



**IMPROVING STUDENTS' WRITING SKILL OF DESCRIPTIVE TEXT  
THROUGH GUIDED QUESTION METHOD AT THE ELEVENTH  
GRADE OF MAS AL MANAR DESA KLAMBIR KECAMATAN  
HAMPARAN PERAK**

**A THESIS**

*Submitted to the English Education Department, Faculty of Tarbiyah and  
Teachers Training State Islamic University of North Sumatera as a Partial  
Fulfillment of the Requirements for the Degree of Sarjana Pendidikan*

**By :**

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**DEPARTMENT OF ENGLISH EDUCATION FACULTY OF TARBIYAH  
AND TEACHERS TRAINING STATE ISLAMIC UNIVERSITY OF  
NORTH SUMATERA MEDAN 2020**



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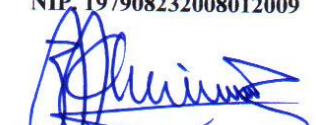
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Maka kami menilai bahwa skripsi ini dapat diterima untuk dimunaqasahkan dalam sidang munaqasah Fakultas Ilmu Tarbiyah dan keguruan UIN-SU Medan.

Demikian kami sampaikan atas perhatian saudara kami ucapkan terimakasih.

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Menyatakan dengan sebenarnya bahwa skripsi yang saya serahkan ini benar-benar merupakan hasil karya sendiri, kecuali kutipan-kutipan dari ringkasan-ringkasan yang semuanya telah saya jelaskan sumbernya.

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

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Yang Membuat Pernyataan



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Medan, Februari 2020

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## **ABSTRACT**

**Putri Hapnijar Hidayat. 34154170. Improving Students' Writing Skill of Descriptive Text through Guided Question Method at MAS Al Manar Hamparan Perak. Thesis. Faculty of Tarbiyah and Teaching Training. State Islamic University of North Sumatera Medan. 2020.**

This research was aimed to improve the students' skill in writing descriptive text. The subjects of this study were 26 students at Eleventh Grade and the collaborator in MAS Al manar Hamparan Perak in academic year 2019/2020. This research was conducted by using Classroom Action Research by Kurt Lewin that consisted of 2 cycles. The technique of analyzing data for quantitative data was the students' score of test. While for qualitative data, the researcher used the technique by Miles and Huberman. The result of this research showed that the mean score of students' score was 58,46 in which there were only 5 or 19,23% of 26 students passed the Minimum Passing Grade or MPG. In post-test I, there were 8 students or 30,76% of the students who passed the standard minimum score. The mean score in post-test I was 67,30. Meanwhile, in post-test II, there were 21 or 80,76% passed the standard minimum score. It indicated that guided question method can improve students' skill in writing descriptive text. This result is strengthened by the observation and the interview result that students were more active in the class and enjoy the learning process.

***Keywords: writing, descriptive text, writing descriptive text, guided question, classroom action research.***

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# CHAPTER I

## INTRODUCTION

### A. Background of Study

Language is an important tool to communicate. People need to communicate in doing daily activities and making an interaction to other people in their life. According to Christine Kenneally, today, there are about 6.000 languages in the world, and half of the world's population speaks only 10 of them, English is the single most dominant of these 10.<sup>1</sup> Based on the explanation, one of the popular languages used in the world is English.

Indonesia is one of countries where English is positioned as a foreign language. This is one of compulsory subjects in Indonesia.<sup>2</sup> One of the aims of teaching English is developing the ability to communicate. The ability involves the four skills: listening, speaking, reading and writing. The writer is mainly focused on writing skill, because writing is considered the most difficult and complicated language skill to be learned. Writing needs hard thinking to produce idea, words, sentences, paragraph, and composition.

English has always been considered as a subject difficult to learn by most Indonesian students. The level of difficulty is more significant in writing skills, compared to other three skills; listening, speaking, reading, because it encompasses problem solving and deploying strategies to achieve communicative goal.<sup>3</sup> Writing is one of the important skills to be mastered by the students. They

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<sup>1</sup> Christine Kenneally, (2008), *The First Word, The Search for The Origins of Language*. New York: Penguin Books, p. 79.

