest room	1	✓	
16	Volley ball room	1	✓	
17	Music room	1	✓	
18	Basket ball field	1	✓	
19	Futsal field	1	✓	

*Appendix 9*

**Students and teacher at class X A**



**Process teaching and learning writing descriptive text by using guided writing technique**





*Appendix 10*

**The Application of the Observation Steps in First Meeting**

Subject	Pointer (s)	Checklist		Explanation
		Yes	No	
Pre-activity (Teacher)	1. The teacher explains what descriptive text is and also explains the parts that the students must write in a text.	✓		This activity the teacher discuss about the definition of descriptive text and generic structure of descriptive text and also the teacher introduce some vocabularies and sentences descriptive text. After explained about descriptive text. The teacher gave explanation about guided writing technique.
	2. The teacher prepare the subject. (“subject” means any event, person, problem, project, idea, or issue. In other words, anything you might write about).	✓		This activity the teacher had prepared the material of descriptive text before taught for teaching and learning descriptive text by using guided writing technique.
Main-activity (Teacher)	3. The teacher chooses or has the students chosen by themselves the topic to about.	✓		This activity the teacher had prepared the topic and the students make descriptive text related the topic.
	4. The teacher gives the students some question related the topic. The number of question depends on the topic what the students are going to write.	✓		This activity the teacher gives the students some questions related the topic and the teacher explained one by one about the questions was given.

	5. The teacher asks the students to choose their friends to make a small group which each of group consists about four students.	✓		The teacher asks the students to make a small group, one group consist of four persons. The students choose their friends to make a group.
	6. The teacher write an example of the descriptive text based on the question as the model for the student.	✓		This activity the teacher gives the example of descriptive text based on the question.
	7. While the students are writing, the teacher moves among them, and gives assistance and guidance as required	✓		This activity the teacher just monitors the students' activity in front of the class.
	8. The teacher monitors the students' activity.	✓		This activity the teacher monitors the students. The students ask the teacher when they found difficulty in writing activity.
	9. The teacher identified some mistakes that the students make while monitoring the students.	✓		This activity the teacher not identified the mistakes that the students made in writing descriptive text because limited of time.
Main-activity (Students)	10. The students begin to write a descriptive text by answering the question given.	✓		This activity the students work together with their group in making descriptive text.

	11. The students discuss with their group about the subject or anything they might write about.	✓		This activity the students and their group discuss about the topic and then the students develop their idea, arrange the sentences and make descriptive text.
	12. The students revise their writing if they made mistakes.		✓	This activity the students not correction their assignment. The students submit their activity immediately because time is out.
Close-activity	Teacher closes the lesson.	✓		This activity the teacher give homework to the students, then the teacher closed the lesson and asked the students to pray together.



*Appendix 11***The Application of the Observation Steps in Second Meeting**

Subject	Pointer (s)	Checklist		Explanation
		Yes	No	
Pre-activity (Teacher)	1. The teacher explains what descriptive text is and also explains the parts that the students must write in a text.	✓		This activity the teacher discuss about the definition of descriptive text and generic structure of descriptive text and also the teacher introduce some vocabularies and sentences descriptive text. After explained about descriptive text. The teacher gave explanation about guided writing technique.
	2. The teacher prepare the subject. ("subject" means any event, person, problem, project, idea, or issue. In other words, anything you might write about).	✓		This activity the teacher had prepared the material of descriptive text before taught for teaching and learning descriptive text by using guided writing technique.
Main-activity (Teacher)	3. The teacher chooses or has the students chosen by themselves the topic to about.	✓		This activity the teacher had prepared the topic and the students make descriptive text related the topic.
	4. The teacher gives the students some question related the topic. The number of question depends on the topic what the students are going to write.	✓		This activity the teacher gives the students some questions related the topic and the teacher explained one by one about the questions was given.

	5. The teacher asks the students to choose their friends to make a small group which each of group consists about four students.	✓		The teacher asks the students to make a small group, one group consist of four persons. The students choose their friends to make a group.
	6. The teacher write an example of the descriptive text based on the question as the model for the student.	✓		This activity the teacher gives the example of descriptive text based on the question.
	7. While the students are writing, the teacher moves among them, and gives assistance and guidance as required	✓		This activity the teacher moves among them while the students are writing and the teacher gives assistance to the students.
	8. The teacher monitors the students' activity.	✓		This activity the teacher monitors the students. The students ask the teacher when they found difficulty in writing activity.
	9. The teacher identified some mistakes that the students make while monitoring the students.		✓	This activity the teacher not identified the mistakes that the students made in writing descriptive text because limited of time.
Main-activity (Students)	10. The students begin to write a descriptive text by answering the question given.	✓		This activity the students work together with their group in making descriptive text.
	11. The students discuss with their group about the subject or anything they might write about.	✓		This activity the students and their group discuss about the topic and then the students develop their idea, arrange the sentences and make descriptive text.

