

IMPROVING THE STUDENTS' DESCRIPTIVE WRITING COMPETENCE THROUGH QUESTION AND ANSWER TECHNIQUE BY THE SEVENTH GRADE STUDENT OF SMP NEGERI SATU ATAP WAE DARA IN ACADEMIC YEAR 2020/2021

Fildalia Astin¹, Ni Putu Meri Dewi Pendit², Ni Putu Desi Wulandari³

English Education Departmen
Faculty of Language and Arts Education IKIP Saraswati
fridaastina84@gmail.com

ABSTRAK

Rendahnya kemampuan siswa dalam menulis paragraf deskriptif dipengaruhi oleh kesalahan penggunaan teknik oleh guru, penelitian ini bertujuan untuk meningkatkan kompetensi menulis deskriptif siswa kelas VII SMP Negeri Satu Atap Wae Dara. Menulis deskriptif adalah cara dari kompetensi menulis. Hal tersebut merupakan hasil dari kemampuan siswa dalam mengungkapkan gagasan penulis dalam rangka menginformasikan dan menjelaskan tentang tempat, orang atau benda dengan fokus secara runtut dan kesatuan kata. Teknik tanya jawab dihadirkan sebagai salah satu cara untuk memaksimalkan kompetensi siswa dalam menulis deskriptif. Sebagaimana dinyatakan bahwa paragraf dapat dikembangkan dari catatan. Jadi, peran tanya jawab di sini adalah membantu siswa dalam membuat catatan sebelum menulis deskriptif. Penelitian ini merupakan Penelitian Tindakan Kelas (PTK) yang terdiri dari dua siklus dengan jumlah siswa 18 orang. Setiap siklus terdiri dari empat tahap, yaitu perencanaan, pelaksanaan, observasi, dan refleksi. Metode pengumpulan data yang digunakan dalam penelitian ini adalah metode tes, observasi, dan dokumen. Metode analisis data yang digunakan adalah analisis deskriptif kuantitatif. Hasil penelitian prasiklus menunjukkan penurunan nilai rata-rata suatu kelas sebesar 60,33. Nilai rata-rata siswa setelah dilakukan tindakan menunjukkan penurunan nilai rata-rata kelas mengalami peningkatan. Nilai rata-rata pada siklus 1 adalah 67,78. Dan pada siklus II meningkat menjadi 74,17. Peningkatan nilai rata-rata pada siklus II disebabkan oleh kemampuan menulis siswa yang semakin baik dengan menerapkan teknik Tanya Jawab. Hal ini menunjukkan bahwa melalui teknik tanya jawab dapat meningkatkan kompetensi menulis deskriptif siswa

Kata Kunci : Penulisan Deskriptif, Teknik Tanya Jawab

ABSTRACT

The low ability of students in writing descriptive paragraph affected by errors use of the technique by the teacher, this research aims to improve the students' descriptive writing competence of the seventh grade students of SMP Negeri Satu Atap Wae Dara. Descriptive writing is the way of the writing competence. That is the result of the students' capability in expressing about the writers idea in order to inform and explain about place, person or things with focuses in coherently and the unity of the words. Question and answer technique is presented as one way to maximize students' competence in descriptive writing. As stated that paragraph can be developed from the notes. Thus, the role of question and answer, here is to help students in making notes before writing descriptive. This research is Classroom Action Research (CAR) that consist of two cycles with the number of students 18 people. Each cycle consist of four phases, namely planning, implementation, observation, and reflection. Data collection methods used in this research is a method of test, observation, and document. Data analysis method used is descriptive quantitative analysis. The research results of pre-cycle shows the derivation of the average value of a class of 60, 33. The average value of students after done action shows the derivation of the average value of classes has increased. The average rating on cycle 1 is 67, 78. And in cycle II increased to 74, 17. The increase in the average value in cycle II is caused by a students' writing skills getting better by applying Question and Answer technique. This indicates that through the question and answer technique can improve the students' descriptive writing competence

Keywords : Descriptive Writing, Question And Answer Technique

1. Introduction

Language is a tool of communication. There are several forms for communication: the forms are spoken language and written language. The purpose of communication is to send a message from the writer or speaker to the reader or listener. The fact that the human is a social mankind; they certainly realize that they cannot survive without interacting to another people. Because of that, people start to make their own way to interact, and then a language was born. English is one international language.