<sup>2</sup> Departemen Pendidikan dan Kebudayaan RI, (2015), *Keputusan Menteri: No, 096/U/1967 tentang Pengajaran Bahasa Inggris di Indonesia*. p.11.

<sup>3</sup> Rahmah Fithriani, *Essay for LPDP Desertation Scholarship: The Urgency of English Writing Skill in Indonesia Academic Setting*, State Islamic University of North Sumatera.

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use it to communicate to each other, as means of ideas and emotional expression, because when they write their ideas and emotion creatively, they are communicating on paper in their very best way and purposes. The work of writing is presented in the form of text types, usually known as genres, which are closely related to the purpose of each type. There must be a convergence between English teaching and learning. Therefore, efforts to develop students' writing skill in English is not only one of the important objectives of English teaching, but also to adapt to the needs of examination.

However, the Education Unit Level Curriculum (KTSP: Kurikulum Tingkat Satuan Pendidikan) states that in Senior High School level are recommend the introduction of five different types of text, such as descriptive text, recount text, procedure text, and narrative text, in order, descriptive text includes one of them. The gradation of teaching material involves some elements that are vocabulary, generic structure or language features of descriptive text. There are some instructions in teaching writing. The teacher cannot always use writing instruction such as asking the students to write one or two paragraphs regarding to the certain topic. According to Lestari, "the stereotype pattern of teaching writing is that the teacher gives a topic and the students write a paper on it".<sup>4</sup> The teacher cannot also just collect the students' writing and give mark on it. The teacher should correct the grammatical structure and tries to minimize the mistakes of students' writing. That's why the teacher nowadays often finds in students' writing that they

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<sup>4</sup> Lestari, (2008), The Interactional Approach to The Teaching of Writing and Its Implication for Second Language Acquisition, *TEFLIN Journal*, Vol 19 No 1, p. 8.

cannot understand what is the message that the students are trying to convey is. This phenomenon seemingly happens because the students write unnaturally  

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and merely to avoid grammatical mistakes. This case makes the students difficult to understand to learn writing in English class.

Based on preliminary study in Grade XI of MAS Al Manar Hamparan Perak, the researcher found the data of the English skill through interviewing among the students. The data showed that the students' achievement in mastery English subject especially in the writing aspect was low. It was known that the students' low scores are mostly caused by their difficulties in writing. Most of the students at that level could not write well in English. They assumed that writing is the difficult one because they hardly transfer their idea, thoughts, and feeling in written form by using English. Meanwhile, the teaching method that the teacher gave in teaching descriptive text is not effective. The teaching method that teachers commonly used is teacher direct teaching. So the teacher just taught the theory of writing and focus on the grammar. As a result, the students tended to be passive learners because they have no chance of expressing their idea in the class.

To help students solve these problems, they need another technique more interested in teaching writing. There are a lot of techniques in teaching writing. The writer would like to propose a technique which is "Guided Question Technique".

Traver stated that guiding question is basic question that direct the search for understanding.<sup>5</sup> This technique can lead students in order to choose, find and create the ideas of writing and then develop students' ideas. This technique can

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<sup>5</sup> Rob Trever, (1998), *Educational Leadership*, Cambridge: Cambridge University Press, p. 72.

also guide and help students in organizing and generating their ideas. Besides, students can express their ideas easily by answering the questions given and

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makes their writing will be better organized. According to Hyland, teacher has an important function to guide students in writing process and help them build up strategies for generating, drafting and refining ideas.<sup>6</sup> It means that the teacher should use an appropriate technique to guide students and make them easier to write by guided question technique.

Based on the problems that has discussed above, the writer takes a title of this thesis “Improving Students’ Writing Skill of Descriptive Text Through Guided Question Technique” (A Classroom Action Research in Second Grade of MAS Al Manar Hamparan Perak).

### **B. Identification of Study**

Based on the background of problem, the problem can be identified as follow:

1. The students have low motivation in learning English.
2. The students have low ability in writing subject.
3. The students have low vocabulary to write their idea.
4. The teacher does not use the suitable method in teaching writing subject.

