DEVELOPING LANGUAGE STUDENTS' WRITING ABILITY AT DESCRIPTIVE TEXT BY APPLYING QUESTIONING STRATEGY AT THE TENTH GRADE OF MAS PESANTREN DAIRI

A THESIS

Submitted to Tarbiyah Faculty and Teacher Training UIN-SU Medan as a Partial Fulfillment of the Requirements for S-1 Program (S.Pd)

By:

MAYSARAH MANIK

34.16.3.208

DEPARTMENT OF ENGLISH EDUCATION

FACULTY OF TARBIYAH AND TEACHERS TRAINING

STATE ISLAMIC UNIVERSITY OF NORTH SUMATERA MEDAN

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STATE ISLAMIC UNIVERSITY OF NORTH SUMATERA

MEDAN

2020

Nomor   : Istimewa   Medan, 28 Agustus 2020

Lampiran   : -   Kepada Yth.

Prihal   : Skripsi   Bapak Dekan Fak. Ilmu Tarbiyah

             a.n Maysarah Manik   dan Keguruan UIN Sumatera Utara

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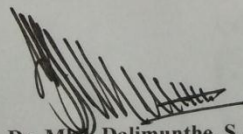
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Judul   : Developing Language Students' Writing Ability At Descriptive Text By Applying Questioning Strategy At The Tenth Grade Of Mas Pesantren Dairi Sidikalang.

       Dengan ini kami telah menilai skripsi tersebut dapat disetujui untuk diajukan dalam Sidang Munaqasah Skripsi pada Fakultas Ilmu Tarbiyah dan Keguruan UIN Sumatera Utara.

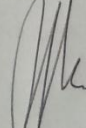   Demikian kami sampaikan, atas perhatian Bapak kami ucapkan terima kasih.

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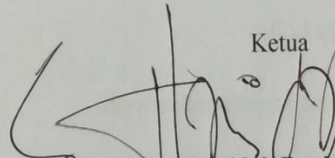
SURAT PENGESAHAN

Skripsi yang berjudul : **"Developing Language Students' Writing Ability At Descriptive Text By Applying Questioning Strategy At The Tenth Grade Of Mas Pesantren Dairi Sidikalang** oleh **Maysarah Manik** yang telah dimunaqasyahkan dalam sidang munaqasyah Sarjana Strata Satu (S1) Fakultas Ilmu Tarbiyah dan Keguruan Universitas Islam Negeri Sumatera Utara Medan pada tanggal :
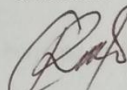
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dan telah diterima sebagai persyaratan untuk memperoleh gelar Sarjana Pendidikan (S.Pd) pada jurusan Pendidikan Bahasa Inggris Fakultas Ilmu Tarbiyah dan Keguruan Universitas Islam Negeri Sumatera Utara Medan.

Panitia Sidang Munaqasyah Skripsi
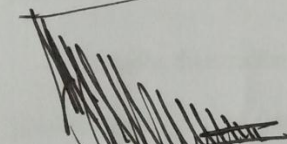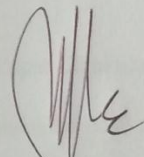**Fakultas Ilmu Tarbiyah dan Keguruan UIN SU Medan**

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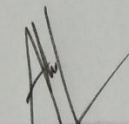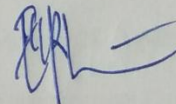
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Judul :DEVELOPING LANGUAGE STUDENTS' WRITING ABILITY AT DESCRIPTIVE TEXT BY APPLYING QUESTIONING STRATEGY AT THE TENTH GRADE OF MAS PESANTREN DAIRI SIDIKALANG.

Menyatakan dengan sebenar-benarnya bahwa skripsi yang berjudul diatas adalah asli dari buah fikiran saya, kecuali kutipan-kutipan didalamnya sebagai sumbernya.

Apabila dikemudian hari saya terbukti atau dapat dibuktikan ini hasil jiplakan, maka gelar dan ijazah yang diberikan oleh Universitas batal saya terima.

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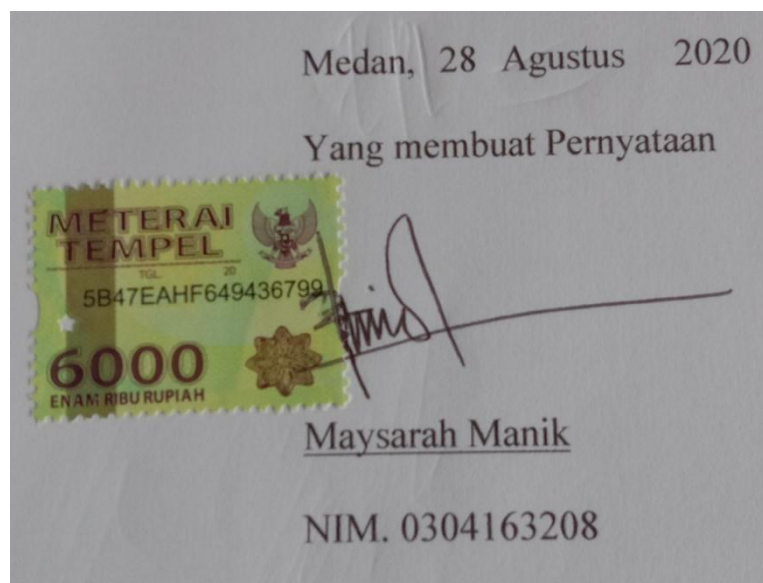
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ABSTRACT

Developing Language Students' Writing Ability At Descriptive Text By Applying Questioning Strategy At The Tenth Grade Of Mas Pesantren Dairi Sidikalang.

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Key words: writing, descriptive, questioning strategy

This research was conducted to find out the students' ability at writing descriptive text whether can be improved by questioning strategy or not. The research was class room action research. The subject of the research was the tenth grade IPA2 MAS Pesantren Dairi Sidikalang in 2020-2021 academic year. They were 23 students. The qualitative data was taken from interview, observation, and documentation. The quantitative data was taken from pre test, post test I and post test II. Base on the observation data result, the teaching applied of questioning strategy at descriptive text can increase the students' writing ability at descriptive text. It can be seen from observations' result in the first cycle, the percentage was 52 % and the second cycle was 83%. The result of students' test score also was increase. It showed the mean of pre test was 59,2, post-test in cycle I was 73,35 and the post-test of cycle II was 83,13. The researcher concluded, the students' ability at writing descriptive text was improved by using questioning strategy.

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This thesis entitle. **Developing Language Students' Writing Ability At Descriptive Text By Applying Questioning Strategy At The Tenth Grade Of Mas Pesantren Dairi Sidikalang**. It will be created by me, to fulfill the assignment and to complete the requirement for S-1 Program at English Education Departmen of Tarbiyah and Teacher Training Faculty,State Islamic University of North Sumatera Medan.

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Medan, 18th of August 2020

<u>MAYSARAH MANIK</u>

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CHAPTER I

INTRODUCTION

In this chapter, the researcher presents the background of study, the identification of problem, the limitation of study, the formulation of study, the objective of study and the significance of research.

A. Background of study

English is one of a general subject in Indonesia. Specially, in every level of study. The aim of learning English is increasing the ability in communicating. The English ability relates four skills: listening, speaking, writing, and reading.[1] Writing is one a skill that very important in language learning activities. Writing is expressing opinion, experience, idea, or information in the peoples' mind. Writing skill has some genres which should be learned and studied by every student, it is descriptive text. Descriptive is a text which describes place, people, animal and other thing to find out the nature of an object or person.

In the Tenth grade of senior high school, student is expected to produce the simple functional of text, such as descriptive text. But the reality, base on the researchers' observation at the first grade of MAS Pesantren Dairi, the students' achievement of writing descriptive text was still low. Because, some teachers used the conventional and monotonous methods. Such as, student only listens the teachers' instruction and explain the topic and do the task.

The researcher also found some problems in learning process. First, the student was less enthusiastic while following the learning process, second is most

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[1] Ashok Sapkota, (2013). Developing of Students' writing skill through Peer and Teacher Correction, the Journal of NELTA, Vol. 17 No. 1-2

of students difficult to find the ideas that will be written in paper, and the third is even though students still have ideas, they still have difficulty in pouring their ideas in their writing.

If the teacher always uses conventional method the class will be uncomfortable and the students will be uncomfortable. The teacher should make the class enjoyable. The teacher also must have some various of teaching method to built the students' motivation, and choose the suitable strategies in creating the best learning process. Thus, the researcher interested to apply the questioning strategy in learning and teaching descriptive text.

Question is one of strategies that have been used for centuries. Questioning is the strategy whom is asked by teacher to motivate the students in learning process. Bruce and friends (2011) argued, questioning method was very effective. It allows students become involved in the teaching learning process.[2] It means, the students would be active and effective in the teaching learning process when teacher uses the questioning strategy while learning teaching process.

Gattis 2002 noted by Sujariati, Mahmud and, Rahman (2016) add that question technique is important to guide the students in learning activity. It will help the teacher improve the students' work and thinking.[3] Questioning strategy stimulates and recalls their comprehension, and builds they skills in teaching process. There for, question has been popular in learning activities.

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[2] Bruce and friends (2011), *Model Of Teaching (edisi bahasa Indonesia) ,* Jakarta Pustaka Pelajar,p.170

[3] Sujariat (2016), *English Teacher questioning Strategies in classroom.* English language education: state university of Makassar

Based on description above, the researcher interested to do a research in the title "***Developing Language Students' Writing Ability at Descriptive Text By Applying Questioning Strategy At The Tenth Grade Of Mas Pesantren Dairi***"

B. Identification of Problem

There were two factors which influenced the student's writing of descriptive text. They were internal and external factors:

1. Internal factor was the student had low skill in writing, such as: students' motivation, students' understanding, and many others. They could not find the ideas to write. Students also didn't know the rules of writing text especially in descriptive text. They only knew that writing has complicated rules so they were not motivated to write. Therefore a negative effect appeared which result in students cheating from their friends because they didn't understand the writing text.

2. The external factor was the teacher seldom used the difference teaching method. Most of the teachers taught them by deductive method in the learning subject.

They explained the material than they gave the task. That learning process made the student confusing and boring.

C. The Researchs' Limitation

Base on identification of research above, it was impossible for the researcher controls all the problems, it cause the researcher has a limit time. That is why the researcher only focuses on students' writing ability at descriptive ext by applying questioning strategy at the first year of Mas Pesantren Dairi.

D. The Formulation of Study

Base on the identification and the limitation of study above, the researcher formulates the study as follows:

1. How is the students' writing ability at descriptive text before applying by questioning strategy?

2. How is the implementation of questioning strategy in writing descriptive text?

3. How is the students' writing ability at descriptive text after applying by questioning strategy?

E. The Objective of Study

1. To know the students' writing ability at descriptive text before applying by questioning strategy

2. To know the implementation of questioning strategy in writing descriptive text;

3. To know the students' ability at writing descriptive text after applying by questioning strategy.

F. The significant of Study

The finding of the study is expected to be useful for:

1. Theoretical significance

   This research can be a solution to find out the teaching method in learning writing subject

2. Practical significance

   a. For the teacher

The teacher can apply questioning strategy to develop students' ability at building up writing descriptive text.

b. The other researchers

They will find a new knowledge in teaching writing descriptive text using questioning strategy.

c. The school,

This research can be a contribution. It can improve the quality of teaching English at MAS Pesantren Dairi.

CHAPTER II

REVIEW OF LITERATURE

The second chapter will discuss the writing, teaching writing, kind of text, descriptive text, questioning strategy, procedure of teaching descriptive text writing using Questioning Strategy, related study, theoretical framework and hypothesis.

A. Theoretical Framework

The researcher needs to explain some concepts applied in research. The research will classify some terms which will use in the research to avoid the confusion of the readers.

1. Writing

Writing is separate out from speaking. It is differences in grammar and vocabulary writing has issues of letter, word, and text formation, made by handwriting, spelling, and punctuation.[4] Kiky stated in her thesis that writing skills is component of language with important role for human life. By writing activity, a person can express their thought to achieve the purpose.[5]

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[4] Jeremy Harmer, (2003), *The Practice Of English Language Teaching*. England : Longman,P.255.
[5] Kiky Novita Santi,(2018), *Improving Students' Writing Skill Through Word Webbing*, Yogyakarta : UMP. p.6.

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Writing is an activity like any other do. When someone improves through practice and reflection, writing is probably already an integral part of our daily routine life, because we do anything in writing even we have in technology modern.[6] Writing is an important part of many standardized test. On such test you will be given a prompt or topic about which to write.

The oxford advanced learners' dictionary states, writing is an activity that contrast to speaking, reading and listening.[7] Writing is important subject in language skills. Writing is the one of the way to know and to find things that we have in our mind.[8]

Communication is the main goal of writing.[9] Its' caused that writing skill has the advantages to improve a communicative competence in learning language. Students learn language through writing and speaking so they can improve their language competence. If the students understand the language knowledge, it means, they have language competence.

In conclusion, writing is the important tools of language in a textual form through the use of letter and symbols. Writing is the concept of arrangement of letter and word in the system. By writing the reader can understand the message or information.

