



**THE EFFECT OF GUIDED QUESTION TECHNIQUE ON STUDENTS WRITING
SKILL OF DESCRIPTIVE TEXT AT EIGHT GRADE STUDENT SMP SATRYA BUDI
KARANG REJO**

THESIS

*Submitted to the faculty of Tarbiyah Science teacher Training, State Islamic University of
North Sumatera as a partial fulfillment of the requirements for the S-1 Degree of English*

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03.04.16.31.90

**ENGLISH DEPARTMENT
FACULTY OF TARBIYAH SCIENCE AND TEACHER TRAINING
STATE ISLAMIC UNIVERSITY OF NORTH SUMATERA**



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Assalamualaikum Wr. Wb.

Setelah membaca, meneliti, mengoreksi dan memberi saran saran perbaikan seperlunya terhadap skripsi saudara

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

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Menyatakan dengan sebenar-benarnya bahwa skripsi yang berjudul diatas adalah asli dari buah pikiran 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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ABSTRACT

RAHMI RIYANI HARAHAHAP. 0304163190. THE EFFECT OF GUIDED QUESTION TECHNIQUE ON STUDENTS WRITING SKILL OF DESCRIPTIVE TEXT AT EIGHT GRADE OF SMP SATRYA BUDI KARANG REJO. IN ACADEMIC YEAR 2019/2020 THESIS. FACULTY OF TARBIYAH SCIENCE AND TEACHER'S TRAINING STATE ISLAMIC UNIVERSITY OF NORTH SUMATERA MEDAN.

This study aims to determine the effect of guided question technique on student's writing skill. The subject of research was students of SMP Satrya Budi Karang Rejo at eight grade. This research were used quasi experimental with pre-test and post-test design. In this design there was two groups, namely groups randomly selected experimental and control groups. The researcher were use two classes as sample in this research, they were VIII A that consisted 20 students of controlled class, namely class VIII A was an controlled class in this study given used conventional method. This research were used quantitative method. The result of the researcher were quite significant with the experimental class was mean score of post-test is 81.65. The mode is the score who students' most get in experimental class got is 85. Finally, the median of post-test in experimental class is 84. in controlled class, the minimum score is 60 and the maximum is 81. The mean score of post-test is 74.25. Therefore, there are differences between before and after the treatment with applying guided question technique and conventional technique. It means that by using guided question technique is effective in increasing the students' writing skill in descriptive text.

Keywords : Guided Question, Writing skill, Descriptive text

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In the name of Allah the most Gracious and the Most Merciful.

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The writer has completed this thesis as one of requirements for the S-1 Program at Department of English Education Faculty of Tarbiyah and teachers training the state University of North Sumatera Medan, on the title : **“THE EFFECT OF GUIDED QUESTION TECHNIQUE ON STUDENTS WRITING SKILL OF DESCRIPTIVE TEXT AT EIGHT GRADE OF SMP SATRYA BUDI KARANG REJO”** in writing this thesis, the writer found difficulties. This thesis would not be as it is now without any helps and supports for many parties.

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TABLE OF CONTENT

ABSTRACT	i
AKCOWLEDGEMENT	iv
TABLE OF CONTENT	
LIST OF TABLE	
LIST OF APPENDICES	
LIST OF TABLES.....	10
4.1 Descriptive statistic of Pre-Test	10
4.2 Frequency of Pre-test in experimental and controlled class	10
4.3 Descriptive statistic of post-test	10
4.4 Frequency of Post-Test	10
4.5 Normality Test	10
4.6 Homogeneity Test	10
4.7 The calculation of N-Gain.....	10
4.8 Independent Sample Test	10
CHAPTER I.....	12
A. The Background of Study	12
1. The Definition of Writing.....	17
2. Writing Skill	19
3. Genres of Writing	19
4. The Purpose of Writing	20
5. The Process of Writing	22
6. Teaching Writing	22
7. Defenition of Descriptive Text.....	23
8. The social function	24

9. The generic structure	24
10. The Linguistics Features	26
11. Teaching Technique	28
B. Guided Question Technique	28
1. Definition of Guided.....	28
C. Kinds of Question.....	29
3. Teaching Writing by Using Guided Questions	30
4. The Advantages and Disadvantages of Guided Question Technique	32
B. Conceptual Framework.....	32
C. Related Study.....	34
Hypothesis	36
CHAPTER III	38
METHODOLOGY OF THE RESEARCH	38
A. The Location of Research.....	38
B. Population and Sample	38
1. Population.....	38
2. Sample	38
C. Research Design.....	38
D. Operational Definitions of Variables.....	40
E. The Instrument of Collecting Data	40
F. Technique Collection Data	44
G. Technique of data analysis	44
CHAPTER IV	47
FINDINGS AND DISCUSSION	47
A. Data Description	47
Students' writing skill taught descriptive text before using guided question technique.....	48

Table 4.1 Descriptive statistic of pre-test.....	48
Table 4.2 Frequency of pre- test in experimental and controlled class	49
Figure 4.1 Histogram pre-test in experimental and controlled class.....	50
Table 4.3 Descriptive statistic of post-test	51
Table 4.4 Frequency of Post-Test.....	52
Figure 4.1 Histogram post-Test in experimental and controlled class.....	53
The comparison of score in experimental and controlled class	54
Chart 4.1 Score the comparison of Score in experimental and controlled class	54
Data Analysis.....	55
Normality Test	55
Table 4.5 Normality Test.....	56
Homogeneity Test.....	56
Table 4.6 Homogeneity Test	57
Hypothesis Test.....	57
Table 4.7 The calculation of N-Gain	58
Table 4.8 Independent Sample Test.....	59
Discussions.....	60
CHAPTER V	65
CONCLUSION AND SUGGESTION	65
Conclusion	65
Suggestions.....	66

LIST OF TABLES

- 4.1 Descriptive statistic of Pre-Test**
- 4.2 Frequency of Pre-test in experimental and controlled class**
- 4.3 Descriptive statistic of post-test**
- 4.4 Frequency of Post-Test**
- 4.5 Normality Test**
- 4.6 Homogeneity Test**
- 4.7 The calculation of N-Gain**
- 4.8 Independent Sample Test**

LIST OF APPENDICS

- I. Lesson plan of Experimental and control class**
- II. Post Test and Pre Test Score**
- III. Documentation**
- IV. Students score in pre-test**
- V. Students writing skill after getting different treatment in experimental and control class**
- VI. Research Permission and Research Response Letter**

CHAPTER I

Introduction

A. The Background of Study

¹Language is the key to knowledge. In daily human life, language is a very essential means of communicating. By using it, the individual communicates and socializes with each other and they can convey their idea, convince others, or promise something. Language is the representation of concepts fused into words using speech-sound. Words are mixed into sentences, this mixture responding to those thoughts into thoughts.² Language is concisely defined in our human system of communication that uses arbitrary signals such as gestures, voice sound or written symbols. ³It can help people express an intention to someone else, and experience and if we are to understand the process by which communicate with one another. We must look conscientiously at the human capacity for language and the particular qualities of language which enable it to play so powerful a role within us and between us.

In English, everyone needs to master the four skills to get good communication. They listen, read, speak and write. To learn language, people need to master constructive techniques that make them smarter and more involved in communication. To be a master and writing are therefore very necessary.

It is equally necessary to talk and write to learn. All have variations and similarities and differences When speaking and the .people can communicate by writing like expressing ideas , feelings, to same speech . Nevertheless contact by communication is talking is very

¹ Faridah Repelita Waty, (2018), *Translation Theories and Practice; A Guideline to be professional Translator*, Medan, p.l

² Donn Byrne, 1980, *English Teaching Perspectives* , Singapore : Longman Group Ltd, p.

³ Sholihatul Hamidah Daulay, 2011, *Introduction to General Linguistics*, Medan: La-tansa Press ,p.12

limited by time because people can only communicate when they are dealing directly with the other person or audience.

⁴Writing than in speech where the pronounced in the second word, but not in the first. Therefore, writing is one way that is often used by people to communicate by pouring ideas, thoughts, etc to others when unable to communicate verbally. In this globalization era, the ability to write effectively is becoming increasingly important, especially in English. In addition, people really need to be able to do writing simple stories, writing letters, reports, papers, these, etc. writing skills are very important to succeed in college as well as to advance your career.

Based on the 2013 curriculum, junior high school students are taught about writing text in English. Students are expected to be able to write sentences and produce paragraphs, then develop paragraphs into several types of text. One of them descriptive this is taught at junior high school in the second grade. The text is a type of text that retells and typically relies on the sequence of the story that has occurred. At the second grade of junior high school, it is normal basic competence that students should be able to compile short and simple present oral and written text on experience, operation, even by paying correct and contextual attention to the intent of the text organization and language function.

The problem in class VIII in the SMP SATRYA BUDI Descriptive text is taught to students, most of whom are still poorly accomplished because they have some difficulties writing text.

Based on the researcher's observation facts at SMP SATRYA BUDI the researchers found many students difficulties in writing descriptive text. The first the majority of students were unsure of how to start writing by doing nothing. Though they had written some lines, it was usually difficult for them to continue writing. This is like what Axelord and cooper stated in their first sentence is the toughest part of writing, and if they can start writing and keep on writing, and if they can start writing and keep on writing, writers can solve this problem. The

⁴ David Crystal, *Special writing system*, (London: Pearson Education. 2010) p. 2.

issue emerged because of certain issues faced by students when they began writing, such as they didn't know how to organize phrase into coherence paragraphs, In addition, there is another factor influencing the difficulty of writing descriptive text for students. Most students did not understand and use any technique that could guide them to develop and organize their thoughts and put them in a written form.

The teacher should use an effective technique to direct students and make it easier to write descriptive text to solve this issue descriptive text. Actually, in teaching writing, there are several approaches and one of them is guided question technique. The basic question that guides learners to understand is the directed question. In order to select, find and build the concepts of writing and then develop students. This approach can also direct and assist in addition, by answering the questions given and writing their ideas, students can easily express their ideas writing will be better organized.

Based on the explanation in above, the writer researcher interest in doing research on the title **“THE EFFECTIVNESS OF GUIDED QUESTION TECHNIQUES ON STUDENT’S WRITING SKILL OF DESCRIPTIVE TEXT AT EIGHT GRADE OF SMP SATRYA BUDI KARANG REJO”**

B. Identification of study

From the background that has been stated, the problem that can researcher identified as follows :

1. Most of students do not know how to start writing .
2. Most of students do not know how to organize sentences into coherence paragraph
3. Most of students get difficulty in generating and organizing their ideas into well-organized paragraph

C. The problem of The study

Based on the identification of problem above, the writer would like to limit the study by focusing on “ Is there any significant effect of Guided question technique on students’ writing skill descriptive text at the eighth grade students of SMP SATRYA BUDI KARANG REJO” ?

D. The Objective of the study

Based on the problem of the study above, the objective of the study as follow :

1. To know the effect of Guided question technique in writing skill descriptive text of students at eighth grade students of SMP SATRYA BUDI KARANG REJO?

E. Significance of the Study

The results of this study are expected to contribute to the teaching and learning process of understanding a sentence which has the structure of English as a foreign language :

1. Theory

The result of this study can be the reference for other teacher so it can enlarge and develop their knowledge about Guided Question Technique for teaching writing, especially writing descriptive text

2. Practically

For students, this results of study are expected to make process of learning writing is easier for them and increase their interest in writig

- a For the English teachers as an reference to use Guided Question as a strategy or technique .
- b. For other researchers who are interested in this study to give them information about strategy in teaching writing
- c. For the students to increase their ability in writing descriptive text by using this technique.

F. Limitation of study

The limits of the research can be described as follow :

Based on the background of study above, many factors influence the students ability in writing descriptive text and it is impossible to explain them one by one. Because of that, researcher limits the problem about the effect Guided question technique in writing descriptive text

CHAPTER II

REVIEW OF THE LITERATURE

A. Theoretical framework

In conducting this research, theories needed to explain some concepts or terms applied in the research concerned. Some terms are use in this study and they need to be theoretically explanation :

1. The Definition of Writing

www⁵Writing is the use of a language is one method of interactions, two people information giver and information sharing practices will always be interested in any method of succesfull communication. ⁶Writing is skill complex because it involves the ability to spell, arrange words and use vocabulary. When you write something, you use the word and put the sentence and the paragraph together. Someone then, reads what you write. Writing also a process of when people write, they need to think about what they are going to write and assess the meaning and their audience. Self-discovering what we are and what you think. In addition, writing often makes people need to explore their thinking if they write a form of experimentation.

In Holy Quran, writing explain in QS. An-Nun ayat 1

نَّ وَالْقَلَمِ وَمَا يَسْطُرُونَ

Meaning :

”For the sake of the pen and what they write”

Writing has a role to play as a way of understanding human interests. The understanding will be no religion track, and life will not be easy. Since witing includes thoughts that will be shared,

⁵ 8 <https://en.wikipedia.org/wiki/Writing> access on February 2 2018 at 18.14 p.m.

wishes, and expressions. And Allah say that writing is one of ways to get knowledge to development his knowledge and status in society.

The verses is Al- Alaq (4 – 5)

الَّذِي عَلَّمَ بِالْقَلَمِ {٤} عَلَّمَ الْإِنْسَانَ مَا لَمْ يَعْلَمْ {٥}

The meaning :

Who taught (man) by the pen? He taught man what he knew not.