English is the language which is used by most countries in the world. English has four basic skills; they are speaking, listening, writing, and reading. Speaking and Writing are productive skills, while Listening and Reading are receptive skills. Alexander LG (1975) said that all of four basic language skills are Understanding, Speaking, Reading and Writing. In his book he also said that the most important of all basic language skills are speaking and writing. "Speaking and writing are the most important of these skills, since to some extent they presuppose the other two". In this section, the writer focused on writing skill. Writing is one of the language skill that should be taught besides the other skills. Writing is regarded as a productive skill it aims at assisting students in expressing their idea written.

The process of writing integrates visual, motor and conceptual abilities. Therefore, the students must have extensive knowledge if they want to write something. Based on the curriculum of junior high school which recommended by the government, there are some text to be mastered by the students at junior high school. One of the text is descriptive text. "Descriptive is giving a picture in words."

Descriptive text is the text which describes something, someone, situation, and etc. or write about the way persons, places, or things appear. In learning descriptive text, students may have difficulties in learning it. Students may be confused what to write although they know the topic which has been given by the teacher. They are confused to write their idea about the topic. In fact, when the researcher visited at the seventh grade students of SMP Negeri Satu Atap Wae Dara, the researcher found that the students still do not understand clearly what the descriptive text is, and how to describe persons, places, and things in English writing. Because of that problem, the writer wants to try a method that is Question and Answer technique. The writer hopes by using this technique, the students can make it easier to write what should write in descriptive text. This technique is expected can help the students to make descriptive text.

Based on what has been described in the background above, it is obvious that descriptive paragraph writing is still troublesome, and it needs a lot of intense concentration.

1. Can question and answer technique improve the students' descriptive writing competence of the seventh grade students of SMPN Satu Atap Wae Dara in Academic Year 2020 /2021?
2. How is the teaching and learning situation when the Question and Answer Technique is implemented in classroom practice?

Specific investigation is intended to find a scientific solution about the statement of the problem. Based on the statement off problem above, this research study is intended "to find out whether the Question and Answer Technique can be used to improve the students' ability in writing descriptive paragraph". In this study the examination of the students' descriptive paragraph is focused on their degrees of coherence, grammatical, and vocabulary grammar.

Four types of paragraph writing make up complex process and a complicated activity. English writing must be constructed more carefully, concisely and coherently to ensure that the meaning is clear. Therefore, the researcher limits the research to improving descriptive writing competence through question and answer technique to the seventh grade students of SMPN Satu Atap Wae Dara in Academic Year 2020/2021.

2. Research Method

The type of investigation used in this research is classroom action research. This research is intended to find out the solution to learning problems faced by a specific group of students. Consequently, the findings of any classroom action research cannot be generalized to other groups of students even though they may be present at the same school. According to Suharsimi Arikunto (2008: 3) classroom action research was an examination of activities learning in the form of actions that were intentionally brought up and occur within a class together. Classroom action research (CAR) were carried out as a strategy problem solving by utilizing real action later reflect on the results of the action. Action research were suitable for improve the quality of subjects to be studied.

In this Classroom Action Research (CAR) the researcher acted or behaved as a classroom teacher as well as a test and observer. The researcher try to apply the other question and answer technique due to lack of enthusiastic students junior high school learn to write in the descriptive writing. So the researcher applies this technique. This research was held in SMP Negeri Satu Atap Wae Dara specifically this research which title "improving the student's descriptive writing competence through Question and Answer Technique by the Seventh Grade Student of SMP Negeri Satu Atap Wae Dara in academic year 2020/ 2021.

An instrument used to measure the ability to write descriptive paragraphs is the method test. The test method is used to get an overview of descriptive writing competence of seventh grade students at SMP Negeri Satu Atap Wae Dara. The test is given the task of descriptive writing. Observation is an observation format sheet to obtain data on the behavior of students. The behavior of these students assessed on observational format, then given a score. During the learning process takes place the observations made to the behavior of students follow the learning process. To collect the data in this study is using test. Tests conducted in the form of descriptive writing. Students must write a descriptive writing correspond to aspects of the assessment of the descriptive writing.

In this research the collected data is retrieved from the source, directly observed. In connection with it, the researcher attempted to acquire the right and complete data regarding the descriptive writing achieved by seventh grade students of SMP Negeri Satu Atap Wae Dara.

Methods used in the collection of this data are a test method or task as the main method of the document as a complementary method. Each of these methods is outlined in detail below. Observation methods conducted to strengthen the data obtained through observation. Observations made at the time the learning process takes place that became the object of observation is the behavior of students and teachers while teaching and learning undertaken. The test methods used the measure the learning outcomes of students in learning to write a descriptive writing on cycle I and cycle II. In other words, the test method is the method used to find out or no specific learning outcomes in students. In this study, the method tests the writing task is used to find out the results of the students learn to write in each cycle.