	12. The students revise their writing if they made mistakes.		✓	This activity the students not correction their assignment. The students submit their activity immediately because time is out.
Close-activity	Teacher closes the lesson.		✓	This activity the teacher give homework to the students, then the teacher closed the lesson and asked the students to pray together.



*Appendix 12*

**Table 8**  
**Result of Questionnaire no 1-4**

No	Questionnaire	Respond	Total of the students
1	Do you like English lesson	Yes	18
		No	5
2	Your teacher had used guided writing technique. Is guided writing technique can help the students in learning descriptive text	Yes	15
		No	8
3	Is guided writing technique effective to learn descriptive text	Yes	10
		No	13
4	Do you find difficulty to learn descriptive text by using guided writing technique	Yes	10
		No	13

**Result of Questionnaire no 5-10**

No	Questionnaire	Respond	Total of the students
5	Is guided writing technique can help you to use vocabulary in writing descriptive text	Yes	20
		No	3
6	Is guided writing technique can help you to arrange the sentence in writing descriptive text	Yes	9
		No	14
7	Is guided writing technique can help you to develop your idea in writing descriptive text	Yes	12
		No	11
8	Is guided writing technique can help you to use capitalization in writing descriptive text	Yes	7
		No	16
9	Is guided writing technique can help you to use punctuation in writing descriptive text	Yes	20
		No	3
10	Is guided writing technique can help you to use grammar in writing descriptive text	Yes	18
		No	5

## Appendix 13

**The Questions-Answers of Interview**

No	Questions	Answers	Note
1	Do you motivate the students before opening the class?	Yes, I gave motivation to the students by giving words that make the students motivated.	Based on interview, the teacher has done giving the students motivation and evaluation, so that the students are more enthusiasm to learn.
2	How do you evaluate the students?	I evaluated my students by giving a task and homework. So, I could show the students, progress.	The teacher said that he gave homework for the students to evaluate them.
3	You have used guided writing technique. Is guided writing technique can improve the students' descriptive text writing?	Yes I have used it to improve the students descriptive text writing ability. But along I used it in my teaching process, it is not really effective to improve the students descriptive text writing ability.	Based on interview, guided writing technique that used the teacher in teaching process not really effective.
4	How do you get the material to teaching writing?	I got it from the syllabus and internet to support it.	The teacher said that he got the material from some sources, it means that the teacher could select the material well.
5	Do you have some techniques to teach descriptive text writing by using guided writing technique?	Not really, I just used guided writing technique.	The teacher said he just used guided writing technique in process teaching learning writing descriptive text.
6	Do you always use the suitable technique in teaching and learning process?	Yes, I always use the different technique in teaching and learning process. The technique that used based on the	The teacher said that he always used the suitable technique based on material.

		material.	
7	What the difficulties that faced students in learning writing by using guided writing technique?	I thought that the students got difficulties in arranging the text, grammar error and they had not able expand their idea when made the text. They could not translate the words and also they had lack of vocabulary.	The teacher said that there are some problems that faced by the students in learning writing of descriptive text based on his point of view, they were the students got difficulties in arrange the text, expand their idea, and also they had lack of vocabulary.
8	What are the problems that you faced in teaching writing descriptive text by using guided writing technique?	the using of guided writing is specific and easy to use. However, I can not handle the class because the class is over-crowded. Sometimes, it made my voice can not be heard by students. But in general, this technique is great for learning descriptive text writing.	The teacher said the only problem in this matter was the over-crowded class, so it made the teacher' voice can not be heard by students. However, guided writing was appropriate for students in learning descriptive text.
9	Can you control the class well?	controlling the class' activity because some of the students were busy with their activity like chatting and it made the class noisy.	The teacher said that he got difficulty to control the class well and it was made the class become noisy.
10	From those twelve steps in guided writing, which one the step that most difficult for you?	I thought that there was no step that difficult for me to implement it.	The teacher said that he could implement all steps in teaching writing descriptive text by using guided writing technique. But the teacher difficult to manage the time because limited of time.