### **C. Limitation of Study**

Based on the identification of problem above, the writer limited the problem for doing the research. There are four skills in English, those are; writing, speaking, reading and listening, but the writer just focus to writing skill. And also, there are many methods in teaching English, but the writer just focus to Guided Question method. And the last about the text, there are so many texts in English, but the writer just focus to descriptive text.

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<sup>6</sup> Ken Hyland,(2003),*Second Language Writing*,New York: Cambridge University Press, p. 12.



#### D. Formulation of Study

Based on the limitation of the problem above, formulation of the problem for this thesis is “How does Guided Question Technique improve the students’ writing skill of descriptive text ?”

#### E. The Objective of Study

The aim of this study is to describe the students’ improvement in writing skill of descriptive text through guided question technique.

#### F. Significance of Study

The results of this study are expected to provide useful information for:

1. For students, it will give an input to the students, so they can improve their writing ability.
2. For English Teachers, it gives the alternative solution in teaching writing skill.
3. For institution of MAS Al Manar, it can be beneficial regarding to improve the education quality.

## CHAPTER II

### THEORITICAL REVIEW

#### A. Theoretical Framework

Theoretical framework is presented in order to give some clearer concept being applied in this study that is the students' ability in writing descriptive text. In this chapter, the researcher describes some related topics in order to build comprehension frame of thought of this research.

##### 1. Writing

This part discusses about some related studies about writing. The researcher describes general concept of writing and the purpose of writing.

###### a. General Concept of Writing

Writing can be defined as the activity to make letters or number on a surface, especially using pen or pencil.<sup>7</sup> Writing is one of the four language skills besides listening, speaking, and reading. It is an activity in arranging words, phrases, and sentences that is grammatically correct and appropriate with its purpose. Generally, writing can be interpreted as the act of forming or tracing a character on paper or other suitable materials with a pen or pencil.

According to Harmer, writing is a way to produce language and express idea, feeling, and opinion. Furthermore, he stated that writing is a process that what people write is often heavily influenced by the constraints of genres, and then these elements have to be presented in learning activities.<sup>8</sup> It can be said that writing can be distinguished from other skills as the most difficult one. There are

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<sup>7</sup> Oxford University, (2003), *Oxford Learner's Pocket Dictionary*, New York: Oxford University Press, 3rd Ed, p. 502

<sup>8</sup> Jeremy Harmer, (2004), *How to Teach Writing*. Longman: Pearson Education Limited, p. 31.

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many factors influencing writing to be good one such as grammatical, vocabularies, punctuation, and spelling knowledge. They are integrated into a paragraph.

The holy Qur'an is also describe about writing in one of the verses, it is Q.S Al-Qalam:1.

ن وَالْقَلَمِ وَمَا يَسْطُرُونَ

Meaning: "Nun. By the pen and that which they write (therewith)".<sup>9</sup>

Qolam means as a pen which is used to write the knowledge. It means that everyone who writes, will make the process of thinking to create ideas in writing to understand its meaning and purpose. Regarding with those definition and interpretation of verse from the Al Quran, the researchers concluded that writing is the activity to express ideas, feeling, and opinion by the set of words and arranged it to be a sentences or in written form. Therefore, they use written form to communicate each other and it contains a message or information in which should be caught by the readers by reading the text.

#### b. Writing purpose

The purpose of writing is to produce and deliver the writer's ideas and message to the reader. It means that the writer needs something to write and also needs to pay attention what they will write and what the purpose of it. So that the readers know exactly what the writer is trying to accomplish in her/his writing. It is strengthened by Penny Ur, "The objective of the teaching writing in a foreign language is to get learners to acquire the abilities and skills they need to produce a range of different kind of written texts similar to those educated person would be

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expected to be able to produce in their own language".<sup>10</sup> Hence, in every student's writing activity, make sure that students have some writing aim, they have to consider the purpose of their writing, not only the type of text they wish to produce but also the language they use and information they choose, etc.