This surah begins with the first message from Allah SWT. He is not directly teaching the human, but they are taught by another human being in whom Allah SWT is their ability to teach. The verses also explain to us that we need to write pen when studying. It specifically deals with the value of knowledge to man, since the success and status of his creation depends primarily on the knowledge he receives. For this, Allah has given the feeling of observation and thought to man. One gets the knowledge by different means. Reading and writing are two ways, specially pointed out here.

This verse also supported by the haddist narrated by Bukhari and muslim from abu Hurairah (113)

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

كَانَ يَكْتُبُ وَلَا أَكْتُبُ

The meaning

There is no one of the companions of the Prophet sallallahu 'Alaihi Wasallam who has the most (narrated) hadiths from him (Sallallahu' Alaihi Wasallam) besides me, except from Abdullah bin Amr, because he used to write, whereas I did not write.

Writing is one of the main ingredients so that reading worship can be done. So, making writing as material for reading is also a good deed. It is also an important ability that communicates a speech to a visual system group. Writing is a method for a written mode of communication. In addition, writing often makes people need to explore their thoughts as they write a form of exploration. Writing is a communication skill, according to manner. Writing should also include very complete information and descriptions.

2. Writing Skill

Writing is one of English many productive skills. It is a writer's ability to communicate information to a reader. This means that through a written form, the writer can communicate. In addition to reading listening and speaking skills, writing skills are important for people to make full communication. That is why writing skills are key to mastering them. In addition, the ability to write a form in the rule of language is also related.⁷ In other words, writing is an extraordinary capacity to focus and communicated thoughts, signs, and symbols in written form. This skill must be discussed by the writer in writing. The ability to write is a dynamic ability that has to deal with many things, such as preparation, coordination, pronunciation, punctuation, translation, word choice, text, etc.⁸ Furthermore, for individuals, writing often becomes difficult because it is not easy to transfer thoughts and emotions into words from one brain. Even if writing is challenging people with a hard job can still like driving, cooking, etc. it is not a mechanism that is automatic process. The writer infers from the above reasons that writing capacity is one of the productive English skills that is difficult to learn since many items need to be answered by the writer.

3. Genres of Writing

⁷ Wayon Dirgayasa, (2014), *Writing a Genre Based Perspective*, Medan : Unimed press, P. 159

⁸ Jack C. Richards and Willy A. Renandya, *Methodology in Language Teaching: An Anthology of Current Practice*, (New York: Cambridge University Press, 2002), p. 303. ⁷ John Langan, *op.cit*, p. 13.

⁹The name genre comes from the word for type or class in French (and originally latin) Genre is a functional term which refers to the language procedures involved in doing things with language. Genre is a text type that acts as a frame of reference such that in terms of the aims, selection, and structure, as well as provision in the use of grammar, a text can be generated effectively. Genre is way of simple text or writing, for grouping texts together, genre, a term representing how writers typically use language to respond to recurring situation. ¹⁰

Academic writing is the first one. This is a kind of writing that is used in classes at high school and college. This is used to meet a prerequisite for classes in high school or collage. The type of writing is known as formal writing. This suggests that students should pay attention to writing and arranging full sentences in a certain way. Academic writing examples include papers and general topic studies, short-answer test answers, essays, academically based articles, This kind of writing is designed for the need of work. Some examples of job-related writing are phone calls, letters, emails, memos, and manuals. Personal writing that illustrates the thoughts, responses, and experiences one has ever had. Letters, greeting cards, invites, notes, and personal journals include some examples of personal writing.

4. The Purpose of Writing

Writing is a human social network that communicates language and emotion by writing signs and symbols is a mixture of process and product, the process refers to the act of gathering and working with ideas until they are finished in a way that is readers can understand to readers :

a) Experiences is something that happened to people's lives that are sad, happy, disappointing and all others. Writing to understand experience. Writing to grasp experience has two aims.

⁹ <https://en.wikipedia.org/wiki/Genre> access on February 2 2018 at 19.28 p.m.

¹⁰ H. Douglas Brown, Language Assessment: Principles and Classroom Practices, (New York: Pearson Education, 2003), p. 219.

First, researchers have a clearer understanding of themselves and readers become distinguished from their own detailed knowledge.

b) Writing information for reporting consist of objective evidence, inferences and opinions. For this purpose of writing, the authors use data to relay knowledge through written language from one mind to another¹¹.

c) Writing to explain data, explaining information implies that writers need to interpret or define information to discuss causes and effects, and describing definitions may be interpred in more that one way by interpreting the information so different conclusions. ¹²

d) Writing to evaluate, something evaluation means thinking critically and determines the quality of what things which are judged. It also determined something important benefit or worth. For example, when people are trying to convince themselves of something or people evaluation must convince someone else. They need to define their assumptions, anticipate opposition and draw conclusions .¹³

e) Writing to analyze text this aims of writing is to analyze the text. There is no single correct of analyzing text. Different writers can reach different conclusions when they analyze the same text .¹⁴

f)The purpose of writing is to convince people to written in an effort to get others to do something that the authors want for themselves. This instance of writing is when people want to apply for jobs, propose marriage and argue .¹⁵

g)This writing seeks to bring happiness to someone by for example, sharing a joker or story that makes others happy. In a descriptive text, this sort of writing is still there¹⁶

¹¹ Nation, I.S.P. (2009). Teaching ESL/EFL Reading and Writing. NY: Routledge

¹² Ibid p. 68.

¹³ Ibid 70

¹⁴ Ibid 70

5. The Process of Writing

¹⁷Process Writing is a teaching writing technique that encourages the teacher and the students to go through the process of jointly creating a text. Before coming up with the final version of the text, students have the opportunity to think about what they will write, create drafts, review, edit, and give and receive feedback on their work in the process of writing .

6. Teaching Writing

¹⁸Writing is one of the English language skills that students at school need to be taught. There are different explanations for teaching students to compose. The first is writing, which allows students more time to think. They do language processing while learners are writing, which means they are thinking about the language. It's different than when they are in a conversation because they don't have much time to think, such as when they are writing.

This is simply called writing-for-learning, with language itself being the main subject of writing. After that, writing directs students to improve their writing skills. The aim is for students to become better at writing, which focuses mainly on the whole text. Thus, students at school . teaching writing for students at junior high school is based on the curriculum that is used on 2013 curriculum, it is hoped that students will be able to write and create phrases into paragraphs, then develop the paragraphs into many kinds of text teachers who teach English as a second language writing, as a difficult process is learning to write in the second language .

¹⁶ Ibid 72

¹⁷ Ghenghesh, P. (2010). The Motivation of L2 Learners: Does It Decrease with Age? *English Language Teaching*, 3 (1), 128-141

¹⁸ Jeremy Harmer, *How to Teach English*, new edition, (Cambridge: Pearson Education Limited, 2007), p. 112.

7. Defenition of Descriptive Text

¹⁹Descriptive. Then, in particularly way, it can be said that descriptive writing brings an abstract thing into concrete. Or, descriptive writing is a type of written text, which has specific function to give description about an object (human and non human or idea) vividly so that the reader

In addition, descriptive text is a paragraph that can be described as a group of phrases that are closely related in thought and that serve one function of a comment frequently used to explain hat a person looks like and acts like what a place looks like and what an object looks like .

There are a few types of writing that depend heavily on descriptive language :

- a.) A person, location, or thing's descriptions provide sensory information that bring real individuals, locations, object to life.
- b.) Observations describe an incident observed by the writer. The event is also conducted over an extended period of time.
- c.) To attract visitors, travel brochures provide accurate details as well as convincing words
- d.) Character sketches identify the appearances, attitudes, expectations and aspirations of fictional characters.²⁰

Description give the feel, tone, taste, smell and look of objects to sense perceptions. Typically good explanations have three significant qualities. They have a dominant impression, a clearly identifiable mood and logical development, accompanied by precise details.²¹

¹⁹ Alice Oshima and Ann Hogue, *Introduction to Academic Writing*, 3rd ed, (New York:Addison Wesley Longman, 2007),p.61

²⁰ Joyce Amstrong Carrol, dkk, 2001,*Writing and Grammar Communication in action, United States of America : Prentice Hall*, p.101

²¹ George E.Wishon and Julia M.Burks, 1980, *Lets write English, New york : Litton Educational Publishing*, Received Ed, p.128

8. The social function

Writing is primarily to describe people, place or thing in such a way that the readers see, feel and hear what we have seen, felt, and heard in such a way that an image is created. Whether a person, location, or thing is mentioned our goal is to reveal a topic through vivid and carefully selected descriptions. This means that there are three elements in descriptive writing that can be identified. The three are object or place, person or entity, and concept. Many vivid senses are used in good descriptive writing.²²

1. The effort to better paint the image in the mind of the readers, good descriptive writing also uses figurative language such as analogies, similes, and metaphors .
2. Accurate terminology is used for descriptive prose. In good descriptive literature, general adjectives, nouns, and passive verbs, do not have a position. In order to give life to the image you paint in the reader's mind used clear adjectives and nouns strong action verbs.
3. There is structured strong descriptive writing to be ordered include : temporal time, spatial location, and order of significance. You might start with a physical description when describing a person, followed by how that person thinks, feels, and acts.

9. The generic structure

In fact each genre has its own characteristics in terms of the theoretical framework or generic structure and textual elements. Genre based descriptive writing also has its own rhetorical structure or traditional structure or traditional structure and textual elements of descriptive writing :

²² Richard Bullock, *The Norton Field Guide to writing*, (New York: W.W. Norton & Company, Inc, 2009),p.327

The Generic structure and textual elements

Textual Elements	Functions
Identification	<ul style="list-style-type: none"> a. It is a statement statement that defines and explains the topic/theme to be outlined. b. The argument must be interesting and capable of attracting and causing the reader to become interested in reading the full explanation. c. It is advisable to use adjectives and the degree of contrast of adjectives.
Description	<ul style="list-style-type: none"> a. The topic/theme suggested in the identification text is a complete summary. b. Description is through description or elaboration as defined in the identification or the subject or themes.

Descriptive is a type of text that describes an object, such as person, place or thing, (living or non-living things). There are three aspects that need to be known, such as communications aims, general structure and language characteristics.

- 1) Social Function The social function of writing descriptive text is to describe a particular person, place, thing, or animal.

- 2) **Generic Structure** It consists of two parts they are (a) identification; identification, that is the statement that consist of one topic to be describe, and (b) description, which consists of the details description about the object that is identified in identification .
- 3) **Grammatical Feature** In descriptive text, it is focuses on specific participant, uses of attributes, declarative sentence, and simple present tense.

10. The Linguistics Features

The linguistics features of descriptive text there are the relevant grammatical pattern and the related vocabulary used. Will be explain below :

1). The Relevant Grammatical Patterns

Grammatical guidelines to have some genre writing characteristics that are distinct or unique. This can happen because different genre writing states, different and distinctive communicative purpose, readers, and context, in terms of when it happens as it why or happen. In general descriptive text common grammatical patterns include:

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

2) The Related Vocabulary Used

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

- a. It tends to use the verb such as seems, looks, sounds, and like, etc .
- b. It uses epithets and classifiers in nominal group
- c. It tends to focus on specific participant .

The Example of Descriptive Text

Example of Descriptive text

The Elements	Example
Identification	Sewu waterfall in karang anyar is one of the most interesting places of interest
Description	<p>It located not far from the city center. It's 30 kilometers to the east of Solo. Much of the time, it has cool weather and fresh air. The water falls down to a small lake for over 30 meters, and then the waters flow to a small river. Above the trees on the left and right side of the sidewalk, down to the left and right side of the sidewalk down to the pool, there are a lot of funny and tame monkeys. The fall water looks amazing, and the beauty of nature is enhanced by the strong blow of the wind across the lake.</p>

11. Teaching Technique

Teaching must be compatible with a technique, and therefor also in harmony with a method. Technique means a realistic technique or art that is applied to some specific task. Technology is essential in the process of learning. The method of learning would also be easier. On the basis of the above argument, it can be said that by preparing any technique is a way of doing something .

B. Guided Question Technique

1. Definition of Guided

Question Guided is a teaching method that is carried out to guide students through learning by giving them questions. The basic questions that directs students to understand is according to travers guiding questions the basic question. It assume that written ideas for students can be motivated by directed questions that serve as a summary of written text. This definition may help to guide students in a logical way through the development of ideas . In addition, this approach can help students take the first step in the process of writing. It discusses their subject matter in prose. Raymond said that questions can be a way to play with content prior to what you want of its shape²³.

The writers are going to write an event or story, the writers can think about the answer to each question and decide what details is most appropriate for readers to write on the paper. From the above explanations, it can be inferred that the direct question is a teaching technique used to provide 5w+1h questions to students. From the above examples, it can be inferred that the directed question is a teaching technique that is used to direct students to generate their ideas and information while writing an event or story by giving the students answer the questions.

²³ James C. Raymond, *Writing (Is an Unnatural Act)*, (New York: Harper & Row Publisher, 1980), p. 16. 35

When students answer the questions, before producing I those responses can be an outline of their writing.

C. Kinds of Question

There are some questions that can be used in writing to direct learners as a driven query.