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[6] Joyce Armstrong Carroll and Friends, (2001), *Writing and Grammar Diamond Level* 12, United States :Prentice Hall, p-xi
[7] A S Hornby, (2003), *Oxford Advanced Learner's Dictionary Of Current English: International Student's Edition*. UK: Oxford University Press, p.1561
[8] Muhammad Usman,(2016), *Model Pembelajaran Bahasa Inggris pada Mata Kuliah Writing*, Yokyakarta : Deepublish, p. 10-11
[9] Utami Dewi, (2013), *How to Write, Medan*: La-Tansa, p. 2-3

In decision, writing can express their students feelings and thoughts. In the holy Al-Qur'an, Allah SWT also tells us to write. Writing is also important that should be mastered. There is some verses that state the writing. Here is stated in Qur'an, Al-qalam Verse 1.

$$\text{نٓ ۚ وَٱلْقَلَمِ وَمَا يَسْطُرُونَ ۝}$$
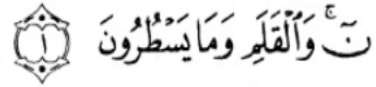
"*Nun, Demi pena dan apa yang mereka tuliskan*" Q-S. Al-Qalam/68:1

"*Nun*. By the writing and what they inscribe." (Q-S. Al-Qalam/68:1)[10]

Based on those verses, Allah SWT explained that Allah though human by writing (*Allahs' message*). Writing (qalamullah) is the greatest advice from Allah SWT. Writing can develop or transfer their knowledge between one each other human. It shows that writing can be a message and the important tool to everyone.

Allah also stated that writing is a way to get knowledge and to develop humans' knowledge in society. Therefore, by a writing, human can get knowledge. The verse Al-Alaq 4-5 states :

$$\text{ٱلَّذِى عَلَّمَ بِٱلْقَلَمِ ۝ عَلَّمَ ٱلْإِنسَٰنَ مَا لَمْ يَعْلَمْ ۝}$$

"*Yang mengajarkan manusia dengan pena, Dia mengajarkan manusia apa yang tidak diketahuinya*" Q.S Al-Alaq :4-5

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[10] Abdullah Yusuf Ali, (2002), *The Holy Qur'an: Text, Translation, English Translation with Commentary & Notes*, New Delhi (India): Kitab Bhavan, p. 497.

"Who taught (human) by the Allah message. He taught the human, what they don't know yet" [11]

This verse began with the first word from Allah SWT. Allah was not directly taught the human, but they are taught by another whit their ability to teach from Allah SWT. It is importance of knowledge to man. Allah has provided man with the sense of thinking. Getting the knowledge by different thing.

Therefore, by the writing, everything can be understood by human. Writing skill means the ability to arrange the system of letters, word, and sentences of language being used in written communication in order that the reader can understand the message or information.

Abu Hurairah *Radhiallahu 'anhu* said :

مَا مِنْ أَصْحَابِ النَّبِيِّ صَلَّى اللهُ عَلَيْهِ وَسَلَّمَ أَحَدٌ
أَكْثَرَ حَدِيثًا عَنْهُ مِنِّي، إِلَّا مَا كَانَ مِنْ عَبْدِ اللَّهِ بْنِ
عَمْرٍو، فَإِنَّهُ كَانَ يَكْتُبُ وَلاَ أَكْتُبُ

"Tidak ada seorangpun dari sahabat-sahabat Nabi Saw, yang lebih banyak hadisnya dariku kecuali,Abdullah Ibn Amr, karena ia menulis sedangkan saya tidak menulis".
"There is no one from the companions of the Prophet *Solallahu 'Alaihi*

wassalam who has the most (narrated) *hadith* from Him (*Solallahu 'Alaihi*

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[11] *Ibid,* p.544.

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wassalam) besides me, except from Abdullah bin Amr, because he used to write, whereas I did not write." (HR. Bukhari no.13)[12]

This *hadith* states the virtue of writing. That everything was done and said by Rasulullah solallahu 'alaihi wassalam can't be written by anyone except one man who knows to write. Therefore the virtue of writing is very important to learn.

When we want to write something down, we have been already thinking about what and how we are going to say it. Then, after we have written, we make change and corrections. Therefore, writing is always has many process.

While Writing is the process of thinking to figure ideas out, writing become a complex activity. It is predicated on the observation and experience most of students of English, however well they may speak the language are not able to write it well without systematic training. Most of students can't pour their thought and ideas in their writing.

2. Writing Process

Cox in Muhammad Usman stated that writing learning process has five stages, first is pre-writing, the second is drafting, the third is revising, the forth is editing and the fifth is publishing. The five stages writing process above make the students do some difference activity. [13]

Joyce Armstrong Carroll and friends described the writing process which shown by some scene:

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[12] Wisma MTI:Yogyakarta.2012. *https://kunaasyaa.wordpress.com/2012/11/08/ik atlah-ilmu-dengan-tulisan/.* Accessed on February, 10th 2020.

[13] Muhammad Usman,(2016), *Model Pembelajaran Bahasa Inggris pada Mata Kuliah Writing,* Yokyakarta : Deepublish, p. 21

a. Pre-writing, includes exploring topics, choosing a topic, and beginning to gather and organizer details before write;
b. Drafting, writing the idea on the papers.
c. Revising is the step to revise and improve the writing structure.
d. Editing and proofreading is correcting errors in grammar, spelling, and mechanics;
e. Publishing is the step to share the work result.[14]

Those stages are some sequence in writing work. Nobody can skip the stage because it is always done by a writer. It means, as we draft, you may begin making revisions in your work; or as revise, you may discover that you need to go back and gather more ideas.

3. Teaching Writing

Language mastering has two skills that called productive skill, they are writing and speaking. Other skill that called as receptive skills, they are reading and listening.[15] Teaching writing is the action to teach the student how they can express the idea or imagination in written words. However, to make the student' writing better, the teacher should teach some element of writing including grammar, letter, word, sentence organization, vocabulary and mechanic and help them to express their idea in the teaching writing process.

Hence said, English teacher needs to find an alternative way to help the students to improve their skill.[16] We have to begin the writing with simple form. The goal of teaching the foreign language is to understand it. Writing skill can be the best

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[14] Joyce Armstrong Carroll and friends,(2001), *Writing and Grammar Diamond Level 12,* United States :Prentice Hall. p.15

[15] Muhammad Usman, *Op.Cit.,*p. 10

[16] Fenti Susilawati,(2017), *Teaching Writing Of Narrative Text Through Digital Comic*, Journal Of English And Education,Vol,5,No.2,p.2

comprehension subject exercises. In intermediate stage, the student must learn how to write simple, compound, and complex sentences and to connect ideas from notes.

Appropriate on assumption above, the teacher should be a guidance to the student to write or how to express their idea into written form. In writing activity, they must follow the step how to make the writing effectively. Here are the writing process:

a. Pre writing

A writer should select the general subject, point the topics, generate it and organizes the ideas.

b. Writing

The writer begins to write the idea on their mind from the letter, word, sentence into paragraph and follow the stages.. In the process, the writer should think about word, grammar, spelling punctuation and capitalization.

c. Re writing

The writer focuses to their evaluation of writing with correcting the content and form, punctuation, vocabularies, grammar, duplication, writing errors, and omissions.

Based on statement above, it can be conclude that teaching writing is to lead the student how to express their idea from their thought in writing. The teacher will help the student how to pour, organize and develop their thought so their writing to be better. The student should be lead in writing process by following the important thing in the procedures of writing.

4. The Genre in Writing

The genre of writing has some perspective in teaching and learning writing. First is a kind of text or writing work itself an second, genre as a process or strategy of how to write in working development. There is a certain process of production and reproduction.

According to I. Wy. Dirgeyasa, there are some genre of text in writing, they are:

a. Descriptive text is a text that describe or illustrate the object, person or idea by his/her eyes physically.
b. Recount is a text that retelling of an event or an experience or recount is a text that retells events or experiences in the past.
c. Narrative is a text that to tell an even or fictive story or retell the problematic events which lead to a crisis or turning point of some kind, which in turn find a resolution.
d. Procedure is a text that discusses and explains how something works or how something is done. Procedure text is a text that designed to describe how something is achieved through a sequence of actions or steps.
e. Report is a text to describe the way things in around of our environment are described. Usually tells the natural or non-natural phenomena or even social phenomena.
f. Explanation text is a text that explaining a process of formation. This genre
g. Discussion text is a text which presents a problematic discourse. This problem will be discussed from different points of view.
h. Analytical exposition is a text that elaborates the writer's idea about the phenomenon surrounding. This genre will often involve the writer comparing opposite points of view, analyzing the arguments and concluding with an overriding opinion or conclusive argument.
i. Anecdote text
   Anecdote is a text that shares with others an account of an unusual or amusing incident.
j. Commentary text
   Commentary is a text that uses analysis and interpretation to find patterns of meaning in events, trends, and ideas explain why an object exists as it is or to describe how an object works.
k. Book review text is both a description and an evaluation of a book. It should focus on the book's purpose, contents, and authority.

l. Critical review text is the summarization and evaluation of the ideas and information in an article.[17]

Based on the kind of genre above, it can be conclude that writing is a progressive in complex learning process which is a tool to pour someone idea, thought, feeling and can organize then by a good sentences and paragraphs.

5. Descriptive Text

Descriptive text is a text which explains a thing or human in concrete or abstract. It can be like as animals, a house, and the others. Thus, writing descriptive is describing something in the book to express our idea.

> Description is a writing text that enables you to recreate your experience vividly and share them with others. Most of descriptive writing are contains. (a) Sensory language that share what the writer sees, hears, tastes, smells, and touches. (b) Precise language, including vivid verbs and precise nouns. (c) Figurative language, such as personification, exaggeration, simile, and metaphor. (d) A logical organization, such as chronological or spatial order.[18]

Descriptive genre also defined as the way how things look, smell, taste, feel, or sound. Descriptive genre is the way how to describe or illustrate the object, person, or idea so the reader can see the object by her/his eye physically.

As a general strategy, describing is used in many form of writing. Reader can employed their imagination as what they read, and describe in detail and help to make the subject become real for them. Description is one that allows the writer to exercise a great deal control over the reader perceptions.

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[17] I Wy.Dirgeyasa. (2014). *Collage Academic Writing: A Genre-Based Perspective*. Medan: Unimed Press. p. 3

[18] Joyce Armstrong Carroll and friends, *Op. Cit.,*p.120

The descriptive essay comes in two basic forms: (1) Objective description is used in the sciences, in business, and in technology: writers using this approach attempt to describe their subject without including their personal responses. (2) Subjective description, on the other hand, allows the writer to show a personal connection to his or her subject.[19]

The genre of descriptive text is a function of language system that learnt in control. It is also one of the most widely used genres across all of the learning is beyond.[20]

In social function, descriptive text describes a particular person, place or thing. Description become a process to pour the human ideas in a word. This will help the other reader to know how something look and form in abstract or concrete thing. It will be inform an audience about how something or someone looked or persuaded an audience to see something from the writers' point of view.

Base on the state above, it can be conclude that descriptive text is a text which purpose to describe people, animal, place, and thing. When we want to describe we should know the thing that should be described. Writing in descriptive text will built the idea to express in our writing.

5.1 The Descriptive Text Characteristics

As a writing text, the descriptive text has some characteristics as follow:[21]

    a. It is used sensory language,
    b. It is rich, vivid, and lively detail,

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[19] Donald Pharr and Santi V.Buscemi,*Op. Cit.,* p.137
[20] Knapp, P & Watkins, M. (2005), *Genre, Text, Grammar*. Sydney: University of New South. P 35
[21] I Wy. Dirgeyasa, *Op.Cit.,*p.5.

c. It tends to use figurative language such as simile, hyperbole, methapor, symbolism and personification,
d. It shows rather than tells through the use of active verbs and precise modifiers,
e. It uses clear and concise language,
f. It leaves the reader with a clear impression.

Base on the characteristic of descriptive text above we can know that every genre in writing has the same characteristic , however the difference are the content and language used.

5.2 The Generic Structure of Descriptive Text

Every genre has own characteristic or the generic structure and textual elements. The descriptive writing also has its own structure. It has own function and purpose. Here are the generics structures of descriptive writing.

Table 2.1

The Generic Structure of Descriptive Text[22]

No.	Elements	Function
1)	Identification	- It is describing about the topic or theme to be described - The Statement must be interesting so that the reader becomes interested in reading the description - The adjective is advisable.
2)	Description	The complete description about the topic or theme proposed in identification text.

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[22] I Wayan Dirgayasa, (2012), *Maritime English Writing*: A Genre Based Approach, Medan: UNIMED Press, p. 4.

In descriptive text, the first should be doing to start writing an identification text or element. The identification usually commonly consists of one or two sentences. It is introductory to invite the reader attention, interest, and intention. Then, it also shows the topic/theme being discusses or described. As described previously, to have more interesting description is important, the use the adjective is necessary except adverb. When describing a person, we might begin with physical description, followed by how that person, thinks, feels and acts.

5.3 Language Feature of Descriptive Text

1. The relevant grammatical patterns.

Grammatical patterns of ascertain genre writing seems to have distinct or specific feature. This may occur because different genre writing states and distinctive communicative purpose, readers, and context in term of when it happens, how it happens, or why it happens.

In general, the, the common grammatical patterns or descriptive text include:[23]

a. It uses present tense and present perfect tense,
b. It uses adjective to describe or illustrate the condition of the topic/theme sentences
c. It uses attribute and identifying process.