## **2. EFL Writing Class in Indonesia**

English come to Indonesia is not as our mother tongue in order as a foreign language. English as a Foreign Language (EFL) Learners refer to the non-native English learners of countries which English is generally not a local medium of instruction or communication but it is only taught and used in school environment.<sup>11</sup> From that definition the learners may not freely practice what they have learnt in schools with their family, neighbors or peoples in their environment since English is not used by those people. They will learn, use and practice English only with the community in the environment which was created by their teachers.

English is taught in Indonesia from Elementary to University level. There are four basic language skills: writing, speaking, listening, and reading. In this case, writing becomes one of the most important aspects of the language skills because the students are helped to expand the other language skills through the teaching of writing skill by the teacher.<sup>12</sup> In more detail that there are several ways which students can learn from writing, such as the learning of idioms, grammatical

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<sup>10</sup> Penny Ur,(1996),*A Course in Language Teaching: Practice and Theory*, Cambridge: Cambridge University Press, p.162.

<sup>11</sup> Nordquist, R. 2015.English as a Foreign Language, (Online), (<http://grammar.about.com/od/mo/fl/Majority-Language.htm>).Accessed on May 8, 2019.

<sup>12</sup> Dantes, et al. (2013). The Investigation of the Teaching of Writing at the Tenth Grade of Senior High School (SMAN) 1 Aikmel in East Lombok. *E-Journal of Graduate Program of Pendidikan Ganesha University*,p.1.

structures, and vocabularies.<sup>13</sup> To do the process of writing, the students have to struggle in terms of how to put idea or argument on a paper, so they will find their needs of using the correct and appropriate words which are relevant to the context.

The teaching of writing is more likely on memorizing without applying to practical communication. Kuntjara says that English tended to be taught mostly on grammar and reading, so that is why Indonesian students who study abroad face difficulties in terms of writing and oral communication.<sup>14</sup> Curriculum has an important role in teaching and learning practice in the classroom. It usually contains the objective, content, evaluation, media, sources and method of learning where the teacher should prepare before implementing the teaching instructions to the students. Moreover, the students are not only provided with the activities of writing as exercise but also writing for communication directly which push the teacher to help the students expand their writing ability and integrate it to other language skills such as speaking.

Teaching writing applied nowadays tends to be more concerned with how to provide the students with explanation of paragraph organization and its definition. The teacher becomes the centre of students' attention in the classroom where the teacher is the one who speaks too much or more active than the students. That condition makes the students less developed and more passive in writing such an issue or topic.

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<sup>13</sup> Sattayatham, A., & Ratanapinyowong. (2008). Analysis of Errors in Paragraph Writing in English by First Year Medical Students from the Four Medical School at Mahidol University. *Silpakorn University International Journal*, 8, p. 17.

<sup>14</sup> Kuntjara, E. (2004). Cultural Transfer in EFL Writing: A Look at Contrastive Rhetoric on English and Indonesian. *KATA*, 6(1), p. 13.

### 3. Genre of Text in Indonesian EFL Writing Class

Teaching writing in the classroom is included in the curriculum 2013. Writing is related to the text and genre. The term “genre” is used to refer to particular text types. It is a type or kind of text defined in terms of its social purposes, also the level of context dealing with social purpose. Genre is a term for grouping texts together, representing how writers typically use language to respond to recurring situations.<sup>15</sup> In curriculum 2013, there are many kinds of genres (text type). They are:

- a. Recount: It is a kind of genre that social function to retell event for the purpose of informing or entertaining.
- b. Report: Report is a kind of genre that social function to describe the way things are with reference to range of natural, manmade and social phenomena in our environment.
- c. Narrative: Narrative is a kind of genre that social function to amuse, entertain and to deal with actual or vicarious experience in different ways. Narratives deal with problematic events which lead to crisis or turning point of some kinds, which in turn finds a resolution.
- d. Procedure: Procedure is a kind of genre that social function to describe how something is accomplished through a sequence of actions or steps.
- e. Description: It is a kind of genre that social function to describe a particular person, place, or thing.<sup>16</sup>

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<sup>15</sup> Ken Hyland, (2004), *Genre and Second Language Writing*, The United State of America: The University of Michigan Press, p. 4.

