

CHAPTER II

REVIEW RELATED OF LITERATURE

This chapter discusses about definition of writing, writing process and product, writing purposes, the requirements for good writing, definition of genre, kind of genre, definition of descriptive text, definition of basic questioning, the aim of questioning, types of questions, guidelines for writing questions, the use of basic questioning, teaching descriptive writing by using basic questioning and previous study.

A. The General Concepts of Writing

Writing is a way in sending message from the writer to the reader. Before writing, we should know the stages in process of writing and also the important part of writing itself.

1. Definition of Writing

Writing is one of the language skill in teaching English. According to Harmer (2004:31), writing (as one of the four skills of listening, speaking, reading and writing) has always formed part of the syllabus in the teaching of English. However, it can be used for a variety of purpose, ranging from being merely a 'backup' for grammar teaching to a major syllabus stand in its own right, where mastering the ability to write effectively is seen as a key objective for learners. Writing can be defined as the activity of creating pieces of written work such as

stories, poems or articles. The importance given to writing differs from teaching situation to teaching situation. In some cases it shares equal billing with the other skills, in other curricula it is only used, if at all, in its 'writing for learning' role where students write predominantly to augment their learning of the grammar and vocabulary of the language. When writing, students frequently have more time to think than they do in oral activities. The student can go through what they know in their minds, and even consult dictionaries, grammar books, or other reference material to help them. Writing encourages students to focus on accurate language use and, because they think as they write, it may well provoke language development as they resolve problems which the writing puts into their minds. The students are writing to help them learn better.

2. Writing Process and Product

In the teaching of writing we can focus on the product of writing or on the writing process itself. When concentrating on the product we are only interested in the aim of a task and in the end product. Those who advocate a process approach to writing, however pay attention to the various stages that any piece of writing goes through. By spending time with learners on pre-writing phases, editing, redrafting, and finally publishing their work, a process approach aims to get to the heart of the various skill that should be employed when writing. According to Harmer (2007: 325), in process of writing, we should discuss the concept of first and final drafts with our students and then ask the students to say

whether the following activities take place at first or final stages, and to put in the best order:

- a. Check language use (grammar, vocabulary, linkers)
- b. Check punctuation (and layout)
- c. Check your spelling
- d. Check your writing for unnecessary repetition of words or information
- e. Decide on the information for each paragraph, and the order the paragraphs should go in
- f. Note down various ideas
- g. Select the best ideas for inclusion
- h. Write a clean copy of the corrected version
- i. Write out a rough version

According Harmer (2004:4), process writing is an interrelated set of recursive stages which include: planning, drafting, editing (reflecting and revising), and final draft. So, we should pay attention to the different stages of the process of writing in what kind of writing we are doing and who we are doing it for, so that our writing will be understood by the reader.

3. Writing Purposes

The most effective learning of writing skills is likely to take place when students are writing real messages for real audiences, or at least when they are performing tasks which they are likely to have to do in their out of class life.

According Harmer (2004:39), there are the main categories of learning which it is worth considering:

a. English as a Second Language (ESL)

This term is normally used to describe students who are living in the target language community and who need English to function in that community on a day to day basis. For example, will have specific writing need such as the ability in a range of forms, or write particular kinds of letters (depending upon their exact needs and circumstances), alongside the need for general English development. For a second language learner, writing is an extension of listening and speaking. Therefore, the student must be provided opportunities to build, extend, and refine oral language in order to improve written output. Since writing involves some risk-taking, it is important for students to be comfortable taking risks. They need to know that their efforts are appreciated and that the message they are trying to convey is valued over the form.

b. English for Specific Purpose (ESP)

Many students study English for a particular purpose. For example people who are going to work as business in Britain or the USA. Those who are

going to study at an English medium university need to concentrate on English for Academic Purposes. Business students will concentrate on the language of management and commerce. Here, writing tasks for business students can have a high face validity if the students can see that they are writing the kind of letters and documents which they will be writing in their professional life. So, writing in English for specific purposes is emphasized for the written to write a specific purpose of thing that they need to learn.

c. English as Foreign Language (EFL)

This is generally taken to apply to students who are studying general English at schools and institutes in their own country or as transitory visitors in a target-language country. In this case, writing is necessary to remember that there are inseparable aspects when teaching writing; writing as a channel of a foreign language is the use of writing alongside listening, speaking and reading in the process of learning important elements of the language; writing as a goal of a foreign language learning is the development of writing skills to fulfil such purposes as: note-taking, summarizing, narrating, reporting for various real-life situations.