Data analysis is how to process data into information, so that data can be easily understood and helpful to answer problems related to research activities. Data analysis was carried out on an ongoing basis after completion of a course of action. So the analysis of such data is not only done at the end of the study as prevalent in the research of continuous action, but each finished one action. Data analysis was done with a descriptive analysis, namely data presented for what it is without going through the analysis of the statistics.

To get the average value the descriptive writing competence through question and answer techniques at seventh grade students of SMP Negeri Satu Atap Wae Dara in academy year 2020/ 2021 used terms by way of summing the score obtained is divided by the number of students. The formula can be seen below.

$$M = (\sum X) / N$$

Information:

M = mean (average value)

X = score

N = number of students

(Karmini, 2010: 95)

To figure the percentage of the class has been completed, than used the following

$$\text{formula. individual complete} = \frac{\text{the number of students who complete}}{\text{the number of students}} \times 100\%$$

3. Research finding

In this chapter are discussed regarding the results of the study and discussion on the application of Question and Answer Technique will be presented to increase motivation and English learning achievement of the seventh grade students at SMP Negeri Satu Atap Wae Dara in academic year 2020/2021 with the number of students is 18 peoples. This classroom action research is carried out in two cycles to formulate research results. A description of the results of this study includes to almost every predetermined cycles. The success of the research is also supported by the results of student observations during the learning process.

In this section, will presented the results of research from the pre-cycle, cycle I and cycle II. The research subject is the seventh grade students of SMP Negeri Satu Atap Wae Dara in academic year 2020/2021. Based on the initial research tests that have been carried out and the results of interview with the teachers that the results of motivation and achievement in learning English, especially in writing are still low. This is due to the absence of learning that is able to motivate students to learn or the learning process is not conducive. As a result of the action planning, the researcher obtained the data that needed to evaluate the results of this classroom action research.

In the discussion of the results of the research it presented a number of findings as follows. First, students are more interested and more enthusiastic in the English language learning with using the question and answer technique than using the lectures method. This is accordance with the understanding of question and answer technique is to get a good results in descriptive writing. This is the strategy that will enable them to write the ideas and information acquired in their writing. It means student should be given a list of question to be answer before they are assigned to descriptive writing. Thus, students be motivate in learning English language. Second, in descriptive writing using question and answer technique is associated with the contextual approach so that the students see firsthand their essay because objects in writing essay of descriptive paragraph that emphasized is inviting readers as if they see the object itself. By combining contextual approach with question and answer technique, students are more enthusiastic and excited in the task given. Thus, the hypothesis of this research which is by applying the question and answer technique, it can improving the students' descriptive writing competence of the seventh grade students of SMP Negeri Satu Atap Wae Dara in academic year 2020/2021 it's acceptable and proven the truth.

4. Conclusion

The discussion throughout the present classroom action study which dealt with teaching improving the students' description writing competence through question and answer technique by the seventh grade students of SMP Negeri Satu Atap Wae Dara could finally be concluded in this chapter. Some practical suggestions with reference to the significance of the established research findings are also recommended in this chapter, so that the findings of this study could really provide some benefits for the English teachers and the seventh grade students at SMP Negeri Satu Atap Wae Dara.

Based on research conducted on the seventh grade students of SMP Negeri Satu Atap Wae Dara, The conclusion of the research can be stated as follows: 1. This classroom action research can improve student descriptive writing competence. This has been proven by increasing students' scores. Students' responses to learning activities were very good in learning writing by using the Question and Answer technique. This can be seen from improving students learning outcomes on the pre-cycle, cycle I and cycle II. In pre-cycle the average value is 60.33, in the cycle I achieve 67.78. Then in cycle II increase becomes 74.17. The average on the Action II is increased caused by the understanding of students of descriptive writing got increased. 2. Student response very well to this learning strategy, because the atmosphere of learning, students are more enthusiastic and motivated in teaching and learning process. Learning strategies are applied effectively enough to improve the students learning in terms of the hypothesis above is linked with action in front "by applying question and answer technique it can be improve the students' descriptive writing competence of the seventh grade students of SMP Negeri Satu Atap Wae Dara in academic year 2020/2021", then the hypothesis can be accepted because it proved to be the truth.

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