<sup>16</sup> Canale and Swain, (1980), *Theoretical Bases of Communicative Approaches to Second Language Teaching*, *Appl Linguist*, p. 34.

#### 4. Descriptive Text

In this part, the researcher describes some related study about descriptive text. There are the definition of descriptive text and the purpose of descriptive text.

a. The definition of descriptive text

Descriptive text is a part of factual genres. As Andersons stated that factual description text generally describes a specific subject; it differs from an information report which describes a general group. Example of factual descriptive text included description of particular building, a specific animal, a particular place, and a specific person.<sup>17</sup> From the explanation above we can say that descriptive text is factual genres of text which describes of a specific subject, it usually about characteristics of the subject.

b. Purpose of descriptive text

There are so many purposes of descriptive text developed by some experts. Thus, Rosa and Eschholz said that description is create a verbal picture, a place, person, a thing even an idea or a state of mind can be made vividly concrete through description.<sup>18</sup> Writing any description requires the writer gather may details about a subject, relying not only on what the eyes see but on the other sense impression, touch, taste, smell, hearing as well. So it can be said that description is drawing a subject through the words to make the reader see and feel the subject.

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<sup>17</sup> Marx Anderson And Kathy Anderson, (1998), *Text Types In English 3*, Yarra: Macmillan, p. 26.

<sup>18</sup> Alfred Rosa And Paul Eschholz, (2003), *Models For Writers*, New York: Bedford/ St. Martin's, p. 400.

According to Gerot and Wignell, in their book making sense of functional grammar, they stated that descriptive text is a kind of text which aimed to describe a particular person, place, or thing.<sup>19</sup>

From those statements above, the writer concludes that the purpose of descriptive text is to describe particular things or subject specifically, such as people, place, animal etc.

c. Generic Structure of Descriptive Text

- 1) Identification: identifies the phenomenon
- 2) Description of feature: describes features in order importance:
  - a) Parts/things (physical appearance).
  - b) Qualities (degree of beauty, excellence, or worth/ value).
  - c) Other characteristics (prominent aspect that are unique).

d. Grammatical feature of descriptive text

- 1) Use of Present tense
- 2) When describing things from a technical or factual point of view, the present tense is predominantly used; for example, has, eats, sings, lays, swim.
- 3) Relational verbs are used when classifying and describing appearance/qualities and parts/functions of phenomena (is, are, has, have); for example: Eric the Red is an old man. Eric the Red has a greatcoat.

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<sup>19</sup> Linda Gerot And Peter Wignell, (1995), *Making Sense Of Functional Grammar*, Australia: Gerd Stabler, p. 208.



- 4) Action verbs are used when describing behaviors, for example: An ant has three body parts. Some ants have wings. The queen ant *lays* the eggs. Ants *live* in colonies.
- 5) Adjectives are used to add extra information to nouns and may be technical, everyday or literary, depending on the text; for example, It is grey and brown.
- 6) Focus on specific participant

e. Types of Descriptive Text

Most writing contains description. Following are a few types of writing that depend heavily on descriptive language:

- 1) Descriptions of a person, place or thing contain sensory details that bring to life actual people, places, and things.
- 2) Observations describe an event the writer has witnessed. Often, the event takes places over an extended period of time.
- 3) Travel Brochures contain factual information as well as persuasive language to encourage tourism.
- 4) Character sketches describe fictional characters-their appearances, personalities, hopes and dreams.<sup>20</sup>

### **5. Teaching Technique in Writing Class by Guided Question Technique**

There are many teaching techniques of writing. The researcher chooses one of those techniques namely Guided Question technique. In this part, the researcher describe about Guided Question Technique related to the writing study.

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a. The definition of Guiding Question Technique

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<sup>20</sup> Joyce Armstrong Carrel, (2001), *Writing and Grammar Communication and Action*, America : Prentice Hall, p.101.