The present tense using for descriptive genre writing must has a kind of trademark of descriptive writing. Then, it is generally fact or reality.

2. The Related Vocabulary Usages

In general, the related vocabulary usages of the descriptive text in common are :

a. It uses the verb such as seems, looks, sound, and like, etc.

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[23] I Wy. Dirgeyasa, *Op.Cit.,*p.8.

b. It uses epithets and classifiers in nominal group
c. It tends to focus on specific participant,

5.4 Types of Description

Most of writing contains of description. Here are some description types:

1. Description person, place, or thing and bring to life actual people, place, and things.
2. Observation describes an event takes place over an extended period of time.
3. Brochures as well as persuasive language to encourage tourism.
4. Character describe fictional characters-their appearances, personalities, hopes, and dreams.[24]

In conclusion, descriptive is a writing text which explains concrete or abstract thing and the others. Then writing descriptive is describe something in the paper to express anything in our thought or idea.

6. Questioning strategy

6.1 Definition of Question

In the learning activities, question is define as is cues to give a direction or to sure the understanding of what they have done. Bruce and friend stated that question is a necessary element in learning as facilitation or instruction.[25] That is why questioning in asking activity at classroom is important things that should to do.

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[24] Joyce Amstrong Carrel. (2001), *Writing and Grammar Communication and Action.* America : Prentice Hall, P.101

[25] Bruce and friends (2011), *Model Of Teaching (edisi bahasa Indonesia) ,* Jakarta Pustaka Pelajar,p.171.

Asking question in teaching and learning process is popular a method that have been used by the teacher. Teacher question will make the class is more effective, because the teacher asks the student to take off their ideas. It means questions could facilitate students' exploration of scientific phenomena and development process skill.

The student skill needs to develop by their cognitive. Strategy for working with the developing brain is developed by asking question. Glynis stated that reminding the students of the steps, questioning that will help them to think along the track or provide clues so students begin to activate the networks that are needed for the task[26]. Therefore, we need give the student some reminding by questions. Asking question is need to do during learning process is done.

Teachers used questioning fundamentally to check understanding and knowledge to aid teaching, to diagnose students' difficulties, to recall facts, to test knowledge, to direct attention, and to maintain control.[27]

6.2 Questioning Strategy

The term of questioning strategy comes from two worlds, question and strategy. Questioning strategies are the ways which are used to ask something to the students in acquiring a purpose in teaching and learning process. Questioning strategy is a

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[26] Glynis Hannell,(2008), *1001 Teaching Strategies And Activities That Really Work*, London : Routledge.p.6.

[27] P .Albelgaria Almaida, (2010). *Questioning Pattern and Teaching Strategies in Secondary Education*. International journal of learning. 17 (1)

technique which used to guide the student to write something by giving some question which rerated with the subject. The possibilities of the question are given easy way of the student to write descriptive paragraph with relates to the topic in order to minimize the mistakes made by the students.

Questioning circle is a strategy that leads students from superficial responses to deeper discussions of the subject matter. Originally conceptualized as a process to explore students' understanding of written text, question circles can be easily adapted to discuss a wide range of learning material or experiences.[28] In addition to being aware of the type of question being asked, a teacher should attend to questioning technique or performance in the classroom.[29]

Learning is essentially asking questioning and answering questions. Asking questions can be seen as a reflection of the curiosity of each individual, while answering questions reflects one's ability to think. In the contextual learning process, the teacher does not convey much information just like that, but tries to provoke so that students find themselves. Therefore, through questions teachers can guide and find every material they learn.

Use questioning to activate the pupil's existing understanding. Questioning strategy will be very useful for:[30] (1) Exploring information about students 'ability in

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[28] Toyin Tofade and friend,(2013), *Best Practice Strategies for Effective Us of Questionas a Teaching Tool,* Maryland : University of Maryland.p.5

[29] Gail M. Jensen and Elizabeth Sciences, (2012*), Handbook Of Teaching For Physical Therapists, Michigan* : Central Michigan University.p.42.

[30] Udin Syaefudin Sa'ud, (2009), *Inovasi Pendidikan*, Bandung : Alfabeta,P.170.

mastering subject matter, (2) Generating student motivation to learn, (3) Stimulating students' curiosity about something, (4) Focusing students on something they want and (5) Guiding students to find or conclude themselves (community).

In Socratic questioning the teacher used some of question to guide the students' thinking, instead their feeling the student pour their though and ideas and mass of information in direct instruction.[31]

Teaching writing descriptive text through Questioning Strategy is not enough only ask the students to write something or topic in descriptive text. The student should give some arranged questions which the answers can help them to write the descriptive text. The teacher can ask some physical approach, or personality of subject being described. The question which is given by teacher will be a based feature of their text. It will inspire the student imagination and be built a creative written text.

6.3 Type of questioning strategy

The important of questioning strategy in the class is to make it easier a variety teaching method and technique. There are varieties of questioning strategies to help teacher to teach the students in learning process.[32] The key of teachers questioning strategy is to create the learning environment are more interactive, active and collaborative. Teachers also used questioning strategy as a part of the assessment

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[31] Christine Chin, (2006), *Teacher Questioning in Science Classroom,* Singapore : Nanyang Technology University.p.10/824

[32] Glynis Hannell, *Op, Cit,* p.174-185

tools of learning to determine how the best structure, organize and prevent new learning.

a. Open-ended and Redirection Question

The main purpose to develop the affective questioning strategy, is to increase students' participation. Usually, the teacher gives the student some question than invites them to answer. The teacher should create the active class.

> To create a learning environment that can encourage participation from all students, it is very important for teachers to crack these patterns.
>
> When different patterns are built up, extraordinary results will emerge. Examples of effective interaction patterns usually involve the use of open-ended questions combined with teaching redirection strategies. Open questions are often considered questions that have more than one possible correct solution. Two forms of open questions that are easily asked, easily answered, and are very appropriate in promoting student involvement are descriptive questions (comparative questions) and comparative questions (comparative questions).
>
> The first model requires students to observe and describe an object or event, such as a demonstration, map, graph, table, or statement. The dialogue is initiated by the teacher by making a directive like this: [33]
>
> "What do you notice here?"
>
> "Explain to me about this."
>
> "What do you see?"
>
> "Draw the object in front of you."

Descriptive questions are effective ways to encourage engagement, success, and thinking (students).

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[33] Bruce and friends (2011), *Model Of Teaching (edisi bahasa Indonesia) ,* Jakarta Pustaka Pelajar,p.179.

The second component of the questioning pattern mentioned earlier, the redirection teaching strategy, encourages high-level interaction and thinking in the classroom. This strategy involves framing a single question, where there are many possible answers and accepting different answers from some students. The following is an example of how strategy can emerge in the classroom.

b. Convergent questioning

Another thing to think about related to the influence of questions on students' thinking is in terms of convergent and divergent questions.

Convergent questions are questions that are generally the correct answer. Questions such as this are used to determine facts or confirm answers to "only" problems, have one correct answer.
Generally these questions are questions about facts or memories and are often part of low-level questions, as described in the previous section. For example, the following questions are those that include one convergent:

"berapa hasil 6 kali 9?"
"satuan kebahasaan apa yang mengubah kata benda atau kata ganti?"
"Kura-kura termasuk dalam jenis binatang apa?"[34]

We should know that the questions about only has one correct answer. The question must remind the previous study or information.

c. Divergent questions

While convergent questions only require one correct answer, divergent questions are just the opposite because different answers to these questions may be appropriate. Divergent question is questions that allow students to arrive at a variety of unique response not completely determine by known and remember information

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[34] Bruce and friends, *Op, Cit,* p.180.

This question can help the teacher to assess student understanding even in quite large numbers. For example,

"Apa persamaan antara luttus Caesar dan Hamlet?"
"Beri satu contoh tentang pengungkit kelas pertama"
"Beri saya salah satu dari sekian banyak tanggal yang paling penting dalam sejarah dunia"[35]

The questions above can be answer by some answers.

    d. Prompting

Not a few interactive classroom activities are carried out by asking questions in teacher student discussions. Questioning can be positive or negative. Operationally, effective questioning is defined as questioning that can help students change the wrong temporary answer into the correct final answer. Negative questioning arises when students switch from right to wrong after questioning.

> In general, the teacher then moves to other students with the aim of continuing to maintain the interest and momentum that has been built up. Unfortunately, doing this kind of thing is not without problems. Students who cannot answer become confused, discouraged and feel driven out of the discussion.

"Berhubungan dengan diskusi kita tentang pola-pola kekuatan internasional. pola mana vang sama skalanya dengan tentara?. ..Pat?" Pat tidak menjawab.
    "Ada yang tahu?"
    "Saya tidak tahu.
"Oke. Mari kita perhatikan skala yang lain. Jika benda ini seberat 2 ons dan satumya lagi vang ada di atas timbangan adalah 2 ons, Maka hal itu disebut...?"
    "Sama."
    "Betul. Sama dalam apa?"
    "Beratnya."
Sang guru mengangguk,
"Sekarang, jika kita memiliki berat yang sama pada tiap timbangan, apa yang akan terjadi.?"
    "Keduanya akan seimbang."

"Baik, mari kita anggap tiap berat ini merepresentasikan tiga negara dan bahwa kelompok-kelompok ini pada dasarnya bertentangan satu sama lain. Jika mereka memiliki kekuatan dan kekuasaan yang sama, mereka akan."
"Seimbang."
"Bagus! Lalu peragaan ini mewakili pola kekuatan apa?"
"Keseimbangan pola kekuatan."
"Sekarang, kalian sudah paham."

The examples above shows the prompting strategy, which use of cues, or clues, which are used it to help student answer correctly.

e. Probing questions

P.E Blosser stated in Rahmahs' thesis, probing question is a series of question which require students first response. Teachers' questions are formed on the basic of the students' respond[36]. In such cases, it is important for the teacher to ask students to provide additional information to ensure the answer is comprehensive.

The teacher begin, *"apakah pohon penting untuk tanah air kita ini?" (pause)*
"Amelia?"
"Ya. Bu"
"kenapa, Amelia?"
"karena mereka saling membantu menjaga segala sesuatu bersama." [37]

The aim of this strategy is to get the students justify or further explain their response in increasing the depth of the discussion. It also helps to move students away from surface responses.

7.   Teacher Questioning Strategy in Descriptive Text

Questioning strategy can be apply in three seasons, at the beginning, questions play at the middle of teaching, and the question plays at the end after teaching in the

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[36] Syarifah Rahmah,(2017), *Teacher Questioning Strategies: To Improve Students' Motivation In English Classroom Learning Activity, Banda Aceh ; UIN AR-raniry.*p.34.
[37] Bruce and friends, *Op, Cit,* p.188.

classroom. Questioning is used frequently at the end or first of the lesson, but it is used also in every moment in learning activities. It can be conclude that the questions are applied in each section based on function.

Actually teacher's questioning strategy in descriptive text was done in the middle of teaching. Teaching writing in descriptive text can be described as follow:[38]

a. Pre-writing activity

The teacher chooses the topic to write about. Here, the topic is about tourism place. The topic which chose was taken from tenth grade English book Kementrian Pendidikan Dan Keudayaan Republic Indonesia (fourth chapter). First paragraph contain identification. Some questions are about name or character of place.

1) What the place you want to describe?
2) What is it name?
3) What is its' special?
4) Where is the location?

Second paragraph contain description, the step is presented by making the following questions:

1) Physical appearance (it is very wonderful)

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[38] Sahaja Talenta Imanisa, (2017). *Improving Students' Ability In Writing Descriptive Text through Guide Questin Technique,* Lampung : FKIP Unila. P.15

How does it look like? (the next question given were develop by the teacher based on the students' answer it may be about the colour, body, or other physical appearance of the subject being described.

2) Personality traits

b. Writing activity

The teacher asks the student by some question related to the topic. (what we can do, what we can see, how to visit, and ect.)

1) The student begin write a descriptive paragraph by answering the question given.

2) When the student are writing, the teacher move among them, and gives assistances and guidance as required.

c. Re-writing activity

This activity was intended to make the students revise and evaluate 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 make sure that the students have already understood.

4) The students revise their writing.[39]

The research conducted by some steps base on theory of course. The researcher gives some questions to lead their writing process. The researcher hopes, by answering the question using 5 W and 1H, they could be developed and organized their writing well.

8. **The Advantages And Disadvantages**

   a. **Advantages**

      There are some advantages of using question in learning process such as:[40]

      1) Questioning help the student to transform the topic in to a paragraph.

      2) The questions help the student to lead their ideas that they write.

      3) The question can facilitate the student so they are not confused what they are going to write

      4) It can minimize the mistakes, and the paragraph organization will be better.

   b. **Disadvantages**

      1) This technique is difficult to be applied in a big group, because the class will be difficult to handle.

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[39] Sahaja Talenta Imanisa,, *Op, Cit,*.p.17
[40] Sahaja Talenta Imanisa,, *Op, Cit,*.p.59

2) The teacher must prepare some questions related to the subject that will be described, and the teacher should know the student knowledge limit about the subject.

B. Related Study

Dian Ayustika (2010) "The Effect Of Using Guiding Question On The Students' Achievement In Writing Narrative Text at SMP Azizi Medan". The main object is to find out the significant effect using guiding question on student achievement in writing narrative text. The subjects are 60 students of the second year student of SMP Azizi Medan. The result showed there was the effect of question technique in student narrative writing text. The observed was 4.53 and t-table was 2.00 (p:0,05) it can be conclude that guiding question has significant effect it means Ha was accepted.