According to Taylor in his book titled *A Student's Writing Driven*, these various questions can be used to open lines of thought. They are :²⁴:

a. What

There are many functions to this word query. First a connection between a name or term and entity or phenomenon may be requested. Second, a definition of a specific entity, method or concept may be requested. Moreover what can be used to search for concepts and hypotheses that are more generalized or universal.

b. Who

Who and whom can request the identification of individuals or groups of affected by an event or action to identify whom asks for people who are affected by an event or action. It is possible to follow the word whom by preposition to for, by with among.

d. Where

When the place, time, and period of events and objects are asked by these kinds of question words than each event has the setting where and when it occurred. Detailed issues of frequency, coverage, duration, regularity, and other topics can also be defined

²⁴ Gordon Taylor, *A Student's Writing Guide How to Plan and Write Successful Essay*, (New York: Cambridge University Press, 2010), pp. 28-33.

d.How

It is possible to use the query word in a variety of ways. First, instead of a phenomenon or an entity, it may request a summary of a mechanism. Second, it may be a plea for different features or characteristics. Finally, a request for an explanation may be needed.

e. Why

Application for an answer and a hypothesis is still why it is possible to use it in many ways. Next, it can be used to ask for casual confirmation implying the causes of any event or phenomenon. why is it possible to request a practical answer to ask what role something has or what it plays, what, who, where, why, and how are kinds of 5W+1H guided that can open up the line of thoughts of students are given when they write a story or event to direct them to write and generate their ideas and information .

3. Teaching Writing by Using Guided Questions

From the concept stated earlier, it can be understood that the guided question is a teaching technique that is used to guided question students to generate their ideas and information while writing an event or story by giving students 5w + 1H questions. Prior to producing a paragraph the answer to the questions can be an overview of their writing. Thus the questions can be a used as a guide question in writing the measure of question utilization in teaching writing are discussed by two experts. ²⁵According to Axelrod and Cooper, there are several steps in using question for invention .

a) Thinking about the subject of writers. Subject implies that the writers want to write something like definition , event, human, etc.

²⁵ Rise B. Axelrod and Charles R. Cooper, *The ST. Martin's guide to writing* (New York: ST. Martin press, 1985), p. 475

- b) Ask the questions about the topic. The questions can be 5W+1H questions which is related to the topic that will be written .
- c) Answer the questions and write down the response in no more than one or two sentences
- d) Develop the answers to the question in the paragraph. More ideas that can help the answers can be added by the writer to make them comprehensive.
- e) Consider the paragraph as a temporary response prior to the writer's potential reaction. This paragraph is the base of the text, but it may be changed.

In this study the researcher will use several steps below by combining the steps of the experts in the use of directed query techniques in teaching writing, based on the steps explained by the experts above :

- a) the teacher will send students in class the subject of writing. First, the teacher needs to ensure that the subject is experienced by the students since the content is a descriptive text that retells chronologically occurring past events .
- b) The teacher will ask the students a number of guided question about the subject. The directed guided question about the subject. The directed guided question consist of the subject-related 5w+1h question. The question is asked about the subject from the first to the last question.
- c) Each question should be answered or answered quickly by the students in one or two sentences on a piece of paper. Each question should be answered and the answer will become a paragraph outline for a descriptive text to be produced.
- d) The students have to make the answers of the guided questions become a paragraph writing on the other piece of paper. The students need several conjunctions that will be used to connect the sentences. The phrases of the responses are connected to the paragraph. The paragraph

should be focused on the descriptive text being arranged. It implies that learners need to remember where the text orientation, case, and reorientation .

4. The Advantages and Disadvantages of Guided Question Technique

Advantages	Disadvantages
<ol style="list-style-type: none"> 1. Learning to be more active 2. Students can conceptualize his thoughts back to the input of the feedback from colleagues. 3. Interaction between students and teachers in the classroom more lively discussion. 4. You can get a question, authentic feedback from readers 5. Students can get feedback from many of his colleagues . 	<ol style="list-style-type: none"> 1. At the time of the feedback, which is not beneficial for the students. 2. If the normal scheme (knowledge of sentence structure) learners less, and then provide feedback, then the contents the structure of the sentence of his essay it is possible that no fit/no good

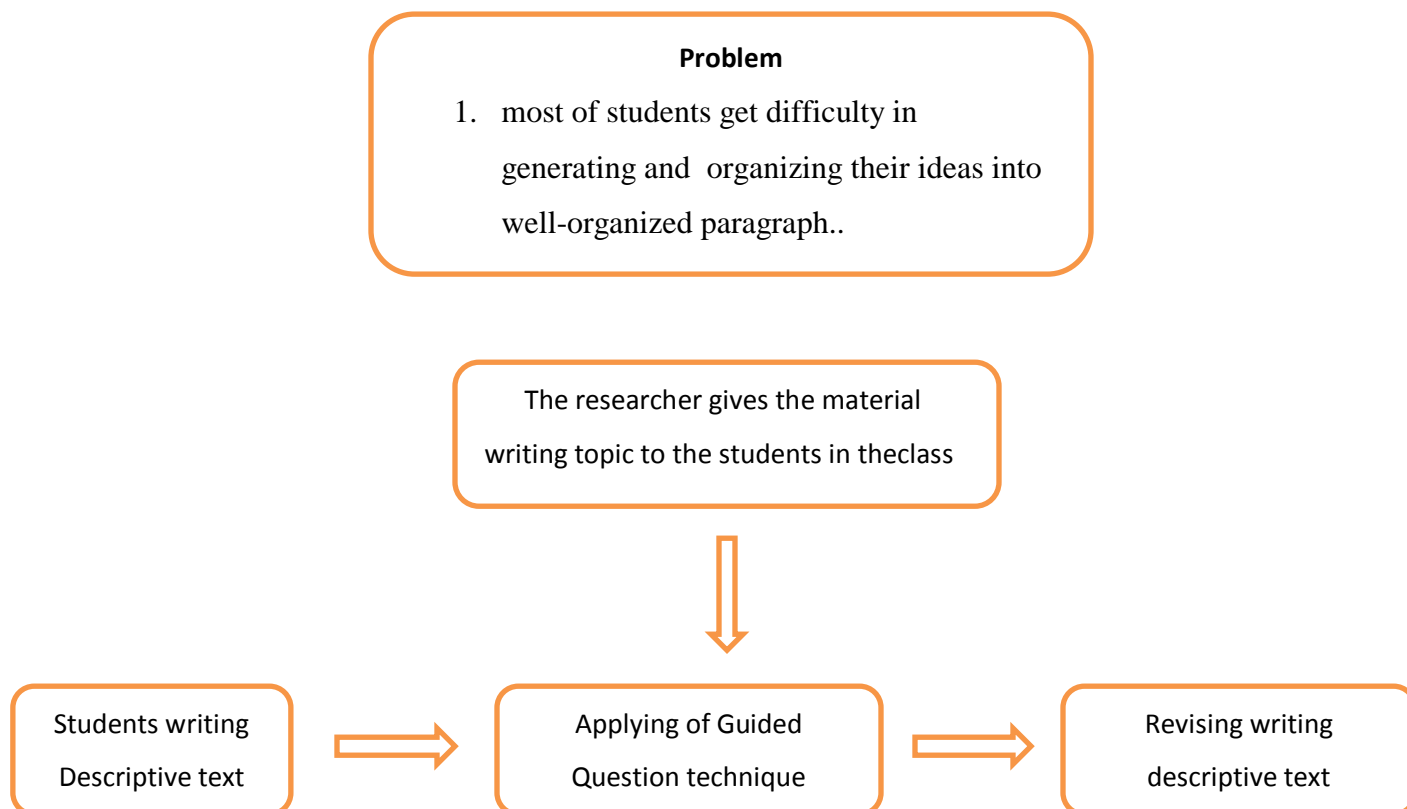
B. Conceptual Framework

When people write, they need to think about what they will write and decide the meaning and the audience. In addition, writing is a development process that makes it possible for individuals to explore their thinking while they are writing. Writing skills is required to be taught to junior High school students so students should be able to compose several forms of text depending on the curriculum used. Each of them is a descriptive text learned by junior high school students in eight grade.

Also students learn about descriptive text, though there are some difficulties writing the text as well. First, most of the students discussed how to start writing. Second, most students do not know how to arrange words through the coherence of paragraphs. Then, most students have trouble creating and organizing their ideas into a well-organized paragraph. Last in writing descriptive text, most students do not know and use suitable techniques that can support and direct the solution for SMP SATRYA BUDI KARANG REJO.

The guided question technique is a kind of teaching technique that is used direct students to write descriptive text by giving the 5W=1H question to the students by answering the list of 5w+1h questions given, the students can be guided Then, before producing a paragraph, the answers to the question could be an outline. After that, by using the outline, students will generate their ideas into a paragraph .

Figure the conceptual framework



C. Related Study

There are some previous study related with the writer's research.

- a. The first study carried out by Merry Susanti Lassa. She studied teaching descriptive text paragraph writing by using WH-Question for eight Grade Students the purpose of the study was to find out by using the WH Question and the significant efficacy of the teaching writing recount paragraph. She carried out pre-experimental research and used one pre-test and post-test 2 design party. The population while 17 students from class A became the sample. The research finding showed that teaching Descriptive paragraph writing by using WH-questions was effective.²⁶
- b. In the second year of students of SMPN 1 Terbanggi besar Lampung tengah, Iwan (2002) conducted a research with the title improve ing the ability of the students to write recount text through guiding questions technique. The purpose of his research was to know if, after being taught using guiding question technique, there is a substansial differenece in the ability of the students to recount text writing terms of material, organization, vocabulary, language used and mechanical aspects. This research used an experimental method. The result showed that there was a significant difference from pretest to posttest after being taught by using Guiding Questions in the experimental class .
- c. The third study is based on a report by Erma Velandia (2015), titled the Efficacy of directed questions in teaching students. Writing story an experimental study at the Eight Grade Students of MTs Pembangunan UIN Jakarta. The goal of this research was to investigate the efficacy of directed question teaching narrative text writing to students of

²⁶ Merry Susanti Lassa, Teaching Recount Paragraph Writing by Using WH-Questions to the Eighth Grade Students of SMP Negeri 2 Suhaid, Journal of West Kalimantan Scholars, Vol.1, Number 1, 2014, pp. 38-50.

MTs, pembangunan Jakarta UIN. The study was carried out in two classes, as the controlled and experimental class. After giving treatment at the experimental class and without it at the controlled class, the result showed that guided questions is effective on students' narrative text .

With this review, the related previous study above has similarities and differences. The parallels between the three study and this study are the quantitative analysis study used the study was done at eight grade students, and directed questions are used to direct students in writing by using WH Questions. Meanwhile, with this study some studies also have differences. Style and participants are the variations from the first study. Pre-experimental concept was used in the first research The differences from the first study are the design and participant. The first study used pre experimental design which used one group pre-test and post-test, while this study used quasi experimental design which divided the class become experimental and controlled class .

- d. Different on how the discovery process and emphasis on what each researcher does, based on the third linked studies above each researcher. With this review, related previous study above has similarities and differences. The parallels between the three study and this study are the quantitative analysis study used the study was done at eight grade students, and directed questions are used to direct students in witing by using WH-Questions. In the meantime,s the study was done at eight grade students, and guided questions are used to direct students in writing by using WH Questions.

Meanwhile, some studies also have differences. Development and participants are the variations from the first study. The first study used pre-test and post-test category, while this study used quasi-experimental design, dividing the class into an experimental and controlled

class. Then the eighth grade of SMP N 2 Suhaid is the participant of the first study, while the eighth grade student of MTs is the participant of this study of MTs. Negeri 13 Jakarta. This research also varies from the second previous study. The participant it self is the difference. In both experiments, even the quasi experimental is used, the respondent is different. The eighth grade of SMPN 1 Terbanggi Besar Lampung Tengah is a participant of the second previous study, while this participant is and participant. The third previous study used guided question technique on students' writing skill of narrative text at eighth grade of Madrasah Pembangunan UIN Jakarta .

Hypothesis

The hypothesis is simply presented as a forecast of some potential results of a sample. The influence of the directed query technique on the writing ability of descriptive text at grade eight is based on the clarification of both the theoretical and conceptual context above the hypothesis of this analysis. of SMP SATRYA BUDI KARANG REJO the researchers formulates an alternatives hypothesis as a tentative answer to a problem in this research. It can be formulated as the following :

The researcher stated the hypothesis as follow:

1. The Null Hypothesis (H_0)

" There is no significant difference between the outcome of SMP SATRYA BUDI KARANG REJO's eighth grade students after teaching Descriptive text writing by using guided question technique and without using guided question technique ."

The Alternative Hypothesis (H_a)

“ There is a major difference between the outcome of teaching descriptive text writing with the use of guided question technique and without the use of guided question technique in eighth grade students SMP SATRYA BUDI KARANG REJO”

CHAPTER III
METHODOLOGY OF THE RESEARCH

A. The Location of Research

This research was conducted to students of SMP SATRYA BUDI KARANG REJO Based on observations made by researchers, to improve how to writing descriptive text there the similar research has not been ever conducted in this school before and the first students of this school learn descriptive text .

B. Population and Sample

1. Population

The population may be all the Eight grade students SMP SATRYA BUDI KARANG REJO The population of interest could very widely depending on the research question and purpose of the study.Total Number of the population

The population of Eighth Grade of SMP SATRYA BUDI Karang Rejo in Academic 2019/2020

No	Class	The number of student
1	VIII-A	20
2	VIII-B	20

2.Sample

Two groups are a sample of this study. They are VIII-A, consisting of 20 students as an experimental class, and VIII-B, consisting of 20 students as a regulated class. In this analysis, purposeful sampling is used to take the sample for data collection, since the writer chose two classes that have equal level and similar characteristics in learning English by asking the English teacher about the class and knowing the result of each class's pre-test score .

C. Research Design

This research is quantitative research. By using experimental design of the research, it is described as the following table :

Pre-and Post-test design

Select control Group	Pre-Test	Treatment	Post-Test
Experimental Class	Pre-test	By Using Guided question method	Post-Test
Control Class	Pre-test	Conventional method	Post-Test

They are regulated and experimental classes based on the above table. They are controlled and experimental classes, conducted in two classes. In the experimental class, students taught descriptive text in the controlled class, without using guided question technique, with the use of guided question technique in teaching descriptive text.