According to Traver, Guiding question is basic question that direct the search for understanding.<sup>21</sup> As a teaching technique, it can be very useful for helping students to explore a topic or information they need to write a text.<sup>22</sup>

Margaret Bonner in his book *step into writing* also gave explanation about several steps into writing by using questions. They are:

- 1) Think about your subject. (“subject” means any event, person, problem, project, idea, or issue. In other words, anything you might write about).
- 2) Answer the questions about your subject, Start with the first question, and move right through the list.
- 3) List the answer (for a guidance of your text you might write about).<sup>23</sup>

Guiding question can help the students to explore their idea in learning writing skill, as Meyers said that question can be way to help exploring topic in writing skill. Any good paragraph or essay goes through many stages before it’s finished. First you may simply explore your subject by using questions.<sup>24</sup> Moreover, by asking question about your subject, you can also generate ideas and details such questions include why, what, when, where, who, and how.

White also said that the needs to know the topic might consider using the questions. He called this method by 5w and the H gird. It works because the

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<sup>21</sup> Rob Traver, (1998), *EducationalLeadership*, Cambridge: Cambridge University Press, p. 72.

<sup>22</sup> Tricia Hedge, (1998), *Writing*, New York: Oxford University Press, p. 41.

<sup>23</sup> Margaret Bonner, (1994), *Step Into Writing*, New York: Addison-Wesley Publishing Company, p. 54.

<sup>24</sup> Alan Meyers, (2005), *Gateways to Academic Writing*, New York: Longman, p. 2-3.

question generates and provides a wrap around understanding of the topic.<sup>25</sup> This is almost the same technique which gives some questions about a topic which are called question paragraph, then, turning the question into a paragraph of affirmative statements.

Based on the explanation above, it can be concluded that guiding question is a technique of writing in which students are guided to express their ideas into a written form by giving some questions related to the topic, which is going to be written by students, in order to minimize the mistake made by students and help them organize their ideas coherently as long as they follow the question given by teacher.

b. The characteristic of guiding question

According to Rob Traver in educational leadership, there are four characteristic of guiding question,<sup>26</sup> they are:

- 1) Open ended yet focus inquiry on a specific topic. It is suggested for a teacher. When a teacher would teach writing using guiding question technique, the teachers should pay attention to the question which is used. The Guiding questions should give opportunity for students to explain what they are understand.
- 2) Non-judgment but answering them requires high level cognitive work, such as the development of a rich description, model evaluation or judgment. The questions used by teachers should be

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<sup>25</sup> Fred D. White, (1986), *The Writer's Art*, Los Angeles: Wadsworth Publishing Company, p. 41-42.

<sup>26</sup> Rob Traver, (1998), *Educational Leadership*, Cambridge: Cambridge University Press, p. 71.

able to direct the students' thinking in organizing their ideas in writing.

- 3) Contains emotive force and is intellectually stimulating. It means that guiding question should be able to stimulate students' thinking.
- 4) Succinct, they contain only a handful contain. Succinct means that the questions must be clear and focus on specific subject or topic.

#### c. Teaching Writing by Using Guided Question Technique

Guided questions technique is used to help the students in gathering idea by giving some guided questions. In teaching English descriptive text by using guided questions, the teachers have to provide the guided questions in order to help the students in gathering idea easier in learning it. In learning writing by using guided questions, the students are going to write by answering the first question and so on. By answering the guided questions provided by the teacher, it can help the students in writing coherently.

To apply Guided Questions in teaching descriptive text, the writer proposes some steps as follows:

- 1) The writer explains about descriptive text.
- 2) After explaining about descriptive text, the writer explain about Guided Questions.
- 3) Then, the writer explains and gives the example of making descriptive text by using Guided Questions.
- 4) The writer asks the students to make descriptive text.
- 5) The writer guides the students in gathering ideas to make descriptive text by using Guided Questions.
- 6) The writer asks the students to present the descriptive text they made.

7) The writer and the students check the result together.

8) The writer gives feedback to the students.