Sahata Talenta Imanisa (2017)"Improving Students' Ability In Writing Descriptive Text Through Guide Question Technique At Second Grade of SMP Negeri 23 Bandar Lampung". The main object is to find out whether there is difference of the students' ability in writing descriptive text after taught using Guide Questions at second grade of SMPN 23 Bandar Lampung. The population is the second year of SMPN 23 Bandar Lampung that chosen randomly by using lottery. The methodology is classroom action research. The result is the technique can be used to improve the students' in writing descriptive text and organization improved 4.69 because the students were able to write descriptive text coherently.

Nurul khotimah (2017), "The Effect of Listing And Questioning Technique on The Students' ability In Writing Narrative Text At The Second Year Students Of MAL UINSU Medan". The objective of study is to identify the difference of student ability in writing narrative text when taught by listing and questioning technique. The subject of study is the eleventh grade of MAL UINSU such as XI IPA consists of 30 students as control class and XI IPS consist of 30 students as experimental class. The result of study shows that listing and questioning technique are effective to increase the student ability in writing narrative text.

C. Conceptual Framework

Questioning Strategy is an effective approach to teach writing descriptive text because can give guidance in the form of set of question in writing learning process, and also an effective learning. By questioning, they would have something to write and they can organize their writing. They will answer the question from the teacher and it will be built a sentence into paragraph. This technique hopefully can minimize the students' mistakes in writing.

The main advantage is, the students have much freedom and natural context in use the target language in class. It allows the students to explore their ideas and choose their own words, and thus become active learners.

CHAPTER III

RESEARCH METHOD

This chapter will describe the methodology of research, consists of research design, object and subject of the research, the method of research, the technique of collecting data, and the technique of analyzing data.

A. Research Design

Classroom action research (CAR) is the research in which combination of the research procedures with substantive action/treatment, a treatment which done on inquiry disciplines, or somebody's effort to comprehend what is while join to the process of increasing.[41] The research is done by collaboration. The collaboration is done by researcher and the English teacher. The research also called as experimental research.

One of the most sophisticated research methods is experimental research method. In the experimental method, researcher explains a hypothesis for testing in a treatment. Therefore, the experiment requires control manipulation and measurement of the result obtained from a treatment.[42]

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[41]Sukardi,(2015), *Metode Penelitianpendidikan Tindakan Kelas*, Jakarta : PT. Bumi Aksara.p.2.
[42] Masganti Sitorus,(2011), *Metode Penelitian Pendidikan Islam*. Medan : IAIN Press,p.111

B. The Subject Of Research

The subjecs' research was taken from MAS Pesantren Dairi at the first year that consist of 23 students in education year 2019/2020.

Table 3.1

Subject of research

Class X2 IPA MAS	
Male	12
Female	11
Total	23

C. The Research Setting

The research was conducted at MAS Pesantren Dairi Sidiangkat in academic year 2019/2020. It is located on Jl. Runding Sidiangkat, Sidikalang, Dairi. The researcher chose this school because this school is the researchers' school when was senior high school. The researcher sure, it helped the researcher do the research in this school.

D. The Research Procedures

Classroom Action research is done by collaborative, the class management is handle by 2 or more teachers. The collaboration is done so that the class could go on in system. The research will formulate by planning in to the reflection action.

In the research procedure of data collecting, the researcher will conduct the pre test. The pre test was conducted before doing cycle, in order to get the teaching

learning situation in the class, the information of the students' achievement at writing descriptive text. Besides that, the researcher conducted an interview with English teacher to know about the problem usually faced by English teacher in classroom, and interview students also to know about their opinion at writing descriptive text.

Thus, the researcher will conduct the post test in the first cycle. The post test is done after doing the action or treatment. The result of post test will be found on the students' score. If the students' results are not satisfactory yet, the researcher will do the second cycle by using the same technique and the same material. Hopefully, the second cycle will give the improvement on the students' writing descriptive text. If the first cycle unsatisfy, the researcher will conduct the second cycle in the same activities.[43]

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[43] Salim, and friend. (2015), *Penelitian Tindakan Kelas*, Medan : Perdana Publishing, p. 36-37

Figure 3.1

Action Research Model (Kemmis and McTaggart)[44]
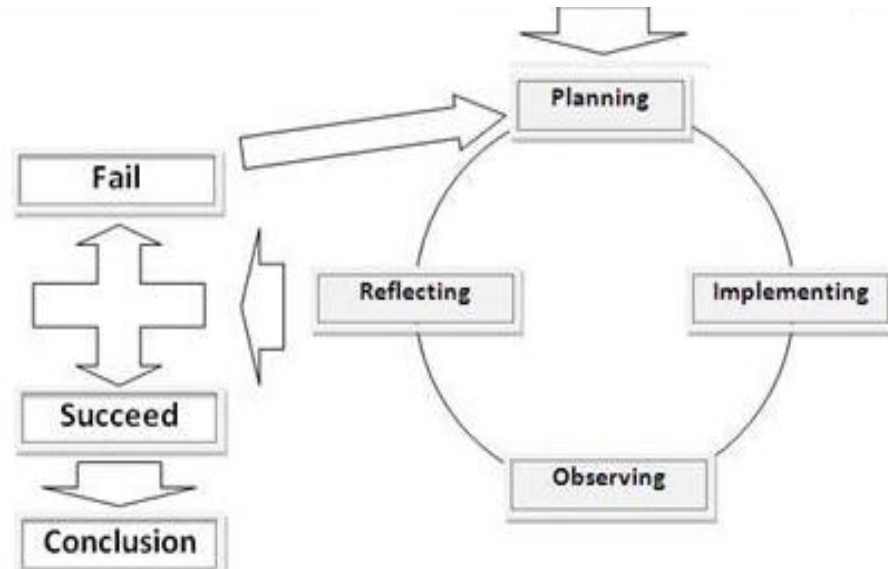
1. **Cycle I**

   a. Planning

The first step is planning. Planning arrange for doing something. In planning, it is prepared everything which is related to the action and will be needed in teaching learning process. The researcher prepared some activities, that related to the material they are : 1) lesson plans (RPP); 2)Preparing the teaching materials about descriptive text; 3) Preparing the instrument for collecting data:; 4) Preparing hand phone camera for taking pictures during conducting research; 5) the collaborator who helped the researcher in conducting the research.

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[44] http://teachingenglish4all.wordpress.com/2010/06/29/the-design-of-classroom-action-research-in-teaching-english-research/amp/. Accessed on March, 1st 2020

b. Action/ implementing

The second step was action. Action is the process of doing the questioning strategy based on the lesson plan that has been made. There are some activities that:

Table 3.2

Teacher and student's activity

Teachers' Activity	Students' Activity
1. Explained the topic to the students (about descriptive text)	1. Give their attention focus on the teacher and Listened seriously to the teacher
2. Improving material by tourism place	2. The student try to analyze the tourism place around them.
3. Introduce task and explain the step it.	3. Listened to the teachers' explanation.
4. Demonstrate the method of teaching writing descriptive text by using Questioning strategy.	4. Their prepare pen and book. The student Start to do the step of Questioning strategy.
5. The teacher gives one of famous tourism place picture	5. The students focus to the picture of tourism place.
6. The teacher gives the student writing process by giving some questions related to the pictures.	6. The students start to write sentence by sentence by following the question that given by the teacher.
7. After that questions are over, the teacher collect the students' exercise	7. The students collect their exercise.
8. The teacher asks one of the student to read his/her writing	8. The student present her/his writing
9. The teacher gives conclusion of the material about writing descriptive text.	9. The students make their conclusion self, with helped by the teacher.
10. Conducting Post test I.	10. The activity is done

c. Observing

The next step was observing. In this step the researcher prepare the observation sheet to the researcher and students' activity. It will be handle by the collaborator when the classroom action research was in progress.

d. Reflecting

The last step was reflecting. Reflection is the evaluation of the action. Here the researcher will get the student activity result. The researcher will make the decision, it is continuing or not. Reflecting activity will show the students' achievement in the action.

2. Cycle II

This cycle is follow up of the first cycle. Cycle II will do, if the first cycle unsatisfied and not suitable for the purpose or target at the first cycle.

E. The Technique of Collecting Data

1. Instrument for data collection

a. Observation

Observation is used by observation sheet. The observation focuses on teacher and students' activity. The researcher will provide the observation sheet as a sheet record on research action.

b. Test

Test data collection instrument is used to measure the students' ability in mastering learning materials. The test is used to know the students' achievement in writing descriptive text. There are two tests, pre-test and post-test. Pre-test is done before doing the action and post test is done in the end of action the research has implement the action.

c. Note

The note is used to write all the activities of students and teacher action during doing the learning process. This instrument is using while do the observation

d. Interview

Interview is conducted to get the information about the student perception and teacher suggestion. The interview will be record and apply in the interview sheet.

e. Documentation

Documentation is done to take document or data that support the research. It covers the students data, the result of students' study, and all the pictures that taken when doing the research.

2. **Technique for data collection**

a. Observation

In this technique, the researcher doing the observing while the teacher and student learning process is done in the class. This has prepared some observation sheet.

b. Test

On the test, the researcher provides some questions which related with t5he pictures. The pre test is given while the Questioning strategy doesn't implement yet. Then, the post test in cycle one will be held with the same picture test, and the post test in the second cycle will be given the different picture test.

c. Note

The researcher always prepares the researcher's note to write all the activity of student and teacher.

d. Interview

The researcher will interview the student about his/her understanding in descriptive text. While the teacher also will be interviewed for getting the student activity and respond during learning process is done.

e. Documentation

In this technique, the researcher will collect all the document of student, such as their paper test, interview record, student identity and other to be need.

F. **The Technique Of Analyzing Data**

1. **Scoring for The Writing Test**

In scoring writing test, ESL composed by Jacobs was used. The profile it self contains five components. They are:

Table 3.3

Criteria of scoring

Content	
27-30	Very good knowledge, substantive, through development of topic sentence, relevant to assigned topi
22-26	Average to good; some knowledge of subject, adequate range, limited, development of topic sentence, mostly relevant to topic, but luck detail
17-21	Fair to poor; limited knowledge of subject, little substance, inadequate development of topic
13-16	Very poor; does not show the knowledge of subject, not substantive, not pertinent, or not enough to evaluate
Organization	
18-20	Very good to excellent; ideas clearly stated/supported, cohesive, time, sequence, spatial, particular to general to particular.
14-17	Average to good; somewhat copy, loosely organized but main ideas stand out, limited support, logical sequencing and development
10-30	Fair to good; non-fluent, ideas confused or disconnected, lack logical sequencing and development.
7-9	Very poor; does not communicative, no organization, or not enough to evaluate
Vocabulary	
18-20	Very good to excellent; exact word, effective words idioms choice and usage, word form mastery appropriate register
14 – 17	Average to good; adequate range, occasional errors of words/idioms for, choices, usages, but meaning not obscured.
10 – 13	Fair to poor, limited range, frequent error o words/idiom form, choice, usages, and meaning obscured.
7-9	Very poor; essentially translation, little knowledge of English vocabulary, idioms and words forms, not enough to evaluate.
Language use	
22-25	Very poor; essentially translation, little knowledge of English vocabulary, idioms and words forms, not enough to evaluate.

18-21	complex instruction several errors of agreement, tense, number of words order/function, articles, pronoun preposition, and meeting seldom obscured.
11-17	Fair to good; major problem in simple complex construction frequent errors of negotiation, agreement, tense, number, and word order/function, article pronoun, preposition and or fragments meaning confused or obscured
5 – 10	Very poor; virtually no mastery of sentence construction rules, dominated by errors, does not communicated, and not enough to evaluate.
Mechanic skill	
5	Very good to excellent; demonstrated mastery of convention, few errors of spelling punctuation, few errors of spelling punctuation, capitalization, writing sentences
4	Average to good; occasional errors of spelling punctuation, capitalization, writing sentences, but meaning not obscured.
3	Fair to good; major problem in simple complex construction frequent errors of negotiation, agreement, tense, number, and word order/function, article pronoun, preposition and or fragments meaning confused or obscured.
2	Very poor; no mastery convention, dominated by errors of spelling, punctuation, capitalization, paragraphing, hand writing illegible, or not enough to evaluate.

2. The Technique Of Analyzing Data

The technique of analysis data is used by data description. The data test will provide in quantitative and qualitative is providing from interview and observation sheet. The data from pre test, post test I and post test II analyzed by counting the score of the writing test. The component of the writing test consist of the content, organization, vocabulary, language used and mechanics. The quantitative data was analyzed by applying the following formula:

$$M = \frac{\sum x}{N}$$

M   : the range of students score (Mean)
$\sum x$: The total students' score.

N   : The total number of students.[45] .

Next, to get class percentage of passes the minimum mastery criteriathe researcher follow the schools' passing criteria. It is 75 (seventy five) the score percentage of each cycle will be calculated by using the following formula :

$$P = \frac{R}{T} \ X \ 100 \ \%$$

P   : The percentage of students who get the point .

R   : The total number of students who get the point.

T   : The total number of students who do test

G. Trustworthiness of Research

Lincoln & Guba (1985) in Santoso and Pirman, stated the aim of trustworthiness is to support the argument findings".[46] The credibility contributes the belief in the trustworthiness of data through the following attributes: (1) Triangulation by asking the same research question of different study participants. (2) Member checks the researcher asks participants to review both the data collected by the.