The analysis was performed during six sessions. Pre-tests were given to both classes during the first meeting. Then in the experimental class, four meetings were given care by using directed query technique in teaching writing, When inside the regulated class without using query. Both classes were given post-test at the last meeting. The treatment given to understand the efficacy of the technique of directed questions on the writing ability of descriptive text by students.

D. Operational Definitions of Variables

The variable is an object of study or something that becomes a research point of view. Variable is an individual or organization function or characteristic that can be calculated or observed by researchers and varies between individuals or organizations studied. There are two variables in this study, they are :

1. Independent variable

The independent variable is affected by the variable in the other variable that influences the dependent variable. An independent variable is an attribute or trait that depends on the independent variable or is affected by it.

2. Dependent variable

The variable that is influenced by the independent variable is the dependent variable. Dependent variable is an attribute or characteristics that affects a result or dependent variable or affects it.

E. The Instrument of Collecting Data

The researchers used a test as the instrument in this analysis. The test is used to explain the effect of the directed query technique on the descriptive text writing skills of students. A writing test, which is divided into two measures, is the form of text given. They are pre-test and post-test, respectively. The type of writing test is the teaching of learners to make descriptive text based on the subject. Concentrated on five aspects. Material, structure, vocabulary, usage of language, and mechanics are.

Following table :

Rubric scoring writing

Content	30-27	EXCELLENT TO VERY GOOD: Knowledgeable, substantive, relevant to the assigned topic through thesis development.
	26-22	GOOD TO AVERAGE: some subject knowledge, adequate range, limited thesis for development, mostly relevant to the topic but lacking information.
	21-17	FAIR TO POOR: Minimal subject information, no substance, insufficient topic growth.
	16-13	VERY POOR: does not demonstrate non-substantive, non-relevant or inadequate subject information to test.
ORGANIZATION	20-18	EXCELLENT TO VERY GOOD: fluent speech, clearly stated/supported principles, coherent, well-organized, cohesive logical sequencing.
	17 - 14	GOOD TO AVERAGE: rather choppy, loosely structured but primary concepts, minimal support, rational but incomplete sequencing stand out.
	13-10	FAIR TO POOR: non-fluent, confused or disconnected thoughts, lacking in logical sequencing and development
	9-7	VERY POOR: does not interact, no structure, or not

		enough to determine.
VOCABULARY	20-18	EXCELLENT TO VERY GOOD: sophisticated selection, efficient word/idiom choice and use, word type mastery, acceptable register.
	17-14	GOOD TO AVERAGE: adequate selection, occasional word/idiom type errors, choice, usage, confused or obscured object.
	13-10	FAIR TO POOR: reduced range, frequent word/idiom type errors, choice, usage, confused or obscured meaning.
	9-7	VERY POOR: basically translation, little or poor knowledge of English vocabulary, idioms, word form.
LANGUAGE USE	25-22	EXCELLENT TO VERY GOOD: Complex, active constructions, few agreement errors, tense, number, word order/function, articles, pronouns, prepositions.
	21-18	GOOD TO AVERAGE: successful but simple constructions, minor problems in complex constructions, few errors of agreement, tense, number, word order/function, articles, pronouns
		Prepositions, but often obscure interpretations

	17-11	FAIR TO POOR: Significant issues in simple/complex constructions, constant negation errors, agreement, tense, number, word order/function, articles, pronouns, prepositions and/or fragments, run ons, deletions, confused or obscured context
	10-5	VERY POOR: Virtually no mastery of mistake sentence construction rules does not communicate or is not adequate to test.
MECHANICS	5	EXCELLENT TO VERY GOOD: Demonstrate convention information, few spelling errors, punctuation, capitalization, paragraphing.
	4	GOOD TO AVERAGE: Occasional spelling, punctuation, capitalization, paragraphing errors, but not obscured meanings.
	3	FAIR TO POOR: Frequent mistakes in pronunciation, punctuation, capitalization, paragraphing, bad handwriting, obscure or obscured context.
	2	VERY POOR : No convention of mastery, controlled by errors of pronunciation, punctuation, capitalization, paragraphing, illegible handwriting, or not properly evaluated.

F. Technique Collection Data

In collecting data, there are some techniques that used as follows :

1. Pre-test

In the first meeting, the data is collected by pre-testing. The goal is to test the capacity of learners to write descriptive text before administering the treatment in both classes.

2. Post-test

The students in both classes were given a post-test after treatment was conducted. It is used to find out the result of the guided question technique in students writing descriptive text after treatment and the effect of it.

G. Technique of data analysis

SPSS v.22 and t-test formula are used for analyzing the results. SPSS v.22 is used for systematic approach to identifying and homogeneity of the test. The normality test is used to decide whether or not the data from the experimental and regulated class is naturally distributed, while the homogeneity test is used to determine whether the data from two classes have the same variant in order to test the hypothesis by t-test or not.

The formula of the t-test is:

$$t_0 = \frac{M_x - M_y}{SE_{M_x - M_y}}$$

Explanation:

t_0 = The value of 't' count

M_x = Mean variable of experimental class

M_y = Mean variable of controlled class

SE_{M1} = Standard error of experimental class

SE_{M2} = Standard error of controlled class

The procedures used are as follow:

1. Determining Mean Variable X:

$$M_x = \frac{\sum X}{N_x}$$

2. Determining Mean Variable Y:

$$M_y = \frac{\sum Y}{N_y}$$

3. Determining Deviation Standard of Score of Variable X:

$$SD_x = \frac{\sum X^2}{N_x}$$

4. Determining Deviation Standard of Score of Variable Y:

$$SD_y = \frac{\sum Y^2}{N_y}$$

5. Determining Standard Error of Mean Variable Y :

$$SE_{M_y} = \frac{SD_x}{\sqrt{N_x - 1}}$$

6. Determining Standard Error of Mean Variable Y :

$$SE_{M_y} = \frac{SD_y}{\sqrt{N_y - 1}}$$

7. Determining Standard Error of difference of Mean Variable X and Mean Variable Y :

$$SE_{M_x - M_y} = \sqrt{SE_{M_x}^2 + SE_{M_y}^2}$$

8. Determining t_o with formula :

$$t_o = \frac{M_x - M_y}{SE_{M_x - M_y}}$$

9. Determining degree of freedom :

$$df = (N_x + N_y) - 2$$

3) Hypothesis Test

Suharsimi Arikunto, said that the data will be analyzed by using t-test formula. The formula is :

$$t = \frac{Mx - My}{\sqrt{\left(\frac{dx^2 + dy^2}{Nx + Ny - 2}\right)\left(\frac{1}{Nx} + \frac{1}{Ny}\right)}}$$

Mx : The mean of experimental group

My : The mean of control group

dx² : Standard deviation of experimental group

dy² : Standard deviation of control group

Ny : The total number of control group

Statistical hypothesis : If t-value < t-table, H₀ is accepted and H₀ is rejected. If t-value >

CHAPTER IV

FINDINGS AND DISCUSSION

To focus on the basic result, this chapter concentrated data analysis. There are three main topics that presented here. The first one is data presentation. The second one is data analysis and the last is hypothesis testing and discussion.

A. Data Description

The Data is collected by pre-test and post-test. The aim is to test the ability of students to write descriptive texts in both classes before and after Also doing procedure. The researcher conducted pre and post-test to investigate the students' writing descriptive text. The essay test was applied at the same form but with different topic in pre-test and post-test.

In this research, the data from students that got Treatments using directed query technique in writing teaching descriptive text in experimental class. In the controlled class, students taught descriptive Text without the guided query technique being used. So, the score is presented before and after taught by using different treatment. The test was held in class VIII at SMP SATRYA BUDI Karang rejo The The method of writing test is the teaching of students to create descriptive text based on the subject. with their own words. The data is divided into two parts of test that are pre test and post test. The test are conducted in experimental and controlled class. VIII-A consisted of 20 students as experimental class and VIII-B consisted of 20 students as controlled class.

The tests are scored by scoring rubric with based on five aspects. They are materials, organization, vocabulary, usage of expression, and mechanic. To analyze the frequency of the data both pre-test and post-test, the researcher used SPSS version 22 The data is presented below:

Students' writing skill taught descriptive text before using guided question technique

The pre-test was delivered at 9 Sept 2020. It was followed by 20 students of VIII-A in experimental class and VIII-B in controlled class. The allocated time was held in 40 minutes for conducting pre test. The form of writing test is the instruction to students in order to make descriptive text based on researcher choice with certain topic by their own words. It was done before treatment process using guided question technique. The test was intended to know the basic competence of the students before the students get the treatment.

Table 4.1 Descriptive statistic of pre-test

Class	N	Minimum	Maximum	Mean	Mode	Median	Std. Deviation
PreTest Experimental	20	42	80	65.60	60	66.50	9.450
PreTest Control	20	50	78	65.30	60	65.50	7.168

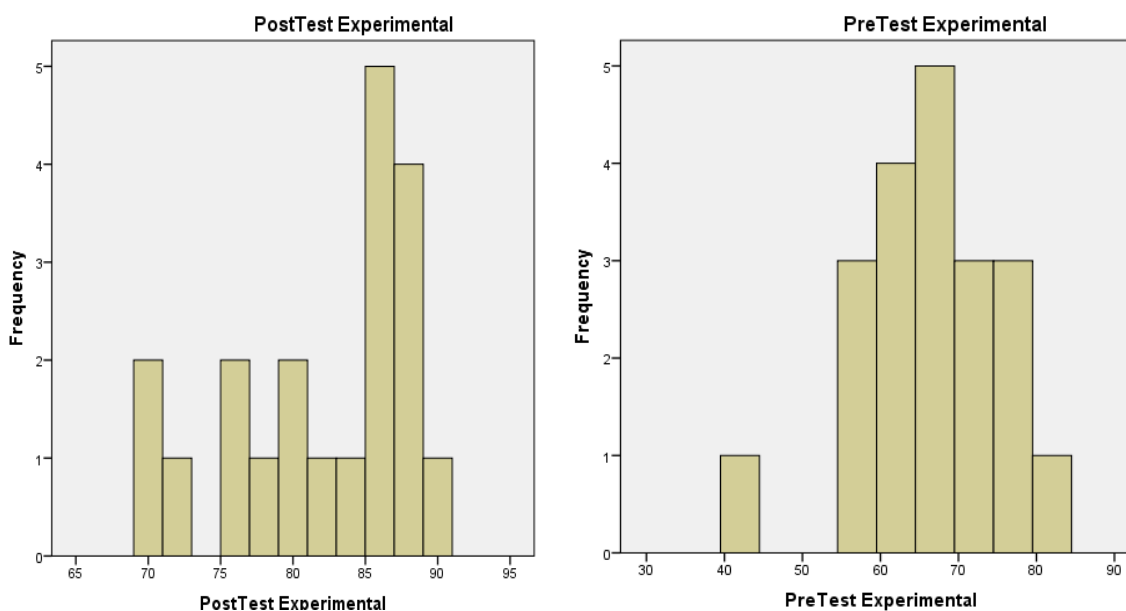
Based on the table 4.1, in experimental and controlled class above, it showed the mean, median, mode, maximum and minimum score. In experimental class, the minimum score is 42 and the maximum is 80. The mean score of pre-test is 65.60. The mode is the score who always appears is 60. In addition, the median of pre-test in experimental class is 66.50. It means that most average students could not pass the standard of minimum completeness (KKM).

Based on data in table 4.1, in controlled class, the minimum score is 50 and the maximum is 78. The mean score of pre-test is 65.30. The mode is the score who controlled class got is 60. In addition, the median of pre-test in controlled class is 65.50. It indicates that most average students could not pass the standard of minimum completeness (KKM).

Table 4.2 Frequency of pre- test in experimental and controlled class

Pre-Test Experimental				Pre-Test Control				
	Frequenc y	%	Cumulati ve		Frequency	%	Cumula tive	
	42	1	5.0	5.0	Val 50	2	10.0	10.0
	55	2	10.0	15.0	lid 60	3	15.0	25.0
	57	1	5.0	20.0	64	2	10.0	35.0
	60	3	15.0	35.0	65	3	15.0	50.0
	62	1	5.0	40.0	66	2	10.0	60.0
	65	1	5.0	45.0	67	1	5.0	65.0
	66	1	5.0	50.0	69	2	10.0	75.0
	67	1	5.0	55.0	70	3	15.0	90.0
Val	68	2	10.0	65.0	78	2	10.0	100.0
id	70	1	5.0	70.0	Tota			
	73	1	5.0	75.0	1	20	100.0	
	74	1	5.0	80.0				
	76	1	5.0	85.0				
	77	2	10.0	95.0				
	80	1	5.0	100.0				
Total	20		100.0					

Figure 4.1 Histogram pre-test in experimental and controlled class



Based on table 4.2 and histogram of pretest, the frequency of pre test after distributed in experimental class were done. In experimental class, there are 1 students(5.0%) got score 42, 2 students(10%) got score 55, 1 students (5%) got score 57, 3 students students' (15%) got score 60, 1 student (5%) got score for each 62, 65, 66, 67, 2 students (10%) got score 70, and 1 students (5%) got score for each 73,74,76, 2 students (10%) got score 77, and 1 students (5%) got score 80. Only 4 students passed the standard of minimum completeness (KKM).