4. The Requirements for Good Writing

It is very important to help writers get ideas being developed in a paragraph easily. To attain the purpose, a topic has to be written clearly in correct sentences and put the sentences in an organization based on a certain rule of the paragraph development. As a result, an effective paragraph, which is easy to understand, is produced.

In writing a good paragraph fulfills four aspects:

a. Unity

A paragraph has unity when all of the sentence mention and support one central idea that is called a controlling idea in a topic sentence. To maintain the paragraphs's unity, supporting sentence must directly explain/support the controlling idea in a topic sentence.

For example:

A nurse in a big hospital has many important responsibilities. There are many nurse working in the Atlanta hospital. She has to feed and bathe her patients and make them comfortable. She has to make sure she gives the right medicine to the right patient. A good nurse must keep up with medical science by reading professional journals.

b. Completeness

A paragraph is complete when it provide sufficient information to convince readers that the paragraph's content is correct or truth. A complete

paragraph consist of a specific topic sentence and enough details to clarify, analyze, and support the main idea stated in the topic sentence.

For example:

The food we eat is broken down and used by our bodies. This breaking down of food is called digestion.

You may have heard your stomach gurgling after you have eaten. The stomach, teeth, tongue and intestines all help to digest food.

When you chew your food, digestion begins. The food is pushed by the tongue to the trapdoor at the back of the mouth called the oesophagus.

It then moves to the stomach where the digestive juices make it smaller. In the small intestine, the goodness is 'soaked up'. Finally, water is taken out in the large intestines.

The goodness that is left can now be carried around the body by the blood to be used for energy, repair and growth!

c. Order

The order of information in a paragraph depends on the subject matter, the writing purpose, the writer's preference, etc. Order in a paragraph is the organization of information which support controlling idea of a topic sentences or the way on how the sentences are arranged in the paragraph. It concerns with what information is to write firstlym secondly, thirdly, later, next, until the last information to end the paragraph.

For example:

I make Arabic coffee by following several easy directions. First, boil water in a coffe pot. Then I add ground light coffee to the pot. After that, I put some ground cardmom and some ginger in the coffee. I wait three minutes until the coffee boil. Next, I serve the coffee in a small cup, and as I drink, I eat dates or chocolate.

d. Coherence

It is gained if each sentence in a paragraph is closely related to the next sentence to stick the ideas from the beginning to the end by using connecting words, phrases or sentences. coherence is important because it helps readers get the ideas of a paragraph easily.

For example:

Many students believe they cannot write a good essay because they are not writers. However, as they practice writing and work on developing their writing skills, most students are able to gain the needed confidence to start thinking of themselves writers.

5. Writing Test

Before designing a test and then giving it to the students, there are a number of things we need to do. According Harmer (327), there are several things, they are:

- a. Assess the test situation: before we start to write the test we need to remind ourselves of the context in which the test take place. We have to decide how much time should be given to the test-taking, when and where it will take place, and how much time there is for making.
- b. Decide what to test: we have to list what we want to include in our test.
This means taking a conscious decision to include or exclude skills

such as reading comprehension or speaking (if speaking test are impractical)

- c. Balance the elements: if we are to include direct and indirect test items we have to make a decision about how many of each we should put in our test.
- d. Weight the source: however well we have balanced the elements in our test, our perception of our students' success or failure will depend upon how many marks are given to each section of the test.
- e. Making the test work: it is absolutely vital that we try our individual items and whole test on colleagues and students as like before administering them to real candidates.

It is important things that should do by the teacher before giving a test to the students. To know whether the test is reasonable done by the students.

B. Genre

1. Definition of Genre

Genre is a French word that means sort or style. It is often used to classify different types of art. According Cambridge Advanced Learner's Dictionary, genre is a style, especially in the arts, that involves a particular set of characteristics or produced according to a particular model or style. Genre is used to group various types of art. It provides a rule bound world in which there are a predictable range of features and expectations.