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[45] Anas Sudjono,(2008) ,*Pengantar Statistika Pendidikan,* Jakarta : Raja Grafindo Persada, p. 75

`[46] Didik Santoso and Pirman Ginting, (2015), *Bilingual Education Program*, Jakarta : Prenada Media Group p.55.

CHAPTER IV

DATA ANALYSIS AND RESEARCH FINDING

The forth chapter describes the result of the research activities based on the treatment that was applied in the class. The result of the research is divided on finding and discussion.

A. Data Analysis

In previous chapter, the researcher described the problems that should be solved. Here, the researcher wants to explain the problem to improve the student writing skill by using the questioning strategy. The researcher used classroom action research to find the data. The purpose of the study is to know the students' improvement of students' writing descriptive text. Therefore, the researcher presented the data result and data analysis which had been found. The researcher found some data that was done in the class. The research process will be explained according the data that founded during applying the action in every cycles. The data finding will be applied from the pre-action, cycle or action one and cycle or action two of the research in the teaching learning process.

Students' Data Description

In this section, the researcher provided the students' name list. After conducted the research, the students' data were taken from the pre-action, cycle 1 and cycle 2. The data were taken from the students' test in every action. To know the students' capacity, the researcher follow the standard minimum score of English subject, it was

75. The students consist of 23 students in the class. The researcher provided the students' name list by students' name code as follow :

No	Student Initial Name	Students' name
1	ANB	Abet Nego Marbun
2	AS	Aditiya Saran
3	DSB	Dewi Sartika Berutu
4	DMCL	Dones Muat Cocokna Lingga
5	EMT	Epita Malasari Tumangger
6	FT	Fitri Tarigan
7	FHC	Fitri Handayani Cibro
8	FB	Faiza Berutu
9	HNS	Hasfika Najwa Sihombing
10	HS	Hanisya Solin
11	GS	Gunawan Sinaga
12	IG	Ilham Gajah
13	IB	Indah Berasa
14	IYM	Irma Yuni Maibang
15	JM	Jumat Maha
16	MRRB	Mustika Rohna Rejeki Berutu
17	NB	Nofa Bancin
18	RSH	Ririn Syafitri Hasugian
19	SS	Syawal Saing
20	TIB	Taufik Ihsan Berutu
21	RAT	Ryan Abdillah Tanjung
22	SP	Syahdania Padang
23	VAS	Vyna A Lingga

Table 4.1 students' name

The data will be analyzed in every cycle. The researcher did it to make the easy description. The application of the strategy in teaching learning is to find out the students' achievement in writing descriptive text after teaching by the questioning strategy.

1. **The students' ability at descriptive text before apply by questioning strategy**

The research conducted a test in the beginning of meeting, it was pre test before apply the action. The test was given before teaching by questioning strategy. The purpose of the pre test was to know the student ability in writing the descriptive text. Besides it, pre test is held to help the researcher prepares some plans and action to be applied in the learning activity. The pre test was conducted in one meeting. The research gave a picture about the tourism place that they have in the students' regency. The researcher asked the student to write a description of text by follow the picture.

Based on the result, the researcher found the low score. Most students still have low score in writing the descriptive text. The student still had difficult in writing descriptive text. They seem confuse, they didn't know what should they write. Some of them were busy with their activities. They student said that they don't understand about the test. The score of pre action provided in the table :

No	Student Initial	Students' Score	
		Pre Test	Criteria ≥ 75
1	ANB	55	Un success
2	AS	62	Un success
3	DSB	67	Un success
4	DMCL	45	Un success
5	EMT	33	Un success
6	FT	31	Un success
7	FHC	78	Success
8	FB	66	Un success

9	HNS	68	Un success
10	HS	64	Un success
11	GS	65	Un success
12	IG	71	Un success
13	IB	36	Un success
14	IYM	41	Un success
15	JM	56	Un success
16	MRRB	74	Un success
17	NB	37	Un success
18	RSH	36	Un success
19	SS	77	Success
20	TIB	79	Success
21	RAT	77	Success
22	SP	73	Un success
23	VAS	80	Success
	TOTAL SCORE	$\sum X = 1361$
	MEAN	M = 59,2

Table 4.2 : Students' Pre Test Score

$$M = \frac{\sum x}{N}$$

$$M = \frac{1361}{23} = 59,2$$

	Criteria	Total students	Percentage
P1	Success	5	21,7%
P2	Un success	18	78,3%
	Total	23	100

Table 4.3 The Percentage of Students Score in Pre-Test

It can be analyzed base on the table. The data were obtained from the result of students score. The minimum passing grade of English lesson at Mas Pesantren Dairi is 75. The researcher gave the pre test to 23 students of IPA 2. The total score was 1.361 and the mean score of student was 59, 2. From the students' score of pre test,

the student that got success in the pre test consist of 5 students and the percentage was 21,7%, and the students didn't get success consist of 17 students and the percentage was 73,9%.

Based on the data above, it concluded, the students' writing ability at descriptive text result was still low. It can be seen from the student score in the class. Then, it can be seen from the English teacher interview result. Therefore, the researcher would like to conduct a research about improving students' ability at writing descriptive text. Therefore, the researcher was given the action at some cycles.

2. The applying of Questioning Strategy in cycle 1

After doing pre test, the researcher did the first cycle. in this first cycle, the researcher conducted four steps: planning, action, observation and reflection.

a. Planning

In planning step, the researcher prepared the material which needed in learning process such as preparing lesson plan, example of descriptive text, observation sheet, student test, interview sheet, and the media of learning process. In this research, the researcher was as a teacher, and researcher friend become the observer. In the first cycle the researcher conducted two meetings.

The first meeting, an action will be done. The researcher explained the definition of descriptive text, social function and the text construction. The teacher will be explained the

model of descriptive text and how to write the descriptive text. The strategy applied in this meeting, because the writing practice will be done in the second meeting.

The second meeting, the researcher explained the example of descriptive text and analyzed the generic structure and language feature of descriptive text. By the directions the teacher asked the student what they don't understand yet. After conducting the action, the researcher did the post test one to find out the students' achievement in the first cycle.

b. Action

In this step, some of activities in planning step which was done by researcher. The first meeting of cycle 1 was done at 21st July 2020. In the beginning of the class, the researcher open the class by greeting the students. The researcher asked the student to lead the prayer. Then the researcher continued to check the attendance list. The researcher asked the students' condition and gave some motivations and purposes of study to the students in learning process.

In the main teaching, the researcher explained the descriptive text which consisted of its definition, social function and the constructions of the text. The researcher taught them by questioning strategy. The researcher showed them a picture. Then the student analyzed the picture and tried to describe it. The researcher gave them some questions that related to the picture and they start to write the text. After that, the researcher let them to give some questions to the researcher.

In the end of the class, the researcher reflected them by asking the students 'understanding about the material. The researcher explained the conclusion of the

learning process and gave the key study of the next meeting. The researcher closed the class.

The second meeting in first cycle was done at 22nd July 2020, the researcher explained the generic structure, and the language features of descriptive text. The researcher gave an example how to write descriptive text through questioning strategy. In the questioning strategy, the researcher gave a picture and gave some questions that related with the picture. Then, the students wrote the answer appropriate to the teacher instructions.

The researcher asked the students to write the descriptive text by using questioning strategy. Students allowed select the theme before writing. Students did the tasks by the theme and try to write a descriptive text by on the instruction. Each student began to write the descriptive text by their own idea.

In the post teaching, the researcher gave post test I. In this meeting, the researcher reviewed the previous lesson before conducted the test. By using the same test with the pre test. The researcher explained the test instruction. The students did the post test more serious than pre-test. The researcher gave an hour to do the test.. While doing test, the researcher moved around to supervise the students.

c. Observation

In observation, the researcher was helped by a collaborator to observed the teaching process. The collaborator observed the conditions of teaching learning activity in the classroom, the students' follow the instruction during the teaching

lesson, and questioning strategy used in teaching and learning process for two meetings. The teaching and learning process was recorded also by using observation sheet.

The researcher put the list of number that is present the point of the items. They are poor/1, fair/2, good/3, and very good/4. The collaborator checked every list item and made a checklist based on the list category. The researcher also put a note if the collaborator need to suggest the researcher. Here was the observation table list

No	Criteria	Grade			
A	Opening	1	2	3	4
1	The researcher greets the students			√	
2	The researcher checked the attendance list		√		
3	The researcher tells the objective			√	
4	The researcher introduces the topic			√	
5	The researcher gives motivation		√		
B	Main teaching				
1	The researcher gives handouts		√		
2	The researcher describes descriptive text material				√
3	The researcher identify the generic structure and language feature		√		
4	The researcher gives chances to the students to ask questions.			√	
5	The researcher checks the students' material understanding.		√		
6	The researcher explains descriptive text by using Questioning Strategy		√		
7	The teacher guided the students in every step during doing the tasks		√		
8	the students give good response	√			
C	Post teaching				
1	The researcher summarizes and reflects the lesson			√	
2	The researcher previews on the upcoming materials	√			
3	The researcher closes the teaching and learning process		√		
D	Class situation				

				√	
1	The researcher's instruction is clear.			√	
2	The researcher manages the class situation well.		√		
	TOTAL	$\sum X = 46$ Or % = 50%			

Table 4.4 Observation Sheet Of Teacher Activity

In the observation of teaching process was 50%, the table showed that in the first cycle, the class was still low management because the the situation of the class quite noise and the teacher didn't focus well.

The observation of students' activities can be seen in the table.

No	Criteria	Grade			
		1	2	3	4
1	The students respond to the researcher's greeting .		√		
2	The students are ready to study			√	
3	The students deliver some questions to the researcher	√			
4	The students answer the question from researcher	√			
5	The students give good response to material.	√			
6	The students are active during learning activity is done		√		
7	The students have a good motivations and willingness their book and dictionary.	√			
8	The students show their respond and enthusiasm in teaching learning process.			√	
9	The students like the method of Guide Question technique				√
10	The Students follow the researher's instruction			√	
	$\sum X = 21$ Or % = 52,5%				

Table 4.5 Observation Sheet Of students' Activity

In the action of first cycle, the percentage of learning activity was 52, 5%, the students were not too active. Some of them didn't give their attention and respond to the researcher well. The students didn't want to ask the question when they didn't understand about the subject. The researcher didn't find the students understanding about the material.

d. Reflection

The next step was reflection, the researcher checked the students' understanding in the teaching learning activity in first cycle. The researcher evaluated the action by collecting the data test. The result is below.

No	Student Initial Name	Score	
		Post Test I	Criteria of success ≥ 75
1	ANB	68	Un success
2	AS	78	Success
3	DSB	79	Success
4	DMCL	60	Un success
5	EMT	53	Un success
6	FT	55	Un success
7	FHC	85	Success
8	FB	78	Success
9	HNS	72	Un success
10	HS	85	Success
11	GS	80	Success
12	IG	79	Success
13	IB	62	Un success
14	IYM	68	Un success
15	JM	69	Un success
16	MRRB	80	Success
17	NB	55	Un success
18	RSH	61	Un success
19	SS	73	Un Success

20	TIB	75	Success
21	RAT	80	Success
22	SP	86	Success
23	VAS	83	Success
	TOTAL SCORE	$\sum X = 1664$	
	MEAN	$M = 72,35$	

Table 4.6 Students' Score In Post Test I

$$M = \frac{\sum x}{N}$$

$$M = \frac{1664}{23} = 72,35$$

	Criteria	Total students	Percentage
P1	Success	12	52,2%
P2	Un success	11	47,8%
	Total	23	100

4.7 The Percentage of Students Score in Post-Test I

Based on the result of test of post test I, the students' achievement at writing descriptive text by using questioning strategy was increased. It showed the mean score was 72.35, or the percentage was 52.2%. The result of pre test was 21.7%. It means that there was improvement in the result of post test I. The score improvement was 30.5%. From the table in post test in the first cycle, the students got success test was 12, and the students did not get success was 11. The total score of the students was 1664 and the number of students who have done test was 23, so the mean score was 72.35.

Although the students' score improved, the researcher was still not satisfied. It is caused most of student didn't achieve the criteria minimum of English subject score.

Then, the students were still confusing in understanding of writing descriptive text. Therefore, the researcher would do the second treatment to improve the students' descriptive writing by applying the questioning strategy. The researcher continued the cycle II and hoped, it could be better than previous action.

e. The applying of Questioning Strategy in cycle 2

a. Planning

In the second cycle, the researcher have planned the meeting will be improved the students' achievement in writing descriptive text. Based on the reflection in the first cycle, the researcher found some problems to be solved. The researcher had to increase the students' vocabulary and generic structure of descriptive text.

The researcher prepared all needs that used for learning activities. Similar of cycle one, the researcher prepare a lesson plan, descriptive writing material, a picture and student test. The researcher to be a teacher also and accompanied by a collaborator. All the material needs was prepared like the first cycle.

The first meeting of cycle 2 would be done at 27th Of July 2020, the researcher explained the definition of descriptive text, generic structure and its' language feature. The teacher will be focused on students' generic structure in writing. The researcher taught the material by questioning strategy, the questions were prepared clearly and more understanding. In this meeting the researcher will ask the students become some groups. The researcher will ask every group to write the text and present it in front of the class. The researcher led the students' in writing the text more seriously to make the students' focused.