Based on data in table 4.2 and histogram of pretest, the frequency of pre test after distributed in controlled class were done. In experimental class, there are 2 students (10%) got score 50, 3 students (15%) got score 60, 2 students (10%) got score 64, 3 students (15%) got score 65, 2 students (10%) got score 66, 3 students (15%) got score 70, and 1 students (5%) got score 78. Only 1 student passed the standard of minimum completeness (KKM).

1. Students' writing skill taught descriptive text after using guided question technique and without using guided question technique

The post-test was delivered at 10 sept 2020. It was followed by 20 students of VIII-A and VIII-B in experimental class. The allocated time was held in 40 minutes for conducting post-test. The form of writing test is the instruction to students in order to make descriptive text based on researcher choice with certain topic by their own words. It was done after applying treatment process using guided question technique in experimental class and conventional technique in controlled class. The test was intended to see if there is difference in after using guided question technique and without using guided question technique.

Table 4.3 Descriptive statistic of post-test

	N	Minimum	Maximum	Mean	Mode	Median	Std. Deviation
PostTest Experimental	20	70	90	81.65	85	84	6.209
Post Test Control	20	60	81	74.25	75	75	5.457

Based on the tables 4.3, in experimental class, the minimum score is 70 and the maximum is 90. The mean score of post-test is 81.65. The mode is the score who students' most get in experimental class got is 85. In addition, the median of post-test in experimental class is 84. It indicates that most average students could pass the standard of minimum completeness (KKM) after getting post-test.

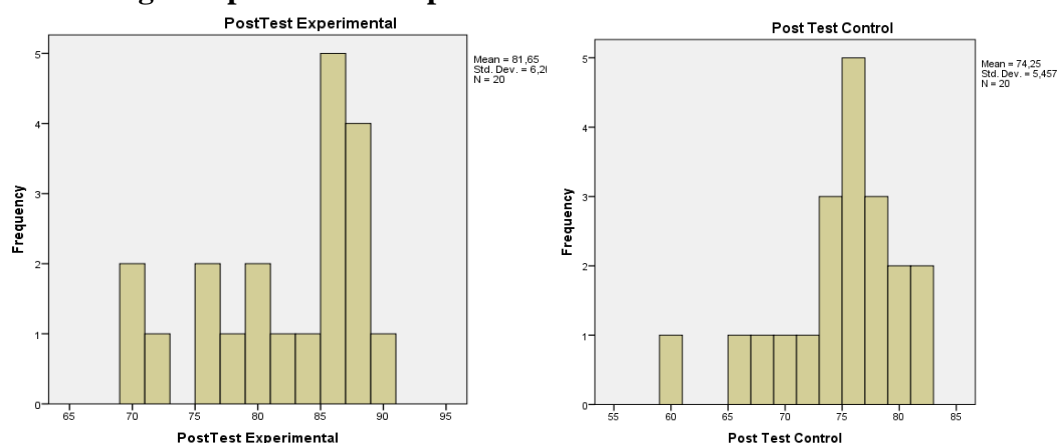
Based on the tables 4.1, in controlled class, the minimum score is 60 and the maximum is 81. The mean score of post-test is 74.25. The mode is the score who controlled class got is 75. In addition, the median of post-test in controlled class is 75. It delivers assumption that most average students could not pass the standard of minimum completeness (KKM) because the mean post-test score is under the minimum completeness which is 74.25

Table 4.4 Frequency of Post-Test

PostTest Experimental					Post Test Control				
		Frequency	%	Cumulati ve			Frequency	%	Cumul ative
Vali d	70	2	10.0	10.0	Val id	60	1	5.0	5.0
	72	1	5.0	15.0		65	1	5.0	10.0
	76	2	10.0	25.0		67	1	5.0	15.0
	78	1	5.0	30.0		70	1	5.0	20.0
	80	2	10.0	40.0		71	1	5.0	25.0
	81	1	5.0	45.0		73	1	5.0	30.0
	83	1	5.0	50.0		74	2	10.0	40.0
	85	4	20.0	70.0		75	4	20.0	60.0
	86	1	5.0	75.0		76	1	5.0	65.0
	87	1	5.0	80.0		78	3	15.0	80.0
	88	3	15.0	95.0		79	1	5.0	85.0
	90	1	5.0	100.0		80	1	5.0	90.0

	Sum	20	100		81	2	10.0	100.0
					Total	20	100.	0

Figure 4.1 Histogram post-Test in experimental and controlled class



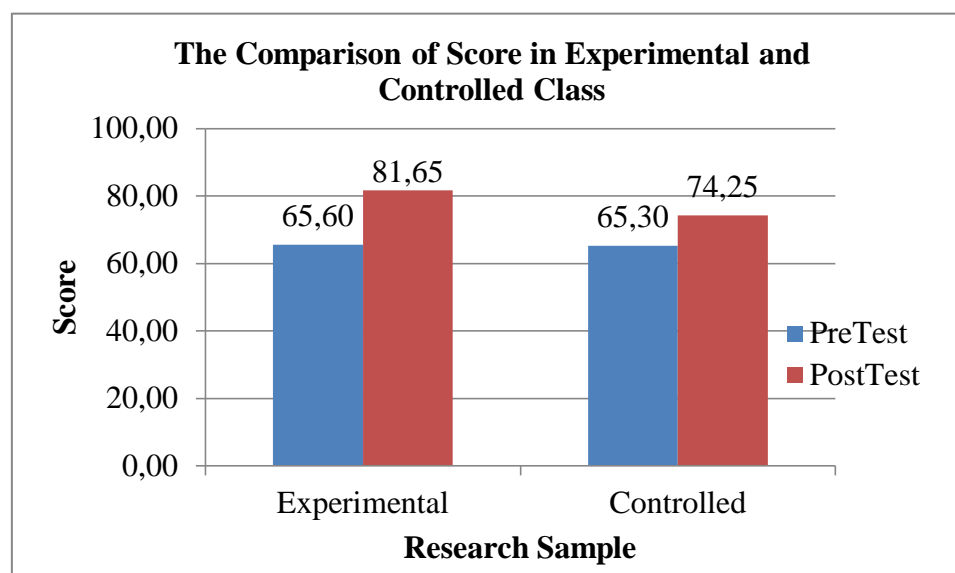
Based on table 4.3 and histogram of pretest, the frequency of post- test is showed. In experimental class, there are 2 students (10%) got score 70, 1 students (5.0%) got score 72, 2 students (10%) got score 76, 1 students (5.0%) got score 78, 2 students (10%) got score 80, 1 students (5.0%) got score of each score 81 and 83, 4 students (20%) got score 85, 1 students (5.0%) got score of each score 86 and 87, 3 students (15%) got score 88, 1 students (5.0%) got score. There are 3 students could not pass and 17 students could pass the standard of minimum completeness (KKM).

While in control class, there are 1 students (5%) got for each score 60, 65, 67, 70, 71, and 73, 2 students (10%) got score 74, 4 students (20%) got score 75, 1 students (5%) got 76, 3 students

(15%) got score 78, and 1 students (5%) got score for each 79 and 80, and 2 students (10%) got score 81. There are 8 students could not pass and 12 students could pass the standard of minimum completeness (KKM).

The comparison of score in experimental and controlled class

Chart 4.1 Score the comparison of Score in experimental and controlled class



The chart showed that both classes increased their score in posttest. However, the score in experimental class increased significantly compared to score in the controlled class. The score of post-test in experimental class is higher than in controlled class ($81.65 > 74.25$). It means there is better improvement after using guided question technique than conventional technique.

In experimental class, there are only 4 students passed the standard of minimum completeness (KKM) while doing pre-test. Then after post-test, there are 3 students could not pass and 17 students could pass the standard of minimum completeness (KKM). The mean score before and after treatment in experimental class from 65.30 to 81.65 Then, mode in pre-test in experimental class is from 60 to 85. In addition, the median of pre-test in experimental class is from 66.50 to 84.

In controlled class, there is only 1 student passed and 19 students failed to get the standard of minimum completeness (KKM) while doing pre-test. Then after post-test, there are 12 students could not pass and 8 students could pass the standard of minimum completeness (KKM). The mean score before and after treatment in controlled class from 65.30 to 74.25 Then, mode in pre-test in controlled class is from 60 to 75. In addition, the median of pre-test in experimental class is from 65.50 to 75.

Therefore, there are differences between before and after the treatment with applying guided question technique and conventional technique. The data showed that there is a significant progress in both of class. But, the most significance result can be seen in experimental class that got better result before and after doing treatment. It means that by using guided question technique is effective in increasing the students' writing skill in descriptive text.

Data Analysis

Data analysis has purpose to answer the normality and homogeneity of the data to fulfill the requirements of Independent t-test for hypothesis test. To find normality and homogeneity, the researcher used SPSS version 22. The result of measuring both normality and homogeneity are presented below.

Normality Test

The hypothesis for testing normality data can be said as normal distribution if H_0 is accepted. H_0 means the data is distribution normal if the value of significance > 0.05 . If the value of significance < 0.05 it means H_a is a accepted or it can be called the distribution data is not normal. It was done by using by using SPSS 22 program. *Kolmogorov-Smirnov* and *Shapiro-Wilk* was implemented to get the calculation.

Table 4.5 Normality Test

	Class	Kolmogorov-Smirnov ^a			Shapiro-Wilk		
		Statistic	Df	Sig.	Statistic	df	Sig.
Score	Pre Test Experimental	.083	20	.200 ^{**}	.959	20	.515
	Post Test Experimental	.205	20	.027	.911	20	.067
	Pre Test Control	.178	20	.097	.920	20	.098
	Post Test Control	.182	20	.082	.910	20	.062

Based on table 4.5, it is known that the significance value from pretest in experimental class is 0.200 and from the post test is 0.027. The data in experimental class both are bigger than than 0.05. The data both from pre-test and post-test in experimental was 0.200 and 0.27. It means the data is distributed normal ($0.200 > 0.05$ and $0.027 > 0.05$). Then, for data in controlled class, both pre-test and post-test score are bigger than 0.05. The data both from pre-test and post-test in experimental was 0.97 and 0.82 ($0.097 > 0.05$ and $0.081 > 0.05$). It concludes that H_0 is accepted and H_a is rejected and the data is normal distribution. So, the researcher took the interpretation that both of data from both classes are normal distribution.

Homogeneity Test

To calculate the homogeneity test, the writer used Levene Statistic test. The SPSS Statistics 22 was used to test of homogeneity of Variance by the value of significance. The data is homogenous if the value of significance > 0.05 or H_0 is accepted. If the value of significance < 0.05 it means H_a is a accepted or it can be called the both of pre-test and post-test are not homogenous. The homogeneity results are presented in the following table.

Table 4.6 Homogeneity Test

		Levene			
		Statistic	df1	df2	Sig.
Writing	Based on Mean	1.211	1	38	.278
descriptive tet	Based on Median	.892	1	38	.351
	Based on Median and with adjusted df	.892	1	37.725	.351
	Based on trimmed mean	1.286	1	38	.264

Based on Table 4.6, homogeneity test of pre-test from both classes was conducted. The significance of the data was 0.278, which was higher than 0.05 ($0.278 > 0.05$). From that, the result showed both of the classes including pre-test and post-test are homogeneous.

Hypothesis Test

To investigate whether using guided question technique in teaching writing descriptive text is effective or not, the researcher calculated the result of pre test and post test by using independent-test in SPSS 22. The step was to find n-gain first then we can calculate the t-test :

Table 4.7 The calculation of N-Gain

Class		Cases		
		N	Mean	Std.Deviation
N-gain percent	Experimental class	20	46.09	11.914
	Controlled class	20	25.4	11.424

From the findings in the experimental and control classes, it suggests that the post-test score has improved in both classes. The experimental class, however, gained a greater score than the control class.

The mean n-gain score in the experimental class was 46.09 on the basis of the table above, while the mean n-gain score in the regulated class was 25.4. On the basis of statistical analysis, from 65.60 to 81.65, the growing point of the experimental class was 46.09. Based on the result of mean, it can be inferred that the mean N-gain score of pre test and post test was has substantial different. In the experimental class, it can be inferred that the N-gain is better and greater than in the regulated class.

Table 4.8 Independent Sample Test

	Levene's Test for Equality of Variances		t-test for Equality of Means						
	F	Sig.	T	df	Sig. (2- tailed)	Mean Differ ence	Std. Error Differ ence	95% Confidence Interval of the Difference	
								Lower	Upper
Ngain Equal percent variances assumed Equal variances not assumed	.156	.695	5.769	38	.000	21.29 2	3.691	13.820	28.764
			5.769	37.9 33	.000	21.29 2	3.691	13.819	28.764

To answer the hypothesis, we have to know there are alternative hypothesis (Ha) and Null Hypothesis (Ho). The assumption of proving the hypothesis from experimental and controlled class as follows:

- a. If $t_0 < t_{table}$ with significant degree more than 0.05 ($sig > 0.05$), the The null hypothesis (Ho) is accepted and the alternative (Ha) hypothesis is declined. It means there is no important difference between pre-test and post-test result after teaching descriptive

text writing by using guided question technique at the eighth grade students of SMP SATRYA BUDI Karang rejo.

- b. If $t_0 > t_{table}$ with significant degree less than 0.05 ($sig > 0.05$) the Null hypothesis (H_0) is declined and the hypothesis Alternative (H_a) is agreed that there is a substantial difference between the outcome after teaching descriptive text writing at SMP SATRYA BUDI Karang rejo's eighth grade students using guided query technique.