One of the reason we can communicate successfully, especially in writing, is because we have some understanding of genre. According to Harmer (2007:31), genre is a type of written organisation and layout (such as an advertisement, a letter, a poem, a magazine article, etc) which will be instantly recognised for what it is by members of a discovery community that is any group of people who share the same language customs and norms. Genre represents the forms of different kinds of writing. When we concentrate on genre, we study text in the genre in which we are going to be writing before we embark on their own work. Thus, if we want to write business letters of various kinds, we must look at typical models of such letters before starting to compose our own. If we want to write newspaper articles, we have to study real examples to discover facts about construction and specific language use which are common to the genre. Remember, if we are writing within certain genre, we need to consider a number of different factors. We need to have knowledge of the topic, the conventions and style of the genre, and the context in which our writing will be read. It is important to pay attention to the genre in our writing before we start to write what we want to write.

Genre are divided by two major categories, they are fiction (about things, events, and characters that are not true) and nonfiction (about things, events, and people that are based on fact). From these two major categories, we can classify even further. For example, fiction can be divided into poetry, drama (plays), or prose. Those categories tell us something about the form of the work. Further, we also classify fiction according to layout and style. There are picture books, which contain words and pictures, novellas or short novels, and short stories, which are

much shorter than novellas. Finally, fiction can be classified by content and theme. Here is where we find our common genres: adventure stories, science fiction/fantasy, mystery, horror, romance, realistic fiction, and historical fiction.

2. Kinds of Genre

There are many kinds of genre. According to Rojas (2010: 1), genre is divided into seven. They are:

a. Description

Description is used in all forms of writing to create a vivid impression of a person, place, object, or event (e.g. describe a special place and explain why it is special, describe the most important person in your life, describe the animal's habitat).

Example:

I have a dog in my house named Broni. Broni is a cute dog which has a black spots spread across his tail. He is a pomeranian dog. Even though he has a strong body, he has a gentle face. He is always friendly to those whom he knows. However, he can be aggressive if strangers come to him. He always barks loudly to the strangers.

Broni loves food, especially bones. Even Broni can spend the whole afternoons chewing bones. Whenever Broni is worried, he look me with sad eyes. He also wags his tail from one side to the other. Whenever I see these signs, I immediately give him a meal and some bones to eat. Broni also likes the chirping sound of birds that reside on the tree in front of my house. Whenever Broni hears these sounds, he barks and goes towards the direction where the chirping sound comes. His black eyes will light up with excitement whenever he sees the birds begin to make the beautiful sound.

(Adapted from Profesional Development Service for Teacher, 2013)

b. Recount

Recount is to list and describe past experience by retelling events in the order in which they happened (chronological order). Recounts are written to retell events with the purpose of informing or entertaining.

Example:

At the Beach My friend and I went to the beach on Saturday. While we were at the beach we had a cool swim. After our swim we built sandcastles. Later it began to rain, so we packed up and went home. We were tired from our day at the beach, so we went to bed early.

(Adapted from Profesional Development Service for Teacher, 2013)

c. Report

Report is to describe and classify information. Report have a logical sequence of facts that are stated without any personal involvement of the writer. Informative reports are written about living things like plants and animals and non-living things like cars or oceans. And information report is used when we talk and write about.

Example:

Bicycles are a mode of transport. They bring people from place to place. They have two wheels attached to a frame, with a seat and handle bars for steering. They also have brakes. Bicycles are made in factories and then sold in shops. People use bicycles to get to work and for pleasure. Cycling is good exercise.

(Adapted from Profesional Development Service for Teacher, 2013)

d. Procedure

Procedure is to tell the reader how to do or make something. The sequence of steps are generally presented in simple present tense or continuous, imperative sentences, and it usually uses temporal conjunctions or numbers.

Example:

How to Make Pancakes

Ingredients:

- 1 cup flour
- 1 tablespoon sugar
- 1 egg, beaten
- 2 tablespoons vegetable oil
- 2 teaspoons baking powder
- 1/4 teaspoon salt
- 1 cup milk

Method:

1. Mix the flour, sugar, salt and baking powder in a bowl. If you have a whisk, use it, and make sure the batter is well mixed.
2. In another bowl, beat the egg then add the milk and oil. Mix until it is thoroughly combined.
3. Add the wet ingredients to the dry ingredients and whisk them together for about a minute. The mixture should be a bit lumpy.
4. Heat a blob of butter in a large frying pan.
5. Pour about a third of a cup of batter into the pan. If you want larger pancakes, pour more. For smaller pancakes pour less batter.
6. It will take about two minutes to cook the first side. You will know it is cooked when bubbles that will form on the top.
7. Flip it over and let it cook for a minute more. When the pancakes are golden brown, put them on a plate and enjoy.