The second meeting was at 28th of July 2020, the researcher only made the post test 2 to find the students' achievement. Here, the researcher didn't teach any material, because, the researcher had explained material in the first meeting. After conducting the action, the researcher did the second post test to find out the students' achievement in the cycle 2.

b.   Action of cycle 2

In this step, the action also was done by the researcher. There were all activities in planning step of cycle 2 which was done by researcher. The action is done similarity with the previous cycle. The first meeting of cycle2 was done at 27th July 2020. In the beginning of the class, the researcher opened the class by greeting the students. The researcher asked the student to lead the prayer. Then the researcher continued to check the attendance list. The researcher asked the students' condition and gave some motivations and purposes of study to the students in learning process.

In the main teaching, the researcher focused to explain the descriptive text which consisted of its definition, generic structure and language feature of the text. The researcher taught them by questioning strategy. Then, the researcher divided them become some groups. The teacher asked them to write the descriptive text by group. The researcher showed them a picture. Then every group analyzed the picture and tried to describe it. The researcher gave them some questions that related to the picture and they start to write the text. After that, the researcher let them to give some questions to the researcher.

In the end of the class, the researcher reflected them by asking the students 'understanding about the material. The researcher explained the conclusion of the learning process.

In the second meeting of cycle 2 was done at 28th July 2020, the researcher only provided the post test 2 to find the students' achievement. The researcher gave the picture of test sheet of cycle 2. The researcher asked students to write the text by using questioning strategy. In the post teaching of cycle 2, the researcher gave post test 2. The researcher gave the different test with the pre-test and post test 1, researcher explained the instruction of the test. The, the students did the post test 2 and the students more serious than pre test and post test 1. The researcher kept control and survive the test.

c. observation

In the observation, the researcher also helped by same collaborator in cycle I to observed the activity. The observation was done similarity with the first cycle. Here us the observation sheet analysis :

No	Criteria	Grade			
		1	2	3	4
A	Opening teaching				
1	The researcher greets the students conditions				√
2	The researcher checked attendance list				√
3	The researcher tells the objective				√
4	The researcher introduces the topic				√
5	The researcher gives motivation				√
B	Main teaching				
1	The researcher gives handouts				√
2	The researcher describes descriptive text material				√

3	The researcher identify the generic structure and language feature				√
4	The researcher gives chances to the students to ask questions.				√
5	The researcher checks the students' material understanding.				√
6	The researcher explains descriptive text by using Questioning Strategy				√
7	The teacher guided the students in every step during doing the tasks				√
8	the students give good response				√
C	Post teaching				
1	The researcher summarizes and reflects the lesson			√	
2	The researcher previews on the upcoming materials				√
3	The researcher closes the teaching and learning process				√
D	Class situation				
1	The researcher's instruction is clear.				√
2	The researcher manages the class situation well.				√
	TOTAL	∑X = 44 Or % = 81%			

Table 4.8 Teacher Activity In Cycle 2

In the result of observation, the researchers' activity was improved. It showed that the researcher more focused and seriously in teaching process. In the second cycle, the percentage was improved become 81%. The researcher controlled the students to be more active, and the situation of class was in control. The students activity in cycle 2 can be seen in the table below:

No	Criteria	**Grade**			
		1	2	3	4
1	The students respond to the researcher's greeting .				√
2	The students are ready to study			√	

3	The students deliver some questions to the researcher			√	
4	The students answer the question from researcher			√	
5	The students give good response to material.			√	
6	The students are active during learning activity is done				√
7	The students have a good motivations and willingness their book and dictionary.			√	
8	The students show their respond and enthusiasm in teaching learning process.			√	
9	The students like the method of Guide Question technique				√
10	The Students follow the researher's instruction			√	
	∑X = 33 Or % = 83%				

Table 4.9 Students' Activity In Cycle 2

In the meeting of second cycle, the students' activity was better. The percentage was improved to 83%. Students were active in writing descriptive text. Some of student could write with good organization, and can write simple present tense. Students were in well control, they showed the good response in learning process. They were able to answer the researcher's question in English,

    f. Reflection

The next step, the researcher reflect the data such as the result of post test the second cycle. They showed the score was improved and was better than firs cycle. The result was follow

No	Student Initial Name	Score	
		Pre Test	Criteria of success ≥ 75

1	ANB	69	Un success
2	AS	83	Success
3	DSB	80	Success
4	DMCL	75	Success
5	EMT	70	Un success
6	FT	73	Un success
7	FHC	89	Success
8	FB	88	Success
9	HNS	85	Success
10	HS	90	Success
11	GS	92	Success
12	IG	87	Success
13	IB	75	Success
14	IYM	89	Success
15	JM	90	Success
16	MRRB	91	Success
17	NB	85	Success
18	RSH	70	Un success
19	SS	82	Success
20	TIB	80	Success
21	RAT	85	Success
22	SP	89	Success
23	VAS	95	Success
	TOTAL SCORE	$\sum X = 1912$	
	MEAN	M = 83,13	

Table 4.10 students' score In Cycle 2

$$M = \frac{\sum x}{N}$$

$$M = \frac{1912}{23} = 83,13$$

	Criteria	Total students	Percentage
P1	Success	19	82,6%
P2	Un success	4	17,4%
	Total	23	100

Table. 4.11 The Percentage of Students Score in Post Test 2

Based on the result of students in the test of post test II, the students' achievement at writing descriptive text by using questioning strategy was improved. It showed that the mean score of students 83,13, or the percentage of students' score was 82.6% from 19 success students, in other hand 4 students got un success score, or it was 17, 4%. It can be conclude that the students' achievement in cycle 2 was improved or successes.

The students' activity was observed and it showed that most students were active in learning descriptive text by questioning strategy. The students were enthusiasm in following the learning activity. The student didn't look confuse in doing the test. It was showed that questioning strategy has made improvement.

g. The Students' Ability in Writing Descriptive Test After Applying by Questioning Strategy

After apply the data analysis. The researcher got the result of the research in every treatment. The data was follow:

No	Student Initial Name	Score	
		Post Test I	Pre Test II
1	ANB	68	69
2	AS	78	83
3	DSB	79	80
4	DMCL	60	75
5	EMT	53	70
6	FT	55	73
7	FHC	85	89
8	FB	78	88

9	HNS	72	85
10	HS	85	90
11	GS	80	92
12	IG	79	87
13	IB	62	75
14	IYM	68	89
15	JM	69	90
16	MRRB	80	91
17	NB	55	85
18	RSH	61	70
19	SS	73	82
20	TIB	75	80
21	RAT	80	85
22	SP	86	89
23	VAS	83	95
	TOTAL SCORE	$\sum X = 1664$	$\sum X = 1912$
	MEAN	M = 72,34	M = 83,13

Table. 4.12 The Students post test 1 and post Test 2

The table above shows the students' average score first and second cycle. The mean of the students' score in post-test in cycle I was 73,34. Then, the mean of the students' score in the post-test of cycle II was 83,13. It means that there are the number of students' score improved through implementing questioning strategy in writing descriptive text and the improvement of post-test of cycle II was higher than the post-test of cycle I.

Competence test	Percentage
Pre-test	21,7%
Post-test 1	52,2%
Post-test 2	82,6%

Table. 4.13 The Percentage of Students Score in pre-test,

post test 1 and post Test 2

Based on the percentage table above, The researcher could be concluded that the students' achievement in every cycle showed better than pre action. In the pre-test there was 21,7 %. It caused the researcher didn't apply the questioning strategy in teaching descriptive text.

In the post-test 1, there was student's improvement in learning descriptive text. The percentage was 52,2%. In post test of cycle 1, the students didn't got the minimum passing grade yet. Even thought, the researcher had applied the questioning strategy. Some of student didn't follow the learning process well. Therefore, the researcher applied the second cycle.

The students' score was improving from pre-test and post-test 1. Because, the researcher applied the questioning strategy more detail and focus. The percentage of post-test 2 was 82,6%. It showed that students' achievement improved. Therefore, the researcher stopped the next cycle in the research because the researcher was satisfied to find the student improvement during learning descriptive text material that was applied by questioning strategy.

From the data, the researcher indicated that questioning strategy in learning descriptive text was improved. the researcher conclude that students' writing at descriptive text have been improved by teaching with questioning strategy.

B. Research finding

Based on the research finding above, the researcher found that questioning strategy had been able to improve students' ability in writing descriptive text at X2 Grade of MAS Pesantren Dairi. Here are the research findings of the research

1. Interview Report

Interview was done in the pre test and second cycles. The researcher interviewed the student and teacher after doing the pre test and the researcher interviewed the student and the teacher after doing the first and second cycle.

After doing the pre test, the researcher interviewed the teacher. The English teacher said that the student confused to write. Some of students actually have the idea but most of them didn't know how to write in the paper. They can't organize their though at writing and they didn't able to write the text using appropriate verb. Sometimes the students know what they want to write, but they confuse to write in English. The teacher also said that they need to be practiced.

The researcher also interviewed the student, the students said that they don't know how to pour their mind. They don't know what actually descriptive text. It showed that they were really confused.

Then, the second interview was done after doing the second cycle. The English teacher said that questioning strategy was more effective and appropriate strategy to teach writing descriptive text. The English teacher also said that students'

motivation was attract and they can apply questioning strategy as a method of teaching.

Besides it, the researcher also interview the student after doing the second action. In the result of interview of students, they said that their writing skills were improved. They were pleasure because they could write a text confidently, and they felt enjoy while learning writing by using questioning strategy.

2. Observation Report

In the observation sheet result , the students' responses showed they were really enthusiasm in following the teaching process. The researcher saw students to be more active in the first and second cycle, the situation of the class was in control. The students looked happy when the researcher taught the students. The researcher saw the students got enthusiast enough in this situation and the students could follow the researcher' instruction well and they could pouring ideas out so that they could write descriptive text better.

3. Data test

No	Student Initial Name	Score		
		Pre Test	Post Test I	Pre Test II
1	ANB	55	68	69
2	AS	62	78	83
3	DSB	67	79	80
4	DMCL	45	60	75
5	EMT	33	53	70
6	FT	31	55	73
7	FHC	78	85	89

8	FB	66	78	88
9	HNS	68	72	85
10	HS	64	85	90
11	GS	65	80	92
12	IG	71	79	87
13	IB	36	62	75
14	IYM	41	68	89
15	JM	56	69	90
16	MRRB	74	80	91
17	NB	37	55	85
18	RSH	36	61	70
19	SS	77	73	82
20	TIB	79	75	80
21	RAT	77	80	85
22	SP	73	86	89
23	VAS	80	83	95
	TOTAL SCORE	$\sum X = 1361$	$\sum X = 1664$	$\sum X = 1912$
	MEAN	M = 59,2	M = 72,34	M = 83,13

Table. 4.14 The Students Score in pre-test,

post test 1 and post Test 2

The table above shows the students' average score from pre test to the first and second cycle. The mean of the students' score in the pre test was 59,2, the mean score of post-test in cycle I was 73,34. Then, the mean of the students' score in the post-test of cycle II was 83,13.

C. Discussion

Based on data analysis above, it showed the scores' improvement after doing a treatment in the classroom. The mean of the students' score in the pre test was 59,2 or 21,7%, the mean score of post-test in cycle I was 73,35 or 52,2%. Then, the mean of the students' score in the post-test of cycle II was 83,13 or 82,2%. It means, there are

the number of students' score improved through implementing questioning strategy in writing descriptive text and the improvement of post test of second cycle was higher than the post test of first cycle.

Based on the result of the data which were gotten from observation sheet, interview and data test. It was found the teaching and learning activities in the classroom was improved in every steps of cycles. The researcher attracted students to be more active, the situation of class was in control. The students were happy when the researcher gave the motivation to the students and came to teach them. The researcher saw the students got enough score in learning descriptive in this situation and the students could follow the researcher' instruction well and they could figuring ideas out so that they could write descriptive text better.

From the explanation above, it can be concluded that the use of questioning strategy improved the students' ability at writing descriptive text. It helped students to make writing as their own ideas and they feel free to put their idea. In addition, the students' motivation and attention in teaching and learning process improved.

CHAPTER V

CONCLUSION AND SUGGESTIONS

A. CONCLUSION

From the research findings and discussions in the previous chapter. The conclusions are presented as follows ;

1. Questioning strategy can be used to improve the students' ability at writing descriptive text. The improvement can be seen in some points, such as, they can pour and develop their idea, then the student improvement can be seen from the result of test. The mean of the students' score in the pre test was 59,2 or 21,7%, post-test in cycle I was 73,35 or 52,2% and the post-test of cycle II was 83,13 or 82,6%.

2. Questioning strategy can improve their enthusiasm in teaching learning process. They enjoy the writing because they had known to write the text that using by some question that related with the text.

3. After observing the students' activities and the students' response in learning process and analyzing the students' score in every test, the researcher concluded that the using of questioning strategy at writing descriptive text was effective improve the students' ability at writing descriptive text.

4. This research is one of the solutions to help the students to be easier in learning writing text especially descriptive text.

B. SUGGESTION

This study showed that using questioning strategy could improve students' ability at writing descriptive text. In relation above, some points are suggested as follows;

1. For the teacher, this study can be an alternative strategy to improve students' ability at writing descriptive text.

2. For the school, from this research, the researcher hopes the students can be more active in learning and practice writing skill. The students should give their participation in learning process at the class.