Based on table 4.10, it can be viewed that t_0 is 5.679 and the degree of freedom is 38. The value of significance 5% or t_{table} is 1.685. It means t_0 is bigger than t_{table} ($t_0 > t_{table}$). In addition, the result test in p-value or sig (2- tailed) = 0.000. From the number, the p-value (0.000) is lower than $sig \alpha = 0.05$ (5 %). It also concludes From their pre-test to post-test results, there is a big variation between the score obtained in the experimental class and the control class. We should assume that the Null Hypothesis (H_0) is rejected and accepted by the Alternative Hypothesis (H_a). After teaching Descriptive text writing, there is a substantial difference between the outcome using guided query technique..

Discussions

The first test was pre-test to know the basic knowledge about descriptive text before being taught by using guided question technique. After that, the treatment using guided question technique was implemented in experimental class while in controlled class was applied conventional technique in teaching writing descriptive text. It was held by 3 meetings. Final step, post-test was administrated to know the differences before and after applying guided question technique in teaching writing Descriptive text.

However, the score in experimental class increased significantly compared to score in the controlled class. The score of post-test in experimental class is higher than in controlled class ($81.65 > 74.25$). It means there is better improvement after using guided question technique than conventional technique .

In the description of the data which was taken from 20 students of experimental class, Table 4.1 showed data description of the experimental class score . In experimental class, there are only 4 students passed the standard of minimum completeness (KKM) while doing pre-test. Then after post-test, there are 3 students could not pass and 17 students could pass the standard of minimum completeness (KKM). The mean score before and after using guided question technique in teaching descriptive text in experimental class from 65.30 to 81.65 Then, mode in pre-test in experimental class is from 60 to 85. In addition, the median of pre-test in experimental class is from 66.50 to 84. Moreover, the students' lowest score before and after treatment was 42 to 70 and the highest score was 80 to 90.

In controlled class, there is only 1 student passed and 19 students failed to get the standard of minimum completeness (KKM) while doing pre-test. Then after post-test, there are 12 students could not pass and 8 students could pass the standard of minimum completeness (KKM). The mean score before and after treatment in controlled class from 65.30 to 74.25 Then, mode in pre-test in controlled class is from 60 to 75. In addition, the median of pre-test in controlled class is from 65.50 to 75. In addition, the highest post-test score in controlled class was 78 to 81 and the lowest score was 50 to 60.

It showed there is significant difference score between experimental and controlled class after applying different treatment in both of classes. Therefore, there are differences between before and after the treatment with applying guided question technique and conventional technique. The

data showed that there is a significant progress in both of class. But, the most significance result can be seen in experimental class that got better result before and after doing treatment. It means that by using guided question technique is effective in increasing the students' writing skill in descriptive text.

From data analysis, the objective of this study was to know how the significant effect of applying guided question technique in teaching writing descriptive test in eighth grade (VIII) at SMP SATRYA BUDI Karang rejo is Then in control class (the result of writing descriptive text had significant different before and after taught by using guided question technique. This indicated that students are able to write better by using guided question technique. Based on the result of post test that showed the score is higher than pre test.

The score in experimental class increased significantly compared to score in the controlled class . The score of post-test in experimental class is higher than $81.65 > 74.25$). It means there is better improvement after using guided question technique in experimental class. From this data, the researcher got the answer of the researcher, “ The effect of Guided question technique on students' writing skill descriptive text at the eighth grade the students of SMP SATRYA BUDI Karang rejo ?”.

From the independent t-test, researcher got t_0 is 5.679 and the degree of freedom is 38. The value of significance 5% or t_{table} is 1.685. It means t_0 is bigger than t_{table} ($t_0 > t_{table}$). In addition, the result test in p-value or sig (2- tailed) = 0.000. From the number, the p-value (0.000) is lower than sig $\alpha = 0.05$ (5 %). It also concludes that there is a significant difference between the gained score in experimental class and control class from their pretest to post-test results. It means the effectiveness of Guided question technique gave significant different on the students' score in

writing descriptive text before and after by using guided question technique because t_0 is higher than t_{table} or the p-values is lower than 0.05.

The directed query technique is a kind of teaching technique that is used to direct students to write descriptive text by giving the 5W+1H question to the students. By answering the list of 5W+1H questions given, the students can be guided. Then before producing a paragraph, the answers to the question could be an outline. After that, by using the outline, students will generate their ideas into a paragraph. Here the advantages of using guided question technique in writing. First, This approach will give students the first step in the process of writing. It discusses their subject matter in prose. Second, it can be a way to play with material before what you want to make of its form by asking questions.

It means that students' ideas in writing can be directed through guided question that serve as an outline of written text. This outline can help guide the students through a logical development of ideas. Meaningful instruction and feedback that helps drive further development at an appropriate pace. Third, interaction between students and teachers in the classroom more lively discussion cause students can get a question, authentic feedback from readers. Fourth, this guided question technique is good to guide and help students in organizing and generating their ideas in writing descriptive text. It can help students start their writing, explore their topic and develop ideas into a well-organized paragraph.

Finally, guided question like 5W + 1H which can open up students' line of thoughts. These questions can be used as a guided question which is given to students when they are writing a story or event to direct them in writing and generate their ideas and details. So in teaching writing descriptive text, guided question technique as the technique to make easier the students write something. This guided question technique is good to guide and help students in

organizing and generating their ideas in writing descriptive text. It can help students start their writing, explore their topic and develop ideas into a well-organized paragraph. This technique can also make students easier in writing descriptive text because they are directed by giving the responses of the questions .

guided question technique has given better improvement when it was applied in experimental class and has positive effect in student's writing ability than the class was taught by conventional techniques. It has been proved by the result of data analysis that there is significant difference between students' writing skill before and after being taught by using guided question. It can be concluded that the using guided question technique is effective in teaching writing descriptive text in eighth grade of SMP SATRYA BUDI Karang rejo.

CHAPTER V

CONCLUSION AND SUGGESTION

Conclusion

1. Based on the results of the study, it showed that the average difference between both class, namely the control class and the experimental class, score in experimental class increased significantly compared to score in the controlled class. The score of post-test in experimental class is higher than in controlled class ($81.65 > 74.25$). It means there is better improvement after using guided question technique than conventional technique.
2. The mean score before and after using guided question technique in teaching descriptive text in experimental class from 65.30 to 81.65. Then, mode in pre-test in experimental class is from 60 to 85. In addition, the median of pre-test in experimental class is from 66.50 to 84. Moreover, the students' lowest score before and after treatment was 42 to 70 and the highest score was 80 to 90.
3. concludes that there is a significant difference between the gained score in experimental class and control class from their pretest to post-test results. It means the effectiveness of Guided question technique gave significant different on the students' score in writing descriptive text before and after by using guided question technique because t_0 is higher than t_{table} or the p-values is lower than 0.05. The guided question technique is kind of teaching technique which is used by giving

5W+1H question to the students in order to direct them in writing Descriptive text. The students can be guided by answering the list of 5W+1H question given. Then, the answers of the question can be an outline before generating into a paragraph.

Suggestions

Based on the conclusion, there are some suggestions to the teacher, school, and the future researcher.

1. For Headmaster

In an effort to increase effectiveness learning, the school should be complete the relevant and appropriate facility requirements students learning.

2 .For the teacher

It's hoped that in the future teachers will be more creative and innovative in applying guided question technique in the learning process to help encourage the level of students understanding and activeness in the classroom.

3 . Researcher hope that the results of this research can be used and developed more deeply so as it can be used at every level of education, not only at the junior high school level.

APPENDIX 1

LESSON PLAN

RENCANA PELAKSANAAN PEMBELAJARAN (RPP)

(Experimental Class) Pertemuan 1

Nama Sekolah : SMP SATRYA BUDI KARANGREJO
Mata Pelajaran : Bahasa Inggris
Class : VIII-A
Topic : Descriptive text
Alokasi waktu : 2 x 40 menit

A. Standar Kompetensi

KI1 : Menghargai dan menghayati perilaku jujur, disiplin, dan tanggung jawab, peduli, toleransi, serta percaya diri dalam toleransi.

KI2 : Mengungkapkan makna dalam teks tulis fungsional dan esai pendek sangat sederhana berbentuk Descriptive dan procedure untuk berinteraksi dengan lingkungan terdekat.

KI3 : Mengolah, menyaji, dan menalar dalam ranah abstrak(menulis, membaca, merangkai, memodifikasi, dan membuat).

B. Kompetensi Dasar

- 1 . Mengungkapkan makna dalam teks tulis fungsional pendek sangat sederhana dengan menggunakan ragam bahasa tulis secara akurat, lancar dan berterima untuk interaksi dengan lingkungan terdekat.
- 2 . Menangkap makna dalam teks deskriptif lisan dan tulis, sangat pendek dan sederhana.

C. Indikator

- 1 . Siswa mampu menjawab pertanyaan guided questions yang telah diberikan
- 2 . Siswa mampu menuliskan sebuah descriptive text yang sesuai dengan tema yang diberikan .

D . Tujuan Pembelajaran

1. Siswa mampu menyebutkan tujuan, struktur unsur kebahasaan dari teks deskriptif
2. Siswa mampu mengidentifikasi tujuan, unsur kebahasaan dari teks deskriptif
3. Siswa mampu membuat teks sederhana tentang pengalaman/kegiatan/kejadian/peristiwa, dengan memperhatikan tujuan, struktur teks, dan unsur kebahasaan dengan menggunakan teknik guided question.

E . Materi pembelajaran

- a. Descriptive teks basically aimed to give information to the readers about characteristic features of person, animal , or thing. Describe a visual object of person/animals/things.
- b . Generic structure of descriptive text

1. Identification : identifies the phenomenon/object to be described.
2. Description : Describes features in order of importance (parts/things, qualities, and other characteristics)

F . Metode Pembelajaran

Pendekatan : scientific approach

Teknik : Asking Question

G . Sumber/Media Pembelajaran

H . Kegiatan Pembelajaran

Kegiatan	Deskripsi Kegiatan	waktu
Pendahuluan	<p>-Siswa mengucapkan salam kepada guru dan berdoa sebelum memulai pelajaran dengan dipimpin oleh ketua kelas.</p> <p>-Guru menyapa dan menanyakan keadaan siswa menggunakan bahasa inggris.</p> <p>-Guru mengecek kehadiran siswa</p>	5 menit

	<p>-Guru memberikan motivasi kepada siswa</p> <p>-Guru menyampaikan tujuan pembelajaran yang harus dicapai siswa dan menjelaskan kegiatan pembelajaran kepada siswa</p>	
Inti	<p>Mengamati</p> <p>Siswa mengamati teks deskriptif yang diberikan oleh guru</p> <p>Siswa mengamati fungsi social, struktur, dan unsur kebahasaan yang terdapat dalam teks.</p> <p>Questioning</p> <p>Guru memberikan kesempatan untuk siswa bertanya tentang</p>	30 menit

<p>Penutup</p>	<p>hal yang belum mereka pahami dari penjelasan teks</p> <p>Eksploring</p> <p>Guru mengingatkan kembali tentang teknik guided question yang akan dilakukan</p> <p>Guru memberikan teks deskriptif</p> <p>Siswa diminta untuk mendeskripsikan karakteristik yg terdapat pada teks tersebut</p> <p>Guru memberikan kesempatan kepada siswa untuk menayakan hal yang belum mereka pahami seputar materi yg sudah disampaikan.</p> <p>Siswa dengan arahan guru, membuat kesimpulan tentang materi yang telah diajarkan dan menjelaskan moral yang bisa diambil dari cerita</p>	<p>5 menit</p>
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	tersebut Siswa dapat menutup pelajaran dengan membaca doa.	
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I . Penilaian

Penilaian diambil berdasarkan :

Tugas individu

Instrumen penilaian : tes tertulis

Bentuk tugas : membuat deskripsi teks sederhana

Kriteria penilaian : rubric scoring

Content	30-27	EXCELLENT TO VERY GOOD: Knowledgeable, substantive, through development of thesis, relevant to assigned topic
	26-22	GOOD TO AVERAGE : some knowledge of subject, adequate range, limited development thesis, mostly relevant to topic but lacks detail.
	21-17	FAIR TO POOR : Limited knowledge of subject, little

		substance, inadequate development of topic
	16-13	VERY POOR : does not show knowledge of subject non substantive, not pertinent, or not enough to evaluate
ORGANIZATION	20-18	EXCELLENT TO VERY GOOD: fluent expression, ideas clearly stated/supported, succinct, wellorganized, logical sequencing, cohesive.
	17 – 14	GOOD TO AVERAGE: somewhat choppy, loosely organized but main ideas stand out , limited support, logical but incomplete sequencing
	13-10	FAIR TO POOR: non-fluent, ideas confused or disconnected, lacks logical sequencing and development
	9-7	VERY POOR: does not communicate, no organization, or not enough to evaluate
VOCABULARY	20-18	EXCELLENT TO VERY GOOD: sophisticated range, effective word/idiom choice and usage, word form mastery, appropriate register
	17-14	GOOD TO AVERAGE: adequate range, occasional errors of word/idiom form, choice, usage, meaning confused or obscured
	13-10	FAIR TO POOR: limited range, frequent errors of word/idiom form, choice, usage, meaning confused or obscured

	9-7	VERY POOR: essentially translation, little knowledge of english vocabulary, idiom, word form, or not enough
LANGUAGE USE	25-22	EXCELLENT TO VERY GOOD: effective complex constructions, few errors of agreement, tense, number, word order/function, articles, pronouns, prepositions
	21-18	GOOD TO AVERAGE: effective but simple constructions, minor problems in complex constructions, several errors of agreement, tense, number, word order/function, articles, pronouns
		prepositions, but meaning seldom obscured
	17-11	FAIR TO POOR: major problems in simple/complex constructions, frequent errors of negation, agreement, tense, number, word order/function, articles, pronouns, prepositions and/or fragments, run ons, deletions, meaning confused or obscured
	10-5	VERY POOR: virtually no mastery of sentence construction rules, dominated by errors, does not communicate, or not enough to evaluate

MECHANICS	5	EXCELLENT TO VERY GOOD: demonstrate mastery of conventions, few errors of spelling, punctuation, capitalization, paragraphing
	4	GOOD TO AVERAGE: occasional errors of spelling, punctuation, capitalization, paragraphing, but meaning not obscured
	3	FAIR TO POOR: frequent errors of spelling, punctuation, capitalization, paragraphing, poor handwriting, meaning confused or obscured
	2	VERY POOR :no mastery conventions, dominated by errors of spelling, punctuation, capitalization, paragraphing, handwriting illegible, or not enough evaluate

Mengetahui,

Peneliti

Guru Mata pelajaran

Marlina Dewi, S.Pd

Rahmi Riyani Harahap

APPENDIX II

LESSON PLAN

RENCANA PELAKSANAAN PEMBELAJARAN (RPP)

(Control Class) Pertemuan 2

Nama Sekolah	: SMP SATRYA BUDI KARANGREJO
Mata Pelajaran	: Bahasa Inggris
Class	: VIII-A
Topic	: Writing
Alokasi waktu	: 2 x 40 menit

A. Standar Kompetensi

KI1 : Menghargai dan menghayati perilaku jujur, disiplin, dan tanggung jawab, peduli, toleransi, serta percaya diri dalam toleransi.