(Adapted from Profesional Development Service for Teacher, 2013)

e. Explanation

Explanation is a text to explain how something works or states reasons for some phenomenon. It proceeds from general statement, and is followed by series of process. Conventional structure of explanation discourse are: general statement, a series of explanation how something happens, and closing.

Example:

Making your own music

It is easy to understand how a drum makes a sound- you can see the drum skin vibrating. You can also see the strings on a guitar vibrating back and forth when they are plucked. All wind instruments, like a tin whistle or a saxophone, also make their sounds using vibrations. All wind instruments have a tube. The musician blows air through this tube. The air vibrates against the tube as it travels down. All this bouncing air produces notes. The length and width of the tube effects the notes that we hear.

(Adapted from Profesional Development Service for Teacher, 2013)

f. Narrative

Narratives is a text to entertain, to gain and hold a reader's interest. However, narratives can also be written to teach or inform, to change attitudes or social opinions. Narratives sequence people/ characters in time and place and set up one or more problems which must eventually be resolved. The main features of narrative writing are: defined characters, descriptive language, past tense.

Example:

Little Red Riding Hood

Once upon a time there was a little girl who lived at the edge of a large dark forest. She always wore a red coat so everyone called her Little Red Riding Hood.

One day, her mother gave her a basket of food and told her to take it to her grandmother. On the way, Little Red Riding Hood met a wolf. "Where are you going?" he asked. "I'm going to my grandmother's house", Red Riding Hood said.

The greedy wolf took a short cut to the grandmother's house and put on her clothes. When Red Riding Hood got there, she did not know her grandmother. "What big teeth you have" she said. "All the better to eat you" said the wolf. Red Riding Hood shouted "Help someone Help!"

A woodcutter came and chased the wolf away.

Little Red Riding Hood's granny got out of the press where she was hiding and they had a lovely tea.

(Adapted from Profesional Development Service for Teacher, 2013)

g. Argument

Argument is to support ideas presented in sequence to justify a particular stand or viewpoint that a writer is taking. The purpose is take a position on some issue and justify it.

Example:

Milk is a drink that is exceptionally helpful for the body. This is on account of, milk contains numerous vitamins and minerals that are extremely valuable. The sustenance of the most generally in milk is calcium, the substance that makes our body and bones get to be more grounded and become higher. Notwithstanding calcium, milk likewise contains protein. Protein is required for building cells in the body. Last, milk additionally has fat that will be utilized as a vitality source as a part of the body. Along these lines, drinking milk is useful for our bodies.

(Adapted from Professional Development Service for Teacher, 2013)

C. Descriptive Text

1. Definition of Descriptive Text

Descriptive text is a kind of text with a purpose to give information or is the clear description of people, places, objects, or events using appropriate details. According to Rojas (2010), description is used in all forms of writing to create a vivid impression of a person, place, object, or event (e.g. describe a special place and explain why it is special, describe the most important person in your life, describe the animal's habitat). An effective description will contain sufficient and varied elaboration of details to communicate a sense of the subject being described. The context of this kind of text is the description of particular thing, animal, person, or others, for instance: our pets or a person we know well. It

differs from Report which describes things, animals, persons, or others in general.

The social function of descriptive text is to describe a particular person, place, or thing and to show rather than tell reader what something/someone is like.

2. Generic Structure

The generic structure of descriptive text consists of Identification and Description.

Identification: Identifies phenomenon to be described.

Description: Describes parts, qualities, characteristics, etc.

