

**TEACHING WRITING A DESCRIPTIVE TEXT
TO SENIOR HIGH SCHOOL STUDENTS THROUGH
THE SELF QUESTIONING TECHNIQUE**

PAPER

*Submitted as Partial Fulfillment to Obtain
Strata 1 (S1) Degree*



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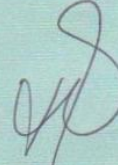
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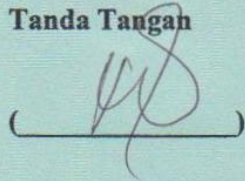
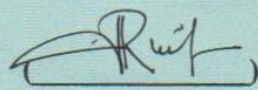
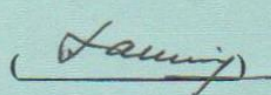
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ABSTRAK

Rany. 2013. Teaching Writing a Descriptive Text to Senior High School Students through the Self Questioning Technique. Makalah. Padang : Jurusan Bahasa Inggris. Fakultas Bahasa dan Seni. Universitas Negeri Padang.

Pengajaran menulis teks deskriptif di sekolah menengah atas memiliki beberapa permasalahan. Diantara masalah tersebut ialah teknik yang digunakan oleh guru dalam mengajar belum menunjang tujuan pembelajaran. Hal ini berdampak pada hasil tulisan deskriptif siswa yang tidak sesuai dengan yang diharapkan terhadap kemajuan belajar siswa. Untuk pemecahan masalah tersebut dibutuhkan teknik yang tepat dan yang dapat membantu dan mempermudah siswa dalam membuat sebuah teks deskriptif. Teknik *Self Questioning* dianggap cocok untuk diaplikasikan pada pengajaran teks deskriptif karena dengan menggunakan teknik *Self Questioning* dapat membantu siswa dalam menggali dan menyusun ide – ide yang akan mereka tuliskan dalam teks deskriptif. Karena ruang lingkup teks deskriptif itu sendiri akan berkisar pada benda kepunyaan siswa (penulis), tempat yang pernah mereka kunjungi, atau bahkan orang – orang yang mereka kenal atau idolakan. Dengan mengajukan pertanyaan pada diri sendiri, maka konsep dan informasi – informasi penting yang telah ada dalam pemikiran siswa akan digali oleh teknik *Self Questioning* ini.

Key Words: *self questioning technique, questions, teaching writing, descriptive text*

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CHAPTER I

INTRODUCTION

A. Background of Problem

Writing is one of four language skills that must be mastered by senior high school students. Writing ability can be a measurement whether the students have had a progress in learning English or not because in writing they need to compose various vocabularies that they have listened, spoken or read to be written down into phrases, sentences, paragraphs, and even an essay. Patel (2008:125) states, “Writing is essential features of learning a language because it provides a very good means of foxing the vocabulary, spelling and sentence pattern”. In writing, people have to deal with various vocabularies, they have to know how to write them down into written form with an awareness of good spelling, and people have to include their understanding about sentence pattern in their writing.

It also means that writing is important as well as others three skills. Students really need this skill at school because it will help them in passing the course. As Kirszner (2011:3) says, “Writing is important. If you can write, you can communicate; if you can communicate effectively, you can succeed in school and beyond.” Kirszner’s statement means that writing is also an important skill as one of the ways of communicating. Students have to learn this skill in school because without having capability in writing skill they will not pass the course and they cannot continue their study to the next level of education.

In writing skills, one of the text types that must be mastered by senior high school students is descriptive text. According to *Kurikulum Bahasa Inggris KTSP*

2006, basic competences that included in writing aspect for senior high school students are; students are able to express meaning into report, analytical exposition, narrative, descriptive, news item, recount, procedure, review, discussion, spoof, and hortatory exposition text. Senior high school students are asked to be able to express meaning in written form that suitable to *Kurikulum Bahasa Inggris KTSP 2006*. Those kinds of text will be learned by senior high school students while they are in teaching and learning writing process, and it is clearly stated that descriptive text is one of the text types which is learned by senior high school students and they have to be able to express meaning into written text in descriptive form.

However, in practice, the students' writing result of descriptive text is far from what English teachers expect. The writing product of descriptive text written by senior high school students is poor and not satisfied to the teacher. Senior high school students are not able to write a text as teachers and *Kurikulum Bahasa Inggris KTSP 2006* have expected, thus, teachers have faced many problems in teaching writing descriptive text. The first problem, students organize their ideas in Indonesia then they translate them into English so that students' work is written in English but has Indonesia style. This problem happens because students do not know how to organize many ideas in writing descriptive text. The second problem, students just write descriptive text freely without work on draft first. Students do such way because teacher does not give them the right technique to write a good descriptive text. The third problem is related to the students' motivation in writing. Their motivation is low because they feel writing in English is difficult since they are not given the appropriate technique to compose a good

descriptive text. Even, students may write another text if teacher does not use the appropriate technique in teaching writing descriptive text.

Thus, the writer offers a technique which can help English teachers in teaching writing descriptive text. That is the Self Questioning Technique in which the students have to write questions and answer the questions by themselves based on the topic given. The Self Questioning Technique will provide students' preparation with the information, the facts, and details about the object being described before they compose their writing. Asking questions by themselves is a good technique to discover details of description. It is also one of the best ways to discover ideas; it is useful in narrowing down a broad object to manage the writing so it will not become another text and students will be easy to write a descriptive text. Therefore, English teachers will be satisfied with the writing product of descriptive text written by senior high school students since their work is better than the one which is written without using the Self Questioning Technique.

B. Identification of Problem

It can be identified that the problems which exists in teaching writing descriptive text is inappropriate technique used by the teacher in teaching writing descriptive text. Teachers cannot give right model in writing. Moreover, students' motivation is low in learning writing descriptive text. Therefore, what English teachers expected after teaching writing descriptive text cannot be found on the students' product writing.

C. Limitation of the Problem

The writer focuses the discussion in teaching writing of descriptive texts through the Self Questioning Technique where the text is taught in the senior high school students for grade X (ten) in second semester.

D. Formulation of Problem

The problem is formulated as follow: How is the Self Questioning Technique be applied in teaching writing a descriptive text at senior high school?

E. Purpose of the Paper

The purpose of this paper is to figure out the procedure in teaching writing descriptive text for Senior high school students through the Self Questioning Technique.

Practically, this paper hopefully can be used by English teachers as a choice in teaching writing descriptive text. In addition, The Self Questioning Technique is highly expected to be able becoming additional alternative in teaching writing descriptive text.