KI2 : Mengungkapkan makna dalam teks tulis fungsional dan esai pendek sangat sederhana berbentuk Descriptive dan procedure untuk berinteraksi dengan lingkungan terdekat.

KI3 : Mengolah, menyaji, dan menalar dalam ranah abstrak(menulis, membaca, merangkai, memodifikasi, dan membuat).

B. Kompetensi Dasar

- 3 . Mengungkapkan makna dalam teks tulis fungsional pendek sangat sederhana dengan menggunakan ragam bahasa tulis secara akurat, lancar dan berterima untuk interaksi dengan lingkungan terdekat.
- 4 . Menangkap makna dalam teks deskriptif lisan dan tulis, sangat pendek dan sederhana.

C. Indikator

- 1 . Siswa mampu menjawab pertanyaan guided questions yang telah diberikan
- 2 . Siswa mampu menuliskan sebuah descriptive text yang sesuai dengan tema yang diberikan.

D . Tujuan Pembelajaran

4. Siswa mampu menyebutkan tujuan, struktur unsur kebahasaan dari teks deskriptif
5. Siswa mampu mengidentifikasi tujuan, unsur kebahasaan dari teks deskriptif
6. Siswa mampu membuat deskriptif teks sederhana tentang pengalaman/kegiatan/kejadian/peristiwa, dengan memperhatikan tujuan, struktur teks, dan unsur kebahasaan dengan menggunakan teknik guided question.

E . Materi pembelajaran

Descriptive teks basically aimed to give information to the readers about characteristic features of person, animal , or thing. Describe a visual object of person/animals/things.

- b . Generic structure of descriptive text

3. Identification : identifies the phenomenon/object to be described.
4. Description : Describes features in order of importance (parts/things, qualities, and other characteristics)

F . Metode Pembelajaran

Pendekatan : scientific approach

Teknik : Conventional

G . Sumber/Media Pembelajaran

Buku pelajaran, pictures.

H . Kegiatan Pembelajaran

Kegiatan	Deskripsi Kegiatan	waktu
Pendahuluan	<p>-Siswa mengucapkan salam kepada guru dan berdoa sebelum memulai pelajaran dengan dipimpin oleh ketua kelas.</p> <p>-Guru menyapa dan menanyakan keadaan siswa menggunakan bahasa inggris.</p> <p>-Guru mengecek kehadiran</p>	5 menit

	<p>siswa</p> <p>-Guru memberikan motivasi kepada siswa</p> <p>-Guru menyampaikan tujuan pembelajaran yang harus dicapai siswa dan menjelaskan kegiatan pembelajaran kepada siswa</p>	
Inti	<p>Mengamati</p> <p>Siswa mengamati teks deskriptif yang diberikan oleh guru</p> <p>Siswa mengamati fungsi social, struktur, dan unsur kebahasaan yang terdapat dalam teks.</p> <p>Questioning</p> <p>Guru memberikan kesempatan</p>	30 menit

<p>Penutup</p>	<p>untuk siswa bertanya tentang hal yang belum mereka pahami dari penjelasan teks</p> <p>Eksploring</p> <p>Guru mengingatkan kembali tentang teknik guided question yang akan dilakukan</p> <p>Guru memberikan teks deskriptif</p> <p>Siswa diminta untuk mendeskripsikan karakteristik yg terdapat pada teks tersebut</p> <p>Guru memberikan kesempatan kepada siswa untuk menanyakan hal yang belum mereka pahami seputar materi yg sudah disampaikan.</p> <p>Siswa dengan arahan guru, membuat kesimpulan tentang materi yang telah diajarkan dan menjelaskan moral yang</p>	<p>5 menit</p>
----------------	---	----------------

	<p>bisa diambil dari cerita tersebut</p> <p>Siswa dapat menutup pelajaran dengan membaca doa.</p>	
--	---	--

I. Penilaian

Penilaian diambil berdasarkan :

Tugas individu

Instrumen penilaian : tes tertulis

Bentuk tugas : membuat deskripsi teks sederhana

Kriteria penilaian : rubric scoring

Content	30-27	EXCELLENT TO VERY GOOD: Knowledgeable, substansive, through thesis formation, applicable to the assigned topic.
	26-22	GOOD TO AVERAGE : Some subject awareness, adequate range, restricted development thesis, most of which is applicable to the subject but lacks detail.

	21-17	FAIR TO POOR : Limited topic understanding, little substance, inadequate topic development.
	16-13	VERY POOR : It does not demonstrate non-substantive, irrelevant or insufficient subject knowledge to be evaluated.
ORGANIZATION	20-18	EXCELLENT TO VERY GOOD: Fluent expression, obviously stated/supported ideas, succinct, well-organized, cohesive logical sequencing.
	17 – 14	GOOD TO AVERAGE: Limited sponsorship, logical yet imperfect sequencing, rather choppy, poorly ordered but basic ideas stand out.
	13-10	FAIR TO POOR: Non-fluent, confused or disconnected concepts, lack of logical sequencing and growth.
	9-7	VERY POOR: Does not engage, no business, or not enough to evaluate.
VOCABULARY	20-18	EXCELLENT TO VERY GOOD: Sophisticated selection, efficient choice and use of words/idiom, mastery of word type, appropriate registry.
	17-14	GOOD TO AVERAGE: Adequate selection, occasional word/idiom type errors, option, use, confused or obscured context.
	13-10	FAIR TO POOR: Restricted selection, frequent

		word/idiom type errors, option, use, confused or obscured context.
	9-7	VERY POOR: In essence, translation, little or inadequate knowledge of English vocabulary, grammar, word form.
LANGUAGE USE	25-22	EXCELLENT TO VERY GOOD: Complex, successful constructions, few agreement errors, tense, number, word order/function, articles, pronouns, prepositions.
	21-18	GOOD TO AVERAGE: effective yet simple constructions, minor problems in complex constructions, many errors of agreement, tense, number, word order/function, posts, pronouns
		Prepositions, but rarely obscure meanings.
	17-11	FAIR TO POOR: Major issues in simple/complex constructions, frequent negation errors, agreement, tense, number, word order/function, articles, pronouns, prepositions and/or fragments, run ons, deletions, confused or obscured meaning.

	10-5	VERY POOR: Virtually no mastery of error-dominated sentence construction rules does not communicate or is not adequate to test.
MECHANICS	5	EXCELLENT TO VERY GOOD: Demonstrate convention content, few spelling errors, punctuation, capitalization, paragraphing.
	4	GOOD TO AVERAGE: occasional mistakes in pronunciation, punctuation, capitalization, paragraphing, but meaning not blurred.
	3	FAIR TO POOR: Frequent mistakes in pronunciation, punctuation, capitalization, paragraphing, bad handwriting, misleading or obscured context.
	2	VERY POOR : No convention of mastery, governed by errors of pronunciation, punctuation, capitalization, paragraphing, illegible handwriting, or not properly evaluated.

Mengetahui,

Peneliti

Guru Mata pelajaran

APPENDIX III

Post test/pre-test

THE LOWEST SCORE OF POST-TEST IN CONTROL CLASS

LUSIA

Lusia is my classmate. She is very beautiful and as long as her shoulders. She is very energetic. She is in school and takes some extracurricular subjects. She likes dancing. She has been practicing dance since she was six years old. She can dance both traditional and modern dances, but she prefers traditional dances to modern ones. Her favourite dance is pakarena. It is from makassar. Every time she performs on the stage, she always gives her best performance to her audience so they really enjoy her dance.

So far, she has appeared many times in formal ceremonies so she is very famous in our school. She often performs abroad as a member of Indonesia cultural delegations. Someday, she dreams to become a well-known dancer and if she has enough money, she will own a dancing company.

Read the text again and then answer the question below.

1. Who is Lusia?
= My classmate.
2. What does **they** refer to? See the last sentence of the paragraph.
= she has practicing dance since she was six years old.
3. What kind of dance does she prefer?
= traditional dance to modern
4. How did she become very popular?
= she has practicing dance traditional
5. What is the main idea of the third paragraph?
= appeared my time in formal ceremony
6. Why does the audience like her performance?

Pre-test

Name : Afranyah
Class : VIII - B

LUSIA

Lusia is my classmate. She is very beautiful and friendly. Her hair is as long as her shoulders. She is very energetic. She is very active in her school and takes some extracurricular subjects. One of them is dancing. She has been practicing dance since she was six years old. She can dance both traditional and modern dances, but she prefers traditional dances to modern ones. Her favourite dance is pakarena. It is from makassar. Every time she performs on the stage, she always gives her best performance to her audience so they really enjoy her dance.

So far, she has appeared many times in formal ceremonies so she is very famous in our school. She often performs abroad as a member of Indonesia cultural delegations. Someday, she dreams to become a well-known dancer and if she has enough money, she will own a dancing company.

Read the text again and then answer the question below.

1. Who is Lusia? - is my classmate
2. What does **they** refer to? See the last sentences of the second paragraph. → one of them is dancing. she has been practicing dance since she was six years old.
3. What kind of dance does she prefer? - formal ceremony
= traditional dance to modern
really enjoy
4. How did she become very popular?
= Indonesian cultural delegations
5. What is the main idea of the third paragraph?
= appeared my time in formal ceremony

VIII - B

LUSIA

Lusia is my classmate. She is very beautiful and friendly. Her hair long as her shoulders. She is very energetic. She is very active in her school and takes some extracurricular subjects. One of them is dancing. She has been practicing dance since she was six years old. She dances both traditional and modern dances, but she prefers traditional dances to modern ones. Her favourite dance is pakarena. It is from makassar. Every time she performs the dance on the stage, she always gives her best performance to her audience so they can enjoy her dance.

So far, she has appeared many times in formal ceremonies so she is very famous in our school. She often performs abroad as a member of Indonesia cultural delegations. Someday, she dreams to become a well-known dancer and if she has enough money, she will own a dancing company.

Read the text again and then answer the question below.

- Who is Lusia?
Lusia is my classmate.
- What does **they** refer to? See the last sentences of the second paragraph.
She is very active in her school and takes some extracurricular subjects.
- What kind of dance does she prefer?
My ceremonies she is very popular in our school.
- How did she become very popular?
Traditional dances to modern ones.
- What is the main idea of the third paragraph?
She performs abroad as a member of Indonesia cultural delegations.

THE HIGHEST SCORE OF CONTROL CLASS

Name: Ahmad Rifa Maulana

Class :

Instructions : Choose a topic below and make a Descriptive text for at least 3 paragraphs!

Topic :

1. My Holiday
2. Last year birthday
3. Bad Day Ever
4. Embarrassing Moment

79

holiday

In the morning. Last year I go to the grandfather's home, I go by the car, we start 0.8.00. We are staying in hotel with my family, I'm happy because we are best to much fun. We can be cooking together with grandmother & grandfather.

Name: Aditya Kurniawan

Class :

Instructions : Choose a topic below and make a Descriptive text for at least 3 paragraphs!