The example of Descriptive Text

My Grandmother	
<i>Identification</i>	My grandmother is a very gentle, loving, and caring person. She never raises her voice at anyone. She lived with for as long as I can remember. Seha cakes care of me when mom and dad go to work
<i>Description</i>	<p>My grandmother is a very neat and tidy person. She has very dry grey hair which she usually pulls up into a bun. She has dark brown eyes that twinkle whenever she sees me. I hardly every see them wet.</p> <p>Grandmother likes to tell stories. She usually tells me brief stories of her childhood and expresses them very well with her tired, old, wrinkled hands. Sometimes, she also tells story about grandfather who pass away. My dear grandmother always says good things about him. She once told m ethat he was the nicest persons she had ever met.</p> <p>I really love my grandmother</p>

3. Language Features

Descriptive often uses 'be' and 'have'. Tense which is often used is Simple Present Tense. However, some times it uses Past tense if the thing to be described doesn't exist anymore. According Rojas (2010), text features of description are:

- a. The description relies on precisely chosen vocabulary with carefully chosen adjectives and adverb.
- b. Sensory description-what is seen, heard, smell, felt, tasted-is used.
- c. Precise use of adjectives, similes, metaphors to create images/pictures in the mind.
- d. The description focuses on key details, powerful verbs, and precise nouns in order to 'put the reader' into the experience.
- e. Description uses action verbs (e.g. bites, squirts)

D. Basic Questioning

1. Definition of Basic Questioning

Questions is the best expression to start the conversation. According Cambridge Advanced Learners's Dictionary, basic is providing the base or starting point from which something can develop. According Poole (2003:9), questions are great conversation starters. It seems everyone has a story to tell or an opinion to share. And to get it, we need only to ask. According Critellie and Tritapoe (2010: 2), questioning is an essential part of instruction it allows teachers to monitor student competence and understanding as well as increase thought-provoking discussion or the key to gaining more information. So, basic

questioning is the basic part of sentence, phrase that is used to gain or ask more information. Good questions invite people to open up about themselves and divulge their thoughts and feelings on a wide variety of topics. We are the secret behind getting acquainted with someone we have recently met or learning something completely new about someone we've known for years. If we learn to ask the right questions, we will gain better understanding of what our friend said.

There is something powerful about questions that force us to think, look within ourselves, examine our hearts, and search for answers. And it's in the process of responding to those questions that we often make discoveries about ourselves, things we never even realized before. Questions also function remarkably well in the context of discussion groups. If we give the clearly questions, our friends will have more understanding when in a group discussion. Asking great questions in a group setting is the quickest and easiest way to spark stimulating discussions. Questions can do more than measure what students know. Appropriately challenging, engaging, and effective questions stimulate peer discussion and encourage students to explore and refine their understanding of key concepts. So, good and clearly questions is important to make our friend understand what we said and we will get good answer from what our friend said.

Good questions must contain several things. According to Lewis (2-3), good questions are: purposeful (asked to achieve a specific purpose), clear (students understand what they mean), brief (stated in a few words as possible), thought-provoking (they stimulate thought and response), limited in scope (only

one or two points in chain of reasoning called for), adapted to the level of the class (tailored to the kinds of students in the class).

Questioning will be most effective when questions are: planned, logical and sequential, addressed to the entire class, posed so students have time to think, balanced between fact and thought, distributed widely, not repeated , asked in conversational tone and, designed to elicit sustained responses. According Burke (2010:18), test questions and study questions are not without value; however, questions can accomplish much more than merely checking what students learned or read. How to develop and use questions to:

- a. Prepare and help students participate in effective classroom discussion
- b. Connect what they learn to themselves, the world, and other texts or units they have studied
- c. Clarify and extend thinking about a subject
- d. Assess and deepen understanding of material
- e. Generate ideas and insights through reading, writing, representing, and discussing
- f. Organize instruction around big ideas and essential questions

So, pay attention to the criterias of good question and how to develop and use questions above. Because the criterias and the manner in using questions is important thing. It purpose that people who doing conversation with us will more understand about the questions what we said and the questions will organized.

2. The Aim of Questioning

According Lewis (2), the aim questioning are:

- a. To test a student's preparation (find out if students did their homework.)
- b. Arouse interest (bring them into the lesson by motivating them.)
- c. To develop insights
- d. To develop ideals, attitudes and appreciations (rsk questions that cause students to get more than knowledge in the classroom.)
- e. To strengthen learning (review and summarize what is taught.)
- f. To stimulate critical thinking.
- g. To test achievement of objectives

3. Types of Question

There are many types of question. According Betty (2003: 121), types of question are:

Question-Word Questions

Question-Word questions is a questions that asks for information by using where, when, who, what, whom, which, whose, why and how.

- a. *Who* is used as the subject of a question, e.g. Who is she?
- b. *Whom* is used as the object in a question, e.g. Whom did you see?