3. For the researcher, the other researcher can apply this method to do the related research.

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APPENDIX 1
CYCLE I
RENCANA PELAKSANAAN PEMBELAJARAN

Satuan Pendidikan : MAS Pesantren Dairi
Mata Pelajaran : Bahasa Inggris
Kelas/Semester : X/II
Materi pokok : *lets visit Dairi Tourism*
Alokasi Waktu : 4 x 45 menit (2 meetings)

A. **KOMPETENSI INTI**

KI 1 : Menghargai dan menghayati ajaran agama yang dianutnya

KI 2 : Menghargai dan menghayati perilaku jujur, disiplin, tanggungjawab, peduli (toleransi, gotong royong), santun, percaya diri, dalam berinteraksi secara efektif dengan lingkungan sosial dan alam dalam jangkauan pergaulan dan keberadaannya.

KI 3 : Memahami pengetahuan (faktual, konseptual, dan prosedural) berdasarkan rasa ingin tahunya tentang ilmu pengetahuan, teknologi, seni, budaya terkait fenomena dan kejadian tampak mata.

KI 4 : Mencoba, mengolah, dan menyaji dalam ranah konkret (menggunakan, mengurai, merangkai, memodifikasi, dan membuat) dan ranah abstrak (menulis, membaca, menghitung, menggambar, dan mengarang) sesuai dengan yang dipelajari di sekolah dan sumber lain yang sama dalam sudut pandang/teori.

B. **Kompetensi Dasar dan Indikator Pencapaian Kompetensi**

KompetensDi asar	Indikator Pencapaian Kompetensi
3.4 Membedakan fungs sosial, struktur teks dan unsur kebahasaan beberapa teks deskriptif lisan dan tulis dengan memberi dan meminta informasi terkait tempat wisata dan bangunan bersejarah	3.4.1 Membedakan fungsi sosial, struktur tes dan unsur kebahasaan dalam teks deskriptif 3.4.2 Menjelaskan informasi teks deskriptif terkait tempat wisata dan bangunan bersejarah terkenal, pendek, dan sederhana sesuai dengan konteks penggunaannya 3.4.3 Menjabarkan secara lisan dan tulis tempat

terkenal, pendek dan sederhana sesuai dengan konteks penggunaannya	dan bangunan bersejarah terkenal, pendek dan sederhana sesuai dengan konteks penggunaan
4.4 Teks *Deskriptif*	4.4.1 Menangkap makna secara kontekstual terkait fungsi sosial, struktur teks dan unsur kebahasaan teks *deskriptif*, lisan dan tulis, pendek dan sederhana terkait tempat wisata dan bangunan bersejarah terkenal 4.4.2 Menyusun teks *Deskriptif* lisan dan tulis, pendek sederhana terkait tempat wisata dan bangunan bersejarah terkenal dengan memperhatikan fungsi sosial, struktur teks dan unsur kebahasaan, secara benar dan sesuai konteks

C. Tujuan Pembelajaran

Melalui kegiatan pembelajaran pada materi ini siswa diharapkan mampu:

1. Membedakan fungsi sosial, struktur tes dan unsur kebahasaaan teks deskriptif

2. Mengidentifikasi makna, fungsi sosial, struktur teks, dan unsur kebahasaan pada teks deskriptif sederhana lisan dan tulis tentang tempat wisata dan bangunan bersejarah sesuai dengan penggunaannya.

3. Menjelaskan informasi dan isi deskripsi lisan dan tulis tentang tempat wisata dan bangunan bersejarah dengan memperhatikan tujuan komunikasi, struktur teks, dan unsur kebahasaan teks deskriptif sesuai konteks penggunaan

4. Menjabarkan secara lisan dan tulis tempat dan bangunan bersejarah terkenal, pendek dan sederhana sesuai dengan konteks pengguaan

5. Mendeskripsikan dan menyusun secara lisan dan tulis tempat wisata atau bangunan bersejarah dengan memperhatikan fungsi sosial, struktur teks, dan unsur kebahasaan teks deskriptif secara benar sesuai konteks penggunaan

D. Materi Pembelajaran

1. The definition of Descriptive text: *A descriptive text describes a particular object like a place, thing or person.*

2. Sosial Function : *Describing or presenting information about a particular place and a historical building*

3. Generic Structure :

NO	TEXTUAL ELEMENTS	FUNCTION
1	Identification	*Opening statement to introduce the subject*
2	Description	*Supporting paragraph that describes the subject*

4. Languange Feature:
   a. The use of simple present tense.
   b. The use of verb to be (is, are), have and linking verb such as seems, looks, sounds, and like, etc.
   c. The use of adjective to describe or illustrate the condition of topic/ theme described.
   d. Vocabulary: words related to ecotourism destinations and historical building such as *destination (n), establish (v), impressive (adj),* etc.
   e. Grammar: Noun phrases such as *beautiful bird, unique monkey*

5. Topic
   Describing a building or tourism place

E. Metode Pembelajaran

   1. Pendekatan   : *Scientific approach*

   2. Model   : *questioning strategy*

F. Media Pembelajaran

   1. Gambar / Foto terkait tempat tempat wisata atau bangunan bersejarah di Kota

      Sidikalang Kabupaten Dairi

   2. Worksheet/Lembar Kerja Peserta Didik
   3. Alat tulis : spidol, papan tulis

G. Sumber-Sumber Pembelajaran

   1. Buku Paket Bahasa Inggris kelas X Kurikulum 2013 edisi 2017 (Chapter IV) online

   2. Kamus Bahasa Inggris

   3. Website (www.wisatadairi.com)

H. Langkah - Langkah Pembelajaran

The First Meeting

Kegiatan	Deskripsi	Alokasi Waktu
Pendahuluan	• Greeting • Membimbing doa sebelum memulai pembelajaran • Memerriksa daftar hadir siswa • Guru Memberikan motivasi dan apresiasi kepada siswa • Guru Menyampaikan tujuan pembelajaran dari materi yang akan diajarkan.	10 Menit
I n t i	*Observing* • Guru membacakan atau memperdengarkan contoh teks descriptive kepada peserta didik • Guru menjelaskan materi teks descriptive (Definition, social function dan text construction). – Buku Bahasa Inggris Kelas X Kurikulum 2013 Revisi 2017, Hal.55 *Experimenting)* • Guru memberikan model bagaimana menulis tesk descriptive di dalam kelas dengan menggunakan squestioning strategy, dengan memandu siswa dengan memberikan beberapa pertanyaan yang berhubungan dengan gambar. • Peserta didik mulai menulis tesk descriptive dengan mengurutkan kalimat berdasarkan pertanyaan-pertanyaan yang dipandu guru. *Questioning* • Peserta didik bertanya tentang teks bacaan dan materi penjelasan guru *Communicating* • Guru mengajak peserta didik untuk berdiskusi dengan melakukan presentasi hasil tulisan secara bergantian untuk kemudian menyimpulkan hasil • Peserta didik mencatat hasil informasi yang diperoleh dari presentasi temannya. • Setiap murid mengumpulkan hasil tulisannya	60Menit
Penutup	**Reflection** • Peserta didik melakukan refleksi terhadap kegiatan pembelajaran yang telah dilakukan. • Guru menyimpulkan apa yang dipelajari pada hari ini • Peserta didik mel, mperhatikan informasi tentang rencana kegiatan pembelajaran untuk pertemuan berikutnya.	10 menit

	• Peserta didik dan guru mengucapkan salam penutu

The Second Meeting

Kegiatan	Deskripsi	Alokasi Waktu
Pendahuluan	• Greeting • Membimbing doa sebelum memulai pembelajaran • Memerriksa daftar hadir siswa • Guru Memberikan motivasi dan apresiasi kepada siswa • Guru Menyampaikan tujuan pembelajaran dari materi yang akan diajarkan.	10 Menit

I n t i	*Observing*
	    • Guru membacakan atau memperdengarkan contoh teks descriptive kepada peserta didik
	    • Guru men jelaskan materi teks descriptive, the generic structure and language feature of descriptive text by using carton media that attach on the whiteboard.
	Experimenting
	    • Guru memberikan contoh descriptive text dan meminta siswa membacanya.
	    • Siswa menganalisa the generic structure and the language feature dari descriptive text.
	    • Dengan panduan dan petunujuk dari guru siswa bertanya dengan apa saja yang tidak dipahami.
	    • Peserta didik mulai menulis tesk descriptive dengan mengurutkan kalimat berdasarkan pertanyaan-pertanyaan yang dipandu guru.
	Questioning
	    • Peserta didik bertanya tentang teks bacaan dan materi penjelasan guru
	Communicating
	    • Guru mengajak peserta didik untuk berdiskusi dengan melakukan presentasi hasil tulisan secara bergantian untuk kemudian menyimpulkan hasil
	    • Peserta didik mencatat hasil informasi yang diperoleh dari presentasi temannya.
	    • Setiap murid mengumpulkan hasil tulisannya
		60Menit

Penutup	**Reflection** • Peserta didik melakukan refleksi terhadap kegiatan pembelajaran yang telah dilakukan. • Guru menyimpulkan apa yang dipelajari pada hari ini • Peserta didik mel, mperhatikan informasi tentang rencana kegiatan pembelajaran untuk pertemuan berikutnya. • Peserta didik dan guru mengucapkan salam penutup	10 menit

Sidiangkat,   2020

Mengetahui,
Guru Mata Pelajaran   Researcher

Nurlaila Tumangger , S.Pd   **Maysarah Manik**

APPENDIX II

CYCLE II
RENCANA PELAKSANAAN PEMBELAJARAN

Satuan Pendidikan : MAS Pesantren Dairi
Mata Pelajaran : Bahasa Inggris
Kelas/Semester : X/II
Materi pokok : *lets visit Dairi Tourism*
Alokasi Waktu : 2 x 45 menit (1 meetings)

I. KOMPETENSI INTI

KI 1 : Menghargai dan menghayati ajaran agama yang dianutnya

KI 2 : Menghargai dan menghayati perilaku jujur, disiplin, tanggungjawab, peduli (toleransi, gotong royong), santun, percaya diri, dalam berinteraksi secara efektif dengan lingkungan sosial dan alam dalam jangkauan pergaulan dan keberadaannya.

KI 3 : Memahami pengetahuan (faktual, konseptual, dan prosedural) berdasarkan rasa ingin tahunya tentang ilmu pengetahuan, teknologi, seni, budaya terkait fenomena dan kejadian tampak mata.

KI 4 : Mencoba, mengolah, dan menyaji dalam ranah konkret (menggunakan, mengurai, merangkai, memodifikasi, dan membuat) dan ranah abstrak (menulis, membaca, menghitung, menggambar, dan mengarang) sesuai dengan yang dipelajari di sekolah dan sumber lain yang sama dalam sudut pandang/teori.

Kompetensi Dasar dan Indikator Pencapaian Kompetensi

KompetensDi asar	Indikator Pencapaian Kompetensi
3.4 Membedakan fungs sosial, struktur teks dan unsur kebahasaan beberapa teks deskriptif lisan dan tulis dengan memberi dan meminta informasi terkait tempat wisata dan bangunan bersejarah terkenal, pendek dan sederhana sesuai dengan konteks penggunaannya	3.4.1 Membedakan fungsi sosial, struktur tes dan unsur kebahasaan dalam teks deskriptif 3.4.2 Menjelaskan informasi teks deskriptif terkait tempat wisata dan bangunan bersejarah terkenal, pendek, dan sederhana sesuai dengan konteks penggunaannya 3.4.3 Menjabarkan secara lisan dan tulis tempat dan bangunan bersejarah terkenal, pendek dan sederhana sesuai dengan konteks penggunaan

4.4 Teks *Deskriptif*	4.4.1 Menangkap makna secara kontekstual terkait fungsi sosial, struktur teks dan unsur kebahasaan teks *deskriptif*, lisan dan tulis, pendek dan sederhana terkait tempat wisata dan bangunan bersejarah terkenal
	4.4.2 Menyusun teks *Deskriptif* lisan dan tulis, pendek sederhana terkait tempat wisata dan bangunan bersejarah terkenal dengan memperhatikan fungsi sosial, struktur teks dan unsur kebahasaan, secara benar dan sesuai konteks

Tujuan Pembelajaran

Melalui kegiatan pembelajaran pada materi ini siswa diharapkan mampu:

6. Membedakan fungsi sosial, struktur tes dan unsur kebahasaaan teks deskriptif

7. Mengidentifikasi makna, fungsi sosial, struktur teks, dan unsur kebahasaan pada teks deskriptif sederhana lisan dan tulis tentang tempat wisata dan bangunan bersejarah sesuai dengan penggunaannya.