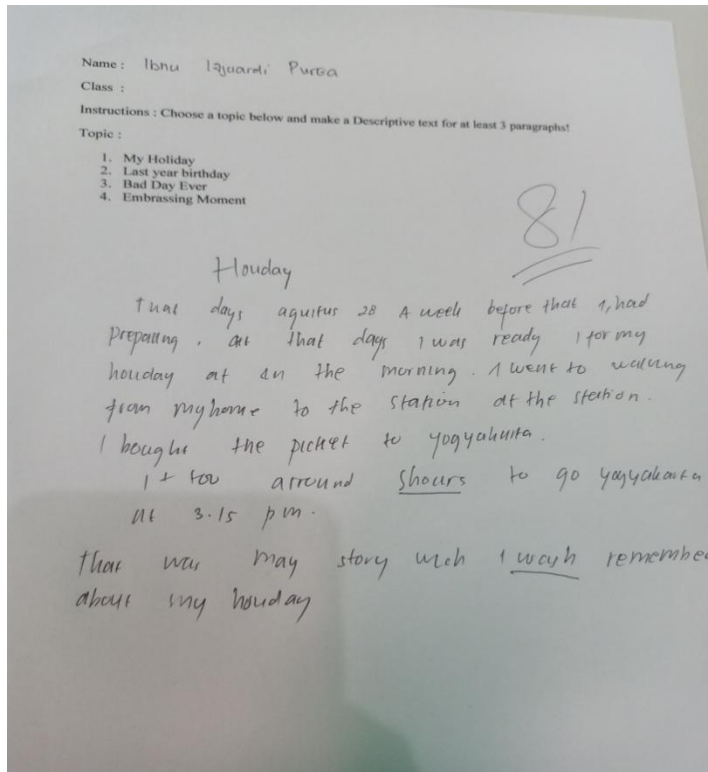
Topic :

1. My Holiday
2. Last year birthday
3. Bad Day Ever
4. Embarrassing Moment

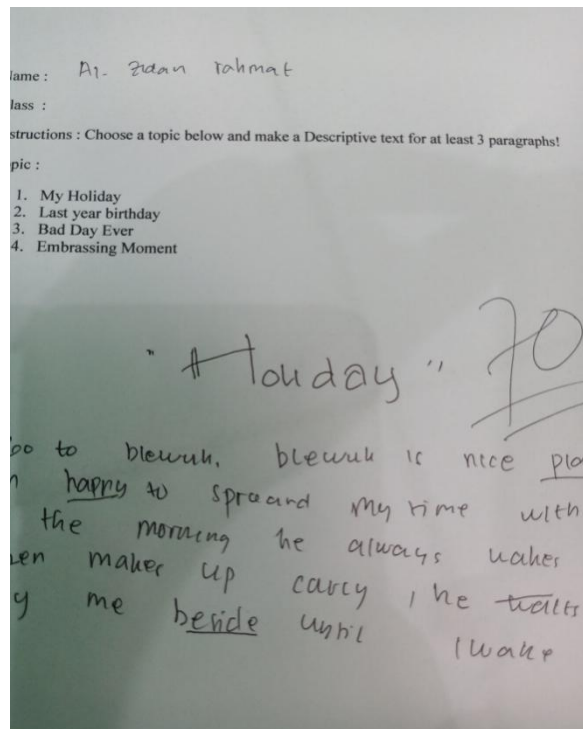
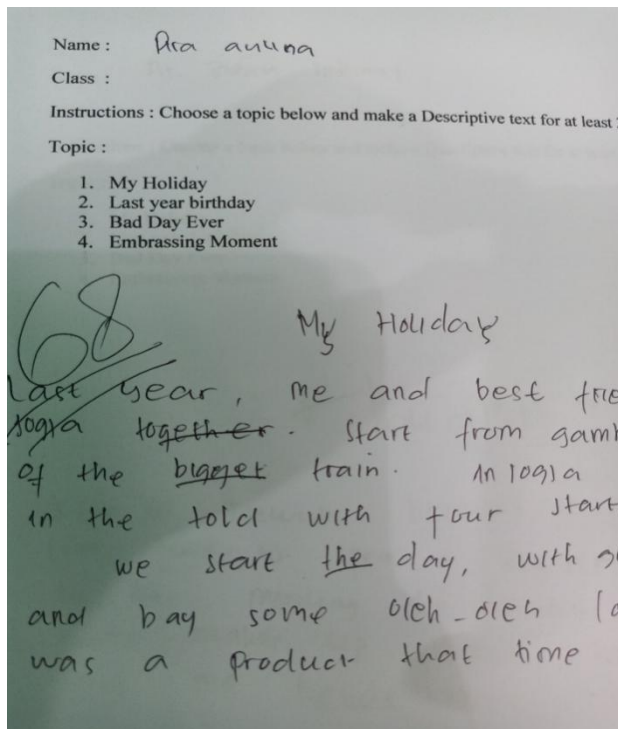
80

holiday

At the last year holiday I am going to my family in Puncak Bogor! I and my father and sister are so happy. We eat a lot of food but sometimes we get sick when my daughter eating seafood. I try to scratch and of the body.



THE LOWEST SCORE OF POST-TEST IN EXPERIMENTAL CLASS



Name : Irma Syahira

Class :

Instructions : Choose a topic below and make a Descriptive text for at least 3 paragraphs!

Topic :

1. My Holiday
2. Last year birthday
3. Bad Day Ever
4. Embrassing Moment

Bad day Ever

68

to went to cooking festival. In the morning
baking cookies comperation.
Event, she wanted to cook fried
nens at Right and defectly pre
for the compehition

THE HIGHEST SCORE OF EXPERIMENTAL CLASS

Pre-test

Name: Benny An Istomogo
 Class: VIII - A

LUSIA

Lusia is my classmate. She is very beautiful and friendly. Her hair is as long as her shoulders. She is very energetic. She is very active in her school and takes some extracurricular subjects. One of them is dancing. She has been practicing dance since she was six years old. She can dance both traditional and modern dances, but she prefers traditional dances to modern ones. Her favourite dance is pakarena dance. It is from makassar. Every time she performs the dance on the stage, she always gives her best performance to her audience so they really enjoy her dance .

So far, she has appeared may times in formal ceremonies so she is very famous in our school. She often performs abroad as a member of Indonesia cultural delegations. Someday, she dreams to become a well-known dacer and if she has enough money, she will own a dancing company.

Read the text again and then answer the question below.

- Who is Lusia? ⇒ Lusia is my classmate, friendly.
- What does **they** refer to? See the last sentences of the second paragraph. ⇒ so far he has appeared may times in formal ceremonies
- What kind of dance does she prefer?
⇒ the dance on the stage best performance
- How did she become very popular?
⇒ she is very energetic
- What is the main idea of the third paragraph?
⇒ someday, she dreams to become a well kn audience like her performance?

Pre-test

Name: Devi Muna
 Class: VIII - A

LUSIA

Lusia is my classmate. She is very beautiful and friendly. Her hair is as long as her shoulders. She is very energetic. She is very active in her school and takes some extracurricular subjects. One of them is dancing. She has been practicing dance since she was six years old. She can dance both traditional and modern dances, but she prefers traditional dances to modern ones. Her favourite dance is pakarena dance. It is from makassar. Every time she performs the dance on the stage, she always gives her best performance to her audience so they really enjoy her dance .

So far, she has appeared may times in formal ceremonies so she is very famous in our school. She often performs abroad as a member of Indonesia cultural delegations. Someday, she dreams to become a well-known dacer and if she has enough money, she will own a dancing company.

Read the text again and then answer the question below.

- Who is Lusia?
⇒ Lusia is my classmate
- What does **they** refer to? See the last sentences of the second paragraph.
⇒ she is very active in here school and takes some other subjects
- What kind of dance does she prefer?
⇒ my ceremonies she is very popular in our school
- How did she become very popular?
⇒ traditional dances to modern ones
- What is the main idea of the third paragraph?
⇒ often performs abroad as a member of Indonesian delegations
- Why does the audience like her performance?

Pre-test

Name: Al-Zulon Rahmat
 Class: VIII - A

LUSIA

Lusia is my classmate. She is very beautiful and friendly. Her hair is as long as her shoulders. She is very energetic. She is very active in her school and takes some extracurricular subjects. One of them is dancing. She has been practicing dance since she was six years old. She can dance both traditional and modern dances, but she prefers traditional dances to modern ones. Her favourite dance is pakarena dance. It is from makassar. Every time she performs the dance on the stage, she always gives her best performance to her audience so they really enjoy her dance .

So far, she has appeared may times in formal ceremonies so she is very famous in our school. She often performs abroad as a member of Indonesia cultural delegations. Someday, she dreams to become a well-known dacer and if she has enough money, she will own a dancing company.

Read the text again and then answer the question below.

- Who is Lusia?
= My classmate
- What does **they** refer to? See the last sentences of the second paragraph.
= she has practicing dance since he was six years old
- What kind of dance does she prefer?
= traditional dances to modern ones
- How did she become very popular?
= she has practicing dance traditional
- What is the main idea of the third paragraph?
= appeared may times in formal ceremonies so she is
- Why does the audience like her performance?

APPENDIX IV
Documentation



APPENDIX V

Students score in Pre-Test

No	Initial Name	Experimental Class	Initial Name	Control Class
		Pre-Test		Pre-Test
1	AZR	42	AM	60
2	ANA	65	AA	69
3	BH	60	AN	50
4	CN	55	AA	65
5	CR	77	ARS	64
6	DM	68	AD	67
7	DS	67	AF	70
8	D	55	AP	66
9	DA	80	BAA	50
10	AR	76	DFA	70
11	HD	68	EH	66
12	KK	57	F	78
13	RA	60	FIP	64
14	RS	70	MFR	60
15	SR	74	LNP	65
16	SY	77	PR	70
17	FP	62	PA	78
18	YD	66	RAL	69
19	ST	60	RI	60
20	PT	73	R	65
ΣX		1312	ΣX	
\bar{x}		65.60	\bar{x}	
			1306	
			65.30	

APPENDIX VI

The students' writing skill after getting different treatment in experimental and control class

No	Initial Name	Experimental Class	Initial Name	Control Class
		Post-Test		Post-Test
1	AZR	76	AM	75
2	ANA	76	AA	80
3	BH	72	AN	60
4	CN	70	AA	74
5	CR	88	ARS	79
6	DM	86	AD	75
7	DS	80	AF	74
8	D	70	AP	67
9	DA	85	BAA	65
10	AR	87	DFA	81
11	HD	85	EH	75
12	KK	80	F	81
13	RA	88	FIP	76
14	RS	88	MFR	73
15	SR	85	LNP	78
16	SY	90	PR	78
17	FP	78	PA	78
18	YD	81	RAL	75
19	ST	83	RI	70
20	PT	85	R	71
ΣX		1633	ΣX	
\bar{x}		81.65	\bar{x}	
			74.25	



KEMENTERIAN AGAMA REPUBLIK INDONESIA
UNIVERSITAS ISLAM NEGERI SUMATERA UTARA MEDAN
FAKULTAS ILMU TARBIYAH DAN KEGURUAN
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Nomor : B-10463/ITK/ITK.V.3/PP.00.9/09/2020

05 November 2020

Lampiran : -

Hal : **Izin Riset**

Yth. Bapak/Ibu Kepala SMP SATRYA BUDI KARANG REJO

Assalamulaikum 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 : Rahmi Riyani Harahap
NIM : 0304163190
Tempat/Tanggal Lahir : Pematangsiantar, 05 September 1998
Program Studi : Pendidikan Bahasa Inggris
Semester : IX (Sembilan)
Alamat : Jalan Anjongsana Huta II Kelurahan KarangSari Kecamatan Gunung Maligas

untuk hal dimaksud kami mohon memberikan Izin dan bantuannya terhadap pelaksanaan Riset di SMP SATRYA BUDI KARANG REJO, guna memperoleh informasi/keterangan dan data-data yang berhubungan dengan Skripsi yang berjudul:

The Effect Of Guided Question Technique on Student's Writing Skill Of Descriptive Text At Eight Grade Of SMP SATRYA BUDI KARANG REJO

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

Medan, 05 November 2020
a.n. DEKAN
Ketua Program Studi Pendidikan
Bahasa Inggris



Digitally Signed

Dr. Sholihatul Hamidah Daulay, S.Ag.
M.Hum
NIP. 197506222003122002

Tembusan:

- Dekan Fakultas Ilmu Tarbiyah dan Keguruan UIN Sumatera Utara Medan

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YAYASAN FAUZIAH ADNAN
PERGURUAN SATRYA BUDI KARANG REJO
SMP SATRYA BUDI KARANG REJO



TERAKREDITASI "B" Oleh Badan Akreditasi Nasional Sekolah/Madrasah (BAN-S/M)
NIS : 201140 ; NSS : 204070401114 ; NDS : 2007080074 ; NPSN : 10202649 ; SK Pendirian : Nomor : 006/KP-SB/P.1/2009 ; Tanggal : 13 Juli 2009
Alamat : Jalan Anjangsana No. 83 Huta I Nagori Karang Rejo, Hp : 085261073037, Kp : 21151
Kecamatan Gunung Maligas - Kabupaten Simalungun ; e-mail : smpswastasatryabudikr83@yahoo.co.id

SURAT KETERANGAN

Nomor : 083/261/SMP/PSB.KR/IX/2020

Yang bertanda tangan dibawah ini :

N a m a : AHMAD SAUKANI HUTABARAT, S.E.
Jabatan : Kepala Sekolah
Nama Unit Kerja : SMP Satrya Budi Karang Rejo
Alamat Kantor : Jl.Anjangsana No.83 Nagori Karang Rejo
Kec. Gunung Maligas - Simalungun

Dengan ini menerangkan bahwa :

Nama : Rahmi Riyano Harahap
N I M : 0304163190
Program Studi : Pendidikan Bahasa Inggris
Jenjang Studi : Strata Satu

Adalah benar telah mengadakan penelitian untuk penyusunan Skripsi dengan judul : " **The Effect Of Guided Question Technique on Student's Writing Skill Of Descriptive Text At Eight Grade Of SMP SATRYA BUDI KARANG REJO** " pada tanggal 10 September 2020.

Demikianlah surat keterangan ini dibuat sesuai dengan keadaan yang sebenarnya, dan untuk dipergunakan sebagaimana mestinya.

Karang Rejo, 16 September 2020
Kepala Sekolah,



AHMAD SAUKANI HUTABARAT, S.E.
NUPTK : 8947 7626 6311 0062

Cc : Arsip/File,-

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Sumber wajib ditulis: <https://temanshalih.com/hadits-pilihan-tentang-mengikat-ilmu-dengan-menulis/>