Whom is used in formal English. In everyday spoken English, who is usually used instead of whom:

Formal: Whom did you see?

Informal : Who did you see?

- c. *What* can be used as either the subject or the object in a question, e.g.

What are they doing in the zoo?

When who or what is used as the subject of a question, usual question word order is not used; no form of do is used, e.g. Who came?

- d. *Where* asks about place, e.g. Where did they go?

- e. *Why* asks about reason, e.g. Why did you stay home?

- f. *When* can be answered by any time expression, e.g. When are you going?

- g. *How* has many uses. How is often used with adjective (e.g. old big), e.g. How old is she? How tall is the giraffe?

Questions are divided into six types according to Taksonomi Bloom, they are:

- a. Knowledge Question

Exhibit memory of previously learned material by recalling facts, terms, basic concepts, and answers.

For example: “ Who was the first president of Indonesia?”

“ Where is the Candi Borobudur placed?”

“ What is the steps to make fried noodle?”

“ When did the the accidents’ car happen?”

b. Understanding Question

Demonstrate understanding of facts and ideas by organizing, comparing, translating, interpreting, giving descriptions, and stating main ideas.

For example: “ Explain what is happening in the picture?”

“ What can you say about Candi Prambanan?”

c. Applying Question

Solve problems to new situations by applying acquired knowledge, facts, techniques and rules in a different way.

For example: “ How can you find the problem from the story?”

“ What approach would you use to solve the problem?”

d. Analyzing Question

Examine and break information into parts by identifying motives or causes. Make inferences and find evidence to support generalizations.

For example: “ Why do you think Mary went to Singapura?”

“ What are the parts of body?”

e. Evaluating Question

Present and defend opinions by making judgments about information, validity of ideas, or quality of work based on a set of criteria.

For example: “What is your opinion of this problem?”

“Based on what you know, how would you explain the characteristic of Kancil?”

f. Creating Question

Compile information together in a different way by combining elements in a new pattern or proposing alternative solutions.

For example: “What way would you design this room?”

“What could be done to minimize the box?”

4. Guidelines for Writing Questions

Writing questions must pay attention for some basic principles that the respondent don't confusion, misunderstanding, lack of comprehension or response bias. According Siniscalco & Auriat (2005: 29), guidelines for writing questions consist of:

a. Keep the vocabulary simple

A first rule concerns the vocabulary used in writing questions and answer categories. The rule is “keep it as simple as possible”. This implies using simple words, avoiding acronyms, abbreviations, jargon, technical terms, and abstract or general words.

b. Keep the question short

Closely related to keeping vocabulary simple is avoiding lengthy questions. Generally, it is recommended to hold questions to 25 words or less. If a longer sentence is used then it should be broken up so that there will be several shorter sentences.

c. Avoid double-barrelled questions

These are single questions that ask for two things and therefore require two answers. “Do you have your own table or your own room to do your homework?” “Do you think it is good idea for children to study geography and history in primary school?” In such instances, respondents do not know what to do if they want to say ‘Yes’ to one part of the question but ‘No’ to the other.

d. Avoid hypothetical questions

Evidence has shown that hypothetical questions such as “Would you use this resource in your class if it were available?” are not good for the prediction of behaviour.

e. Don’t overtax the respondent’s memory

No student, especially young students, will be able to answer reliably a question such as “In the last month how many hours of homework did you do on an average day?” because the time is just too long to remember what happened in detail. If such a question must be asked, a one-week recall period might be more appropriate for this type of event.

So, it is important to know the guidelines for writing questions. It will facilitate the respondent or students to understand our questions.

5. The Use of Basic Questioning

As teachers, we need to involve the students to come in our topic in classroom activities. Selecting technique was giving important point in the process of teaching learning. Appropriate technique will affect the students activities in the classroom. In this research, the researcher used basic questioning as a technique in teaching writing especially descriptive text. The purpose of the questions are: questions can help diagnose student understanding of material, questions are a way of engaging with students to keep their attention and to reinforce their participation, questions are a way to review, restate, emphasize, and/or summarize what is important, questions can be used to stimulate discussion and creative and critical thinking, and to determine how students are thinking and questions can help students retain material by putting into words otherwise unarticulated thoughts. According Sockalingam (2011), the first step in asking better questions is to identify the types of questions we are currently asking, why we are asking them. Questions help teacher fulfill multiple agendas in the classroom. Questions are used to help teachers ascertain the level at which their students understand concepts presented during lecture, to engage or encourage students' active participation in a lesson, to allow students to express their thoughts and hear explanations offered by their peers, and to keep students alert or on task during class time. The plan of questions, it is not just the type of questions

that is important, but also the timing, sequence and clarity of questions. Answering takes time to think and it is therefore necessary to give students sufficient waiting time before going on to modify the question or asking other students to respond. As teachers, we not only need to have a clear intent for questioning, but we need to also learn to ask the right questions. To guide students on the learning process, it is essential to question on learning outcome (content) as well as students' thinking and learning processes.