8. Menjelaskan informasi dan isi deskripsi lisan dan tulis tentang tempat wisata dan bangunan bersejarah dengan memperhatikan tujuan komunikasi, struktur teks, dan unsur kebahasaan teks deskriptif sesuai konteks penggunaan

9. Menjabarkan secara lisan dan tulis tempat dan bangunan bersejarah terkenal, pendek dan sederhana sesuai dengan konteks pengguaan

10. Mendeskripsikan dan menyusun secara lisan dan tulis tempat wisata atau bangunan bersejarah dengan memperhatikan fungsi sosial, struktur teks, dan unsur kebahasaan teks deskriptif secara benar sesuai konteks penggunaan

J. Materi Pembelajaran

6. The definition of Descriptive text: *A descriptive text describes a particular object like a place, thing or person.*

7. Sosial Function : *Describing or presenting information about a particular place and a historical building*

8. Generic Structure :

NO	TEXTUAL ELEMENTS	FUNCTION
1	Identification	*Opening statement to introduce the subject*
2	Description	*Supporting paragraph that describes the subject*

9. Languange Feature:
    f. The use of simple present tense.
    g. The use of verb to be (is, are), have and linking verb such as seems, looks, sounds, and like, etc.
    h. The use of adjective to describe or illustrate the condition of topic/ theme described.
    i. Vocabulary: words related to ecotourism destinations and historical building such as *destination (n), establish (v), impressive (adj),* etc.
    j. Grammar: Noun phrases such as *beautiful bird, unique monkey*
10. Topic
    Describing a building or tourism place

K. Metode Pembelajaran

3. Pendekatan   : *Scientific approach*

4. Model   : *questioning strategy*

L. Media Pembelajaran

4. Gambar / Foto terkait tempat tempat wisata atau bangunan bersejarah di Kota
   Sidikalang Kabupaten Dairi

5. Worksheet/Lembar Kerja Peserta Didik
6. Alat tulis : spidol, papan tulis

M. Sumber-Sumber Pembelajaran

4. Buku Paket Bahasa Inggris kelas X Kurikulum 2013 edisi 2017 (Chapter IV) online

5. Kamus Bahasa Inggris

6. Website (www.wisatadairi.com)

N. Langkah - Langkah Pembelajaran

The First Meeting

Kegiatan	Deskripsi	Alokasi Waktu
Pendahuluan	• Greeting • Membimbing doa sebelum memulai pembelajaran • Memerriksa daftar hadir siswa • Guru Memberikan motivasi dan apresiasi kepada siswa • Guru Menyampaikan tujuan pembelajaran dari materi yang akan diajarkan.	10 Menit
I n t i	*Observing* • Guru menanyakan materi descriptive text yang belum dimengerti • Guru membacakan atau memperdengarkan	60Menit

	contoh teks descriptive kepada peserta didik • Guru menjelaskan materi teks descriptive (Definition, social function dan text construction). – Buku Bahasa Inggris Kelas X Kurikulum 2013 Revisi 2017, Hal.55 *Experimenting)* • Guru memberikan model bagaimana menulis tesk descriptive di dalam kelas dengan menggunakan questioning strategy, dengan memandu siswa dengan memberikan beberapa pertanyaan yang berhubungan dengan gambar. • Peserta didik mulai menulis tesk descriptive dengan mengurutkan kalimat berdasarkan pertanyaan-pertanyaan yang dipandu guru. *Questioning* • Peserta didik bertanya tentang teks bacaan dan materi penjelasan guru *Communicating* • Guru mengajak peserta didik untuk berdiskusi dengan melakukan presentasi hasil tulisan secara bergantian untuk kemudian menyimpulkan hasil • Peserta didik mencatat hasil informasi yang diperoleh dari presentasi temannya. • Setiap murid mengumpulkan hasil tulisannya	
Penutup	**Reflection** • Peserta didik melakukan refleksi terhadap kegiatan pembelajaran yang telah dilakukan. • **Guru melakukan Post Test II** • Peserta didik dan guru mengucapkan salam penutu	10 menit

Sidiangkat,   2020

Mengetahui,
Guru Mata Pelajaran   Researcher

Nurlaila Tumangger , S.Pd   **Maysarah Manik**

APPENDIX III

TEST SHEET 1

PRE TEST

APPENDIX IV

TEST SHEET 2

POST TEST 1

APPENDIX V

TEST SHEET 3

POST TEST 2

STUDENTS'SHEET PRE TEST

NAMA = SYAHDANIA PADANG
KELAS = X IPA

Deskription Fild Rekreasi Sidikalang

Fild rekreasi Sidikalang Is the best. Fild rekreasi Sidikalang is the beautiful. Color rekreasi Sidikalang yellow, red, black, green. Dear Can rilexs.

C 24
G 14
V 14
L 17
M 4 +
      73

73

Nama : Vyna A Sinulingga
Kelas : X IPA

fleet rerreasi sidikalang

Open the time, I am go to rerreas sidikalang to holiday. there much grass green and flower melaty, Rose and other. there much people relax. ada y playing, suning, and other. we there we are family ada Grandfather, Granmother, mother, father, Sister, brother, Uncle, and bibi.

the we bring makanan and snack. We eating bersama the family. didefan fleet rekreasi sidikalang the street big. and much people berlalu lalang untuk jalan-jalan. and ada banyak kendaraan y melewati fleet rekreasi sidikalang.

80

C : 24
O   17
V   15
L   23
M   4
      80

STUDENTS'SHEET POST TEST 1

STUDENTS'SHEET POST TEST 2

APPENDIX VII

<div align="center">

INTERVIEW SHEET FOR TEACHER

</div>

Researcher :   Apa sajakah kesulitan yang ibu hadapi dalam proses pembelajaran bahasa inggris?

Teacher :   Kesulitannya shi lebih kepada kemampuan siswa, karena mereka tau menulis namun dalam bahsa inggris mereka belum bisa menuliskannya. Trus paling malas buka kamus. Kalo ada kata atau kalimat mereka kadang diam dan menunggu diberitahu sama gurunya. Dan masalahnyasaya sudah terbiasa dengan pembelajaran mengajar dan belajar belom banyak juga menerapkan metode pembelajaran. Paling kelompok lah atau keluar ruangan.

Researcher :   Menurut ibu, bagaimana kemampuan menulis siswa?

Teacher :   Beberapa dari mereka sih bisa, tapi bnyak juga dari mereka kurang memahami, seperti yang saya bilang, mereka tahu menulis tapi dalam bahasa Indonesia. Kemudian mereka mau nulis tapi menuangkan ide untuk membentuk tata penulisan atau organisasi penulisan mereka tidak tahu.

Researcher :   Dalam kemampuan menulis descriptive text , kesulitan apa saja yang dihadapi siswa?

Teacher :   Kesulitan yang mereka miliki sih, mereka tidak tahu harus memulai dari mana, ibaratnya apa yang mau mereka tulis mereka pun bingung, terus membedakan identifikasi dan descripsi mereka gak mampu.

Researcher :   Strategy apa yang bisa ibu ajarakan dalam pemeblajaran bahasa inggris?

Teacher :   Yah, masih keq dulu lah, paling bisanya buat kelompok dan belajar diluar biar mereka gk bosan, gitu aja sih.

Researcher : Apa yang menjadi harapan ibu kedepannya?

Teacher :   Harapannya ya semoga lah dengan adanya kalian disini memeberi metode pembelajaran baru, semoga mereka lebih paham dan nangkap dengan pelajaran bahasa inggris.

APPENDIX VIII

<div align="center">

INTERVIEW SHEET FOR STUDENTS

</div>

Researcher   :Bagaimana dengan mengerjakan textnya sebelum belajar kemarin?

Students   : Yang kemarin gk ngerti miss cemana buatnya, soalnya dah lama gk belajar ini.

Researcher   : Metode yang miss ajarkan tadi sudah pernah kah diajarkan sama gurunya

Student   : Belum oernah miss, paling Cuma ngasi pertanyaan udah ngerti apa belom.

Researcher   : Bagaimana dengan strategy yang miss ajarakan?

Students   : Lumayan ngerti sih mis, kami jadi bisa menulis dengan pertanyaan2 yang miss berikan. Kami jadi tau urutannya gitu miss

Researcher   : Bagaimana dengan ujian yang ketiga ini, dapat kah?

Student   : Lumayan miss, karna dah di ujiankan 3 kali jadinya ngerti deh apa itu descriptif text, terus tau urutannya dan apa saja yang harus dibuat.

APPENDIX IX

PHOTOGRAPH SHEET
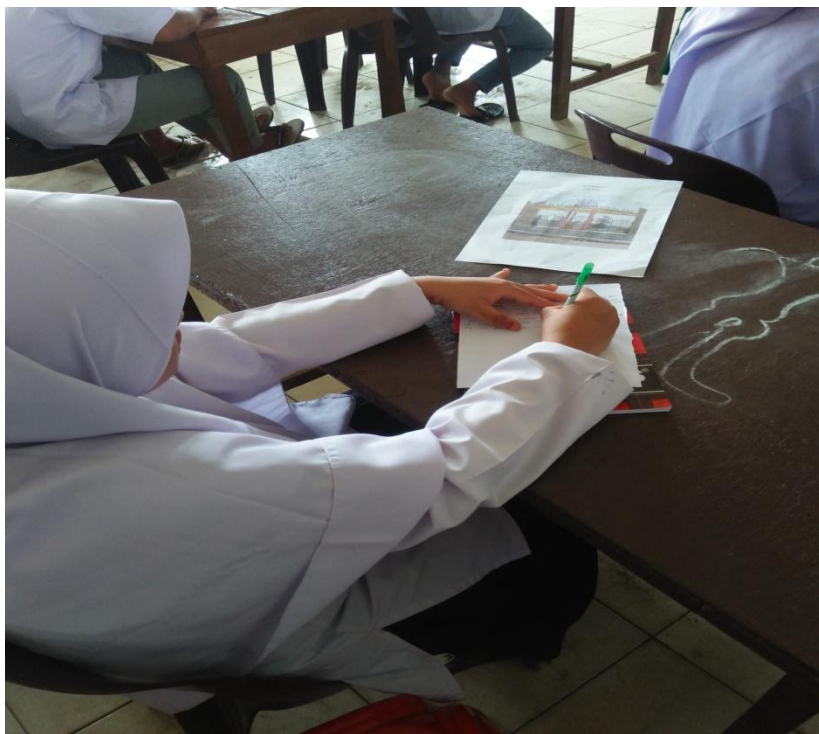
KEMENTERIAN AGAMA REPUBLIK INDONESIA
UNIVERSITAS ISLAM NEGERI SUMATERA UTARA MEDAN
FAKULTAS ILMU TARBIYAH DAN KEGURUAN
Jl. William Iskandar Pasar V Medan Estate 20371
Telp. (061) 6615683-6622925 Fax. 6615683

Nomor	: B-6530/TTK/TTK.V.3/PP.00.9/06/2020	18 Juni 2020
Lampiran	: -	
Hal	: Izin Riset	

Yth. Bapak/Ibu Kepala MAS Pesantren Dairi JL. Runding Kelurahan Sidiangkat

Assalamualaikum Wr. Wb.

Dengan Hormat, diberitahukan bahwa untuk mencapai gelar Sarjana Strata Satu (S1) bagi Mahasiswa Fakultas Ilmu Tarbiyah dan Keguruan adalah menyusun Skripsi (Karya Ilmiah), kami tugaskan mahasiswa:

Nama	:	**Maysarah Manik**
NIM	:	**0304163208**
Tempat/Tanggal Lahir	:	**Lumban Sinambela, 13 Mei 1995**
Program Studi	:	**Pendidikan Bahasa Inggris**
Semester	:	**VIII (Delapan)**
Alamat	:	**Lumban Sinambela Kelurahan sosor lontung Kecamatan siempat nempu**

untuk hal dimaksud kami mohon memberikan Izin dan bantuannya terhadap pelaksanaan Riset di MAS Pesantren Dairi JL. Runding Kelurahan Sidiangkat, guna memperoleh informasi/keterangan dan data-data yang berhubungan dengan Skripsi yang berjudul:

DEVELOPING LANGUAGE STUDENTS' WRITING ABILITY AT DESCRIPTIVE TEXT BY APPLYING QUESTIONING STRATEGY AT THE TENTH GRADE OF MAS PESANTREN DAIRI

Demikian kami sampaikan, atas bantuan dan kerjasamannya diucapkan terima kasih.

Medan, 18 Juni 2020
a.n. DEKAN
Wakil Dekan Bidang Akademik dan
Kelembagaan

Digitally Signed

Drs. RUSTAM, MA
NIP. 196809201995031002

YAYASAN PESANTREN ISLAM DAIRI

MADRASAH ALIYAH SWASTA PESANTREN DAIRI

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Kelurahan Sidiangkat Kecamatan Sidikalang Kabupaten Dairi Kode Pos 22216

SURAT KETERANGAN
Nomor : MasS.02.030/ 35 /2020

Yang bertanda tangan dibawah ini Kepala Madrasah Aliyah Swasata (MAS) Pesantren Dairi dengan ini menerangkan bahwa :

Nama	: **MAYSARAH MANIK**
Tempat Tanggal Lahir	: Lumban Sinambela, 13 Mei 1995
NIM	: 0304163208
Semester/ Jurusan	: VIII / Pendidikan Bahasa Inggris

Mahasiswa tersebut diatas benar telah melaksanakan penelitian di MAS Pesantren Dairi Sidikalang dari tanggal 20 Juli s.d 31 Juli 2020 berjudul :

" *DEVELOPING LANGUAGE STUDENTS' WRITING ABILITY AT DESCRIPTIVE TEXT BY APPLYING QUESTIONING STRATEGY AT THE TENTH GRADE OF MAS PESANTREN DAIRI* "

Demikian surat keterangan ini dibuat sebenarnya untuk dapat dipergunakan sebagaimana mestinya.

Sidikalang, 03 Agustus 2020

Kepala,

Sarpin Situmorang, SP. S.Pd
NIP. -