In teaching learning process, before the teacher starting the lesson the teachers use basic questioning to stimulate the students to come in the teaching learning process. For example: when the teacher teaches about descriptive text, firstly, the teacher asks to the students "what do you know about descriptive text?". The teacher asks to the students to share their knowledge about descriptive text and discuss it together with their friends. It will make the students have a guideline about the descriptive text. After that, the teacher can give some example about descriptive and then some questionings. The use of basic questioning is to give a stimulus to make the students get an idea about the lesson especially in descriptive text. The teacher can start the lesson from the easiest to the most difficult one.

6. Teaching Descriptive Writing by Using Basic Questioning

Essay test usually consists of small number of questions to which the students is expected to recall and organize knowledge in logical, integrated answer. An essay test item can be an extended response item or short answer item.

According Clay (2001: 41), the use of basic questioning in writing test are: Firstly, formulate the question so that the task is clearly defined for the student. It will make the questions understanding by the students. The questions should easy for students understanding in writing descriptive text. Secondly, pay attention to the number of items. So, in writing descriptive text the teachers should ask the basic questioning only that related with the topic. Thirdly, avoid the use of optional questions on an essay test. The question for the students must be same. Don't give optional questions or different questions each students because it will affect the reliability of the scoring. Fourly, write essay items at different levels of learning. For example to use Bloom's taxonomy in writing questions. And the last is choose a scoring model. After the students write a descriptive text, the teacher will scoring the students written by using scoring model. The use of scoring model is to score the students' writing decscriptive by scoring the component that has been determined. So, the steps for teaching writing decscriptive text by using basic quetsioning is the students should answer the basic questioning first then the students arrange the answer in the form of descriptive text and the last the researcher scoring the students written by using scoring model.

E. Review of Previous Studies

This reserach is similar to these following previous research. The similarity are the research is interested to conduct the research to see the effectiveness of basic questioning technique toward the students' ability in writing descriptive text.

The studies which relevant to this research are as follow:

First, Muhammad Bagus Nawawi with the title “ Improving students’ writing skill of Desxriptive Text Through Guided Questions (Classroom action Research at VIII class of SMP PGRI 1 Ciputat-Kota Tangerang Selatan in academic year of 2010/2011).” In this research, he underlined that guided questions can be applied in English teaching learning process as on of the innovating in teaching learning process, particulary the attempt of improving students’ writing skill of descriptive text. Guided questions make them easier in creating descriptive paragraph. He said that the students’ participation are more interested in learning descriptive paragraph through guided questions. And also the students’ perception and impression about process of learning writing skill of descriptive text through guided questions is more enthusiastic.

For the differences between the previous study and this research are the previous study using guided questions and also the previous study using Classroom Action Research as research design. Meanwhile, this research using basic questioning in teaching descriptive text and also using Pre-Experimental Research as research design.

Then the previous study is Ulin Ni’mah with the title “ The Effectiveness of Using Basic Questioning with Picture to Improve The Students’ Descriptive Writing Skill (An Experimental Research at the Seventh Grade of SMP N 31 Semarang in the Academic Year of 2011/2012).” In this research, the objectives of her study were to find out the effectiveness of basic questioning with picture to

improve students' writing skill in descriptive text. She said that using basic questioning with picture to teach writing is a good innovation. It can stimulate the students' interest in writing. By using basic questioning with picture, the students are able to catch the ideas of what to write and arrange the paragraph more easily.

For the differences between the previous study and this research are the previous study using picture, the research design was True Experimental Research, the researcher using two group as experimental and control group. Meanwhile, this research are doesn't using picture in teaching descriptive text, the researcher using Pre-Experimental Research as research design and using one group pretest posttest as sample.