## **B. Related Studies**

To find out this research has been done and have studied or not, and do some research that is relevant to the research theme that the researcher have chosen, such as:

1. Agustina Dwi Jayanti (2013), entitled Teaching Narrative Writing Through Guided Question Technique at Second Grade of Senior High School Students. In this research, researcher found that guided question was implemented well for improving students' ability in writing skill, especially narrative text. It means that guided question technique was effective to improve the students' ability in English writing. In this research, the increasing scale of students' ability from pre-test to post-test is 13,71.
2. Hariyanto (2018), entitled The Influence of Using Guided Question Technique Towards Students' Procedure Text Writing Ability. After reading this research, the researcher found that the guided questions have significant influence toward students' procedure text writing ability. It happened because guided questions could solve the problem happen at that class especially the problem in teaching learning writing procedure text.
3. Yulia Akri (2011), entitled Improving Recount Text Writing Ability By Guided Question Technique. From this research, the use of guided question was effective to improve the students' recount text writing. In accordance with the results of the students' achievement score from the first and second cycles, the increase of the achievement score was not

separated from the successful of applying the question word question by supporting with picture series in teaching recount text to the students.

4. Sahaja Talenta Imanisa (2017), entitled *Imptoving Students' Writing Descriptive Text through Guided Question Technique*. In this research, guided question technique can improve students' ability in writing Descriptive text. Meanwhile, this technique improved all aspects of writing Descriptive text. This research used pre-test and post-test to score the students. And the result from pre-test to post-test is 64,36 to 77,33. It means that Guided Question technique can improve students' writing skill in Descriptive text.
5. Muhammad bagus Nawawi (2011), entitled *Improving Students' Writing Skill of Descriptive Text through Guided Question*. From this research, the researcher explained that Guided Question technique can make students easier in exploring idea in making descriptive paragraph. The method can also improve students' writing skill of Descriptive text. This research showed that the result fro pre-test to post-test is 45,46 to 81,86.

### **C. Conceptual Framework**

Writing is process organizing ideas in which the writer is demanded to perform creativity in using the language skills to produce a written text. It is a complex cognitive activity in which the writer is required to demonstrate control of number of variables simultaneously.

Moreover, in writing a certain type of text, writers have to deal with certain language features. In writing descriptive text, the writers deal with details and characteristic feature of person, thing or place. Therefore, writers need good vocabulary mastery in order to be able to describe someone or something clearly.

With that poor mastery, students often have problem in choosing the appropriate words to provide information about subject.

Those elements of writing can be developed with practice. The ability to write the better sentence and choose the better word does not come from a book, but with experience. To help the students improving their writing ability, the teacher should implement strategies in the writing instruction and provide the students with appropriate trainings. Besides that, the students also need to train themselves to develop their writing skill.

## CHAPTER III

### RESEARCH METHOD

#### A. Research Design

The design used in this study was Classroom Action Research (CAR). Action research is any systematic inquiry conducted by teacher researchers, principals, school counselors, or other stakeholders in the teaching/learning environment to gather information about how their particular schools operate, how they teach, and how well their students learn.<sup>27</sup> It means that CAR is aimed to overcome problems in teaching learning process in order to improve educational practice.

Classroom Action Research is a problem-based research which its aims are to solve the problems that arise in the class and to make an improvement in teaching learning activity through cyclical process which involves some phases of planning, acting, observing, and reflecting. In addition, action research is portrayed as a cyclical process involving steps of planning, acting, observing and reflecting, it is normal for a project to go through two or more cycles in an iterative process.

The research design of CAR in this study was a collaborative classroom action research. It means the researcher collaborated with the English teacher of MAS Al Manar. In carried out the study, the researcher's role was as an English teacher who taught writing through guided question technique to the students. While, the real English teacher's role was as an observer, who observed teaching learning activities during the writing learning process. The real English teacher was not

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<sup>27</sup> Geoffrey E. Mills,(2003),*Action Research: A Guide for the Teacher Researcher*, Ohio: Merrill Prentice Hall, p.5.



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only as an observer but also as a collaborator who help the researcher designing lesson plan, giving assessment, and analyzing data.

## **B. Location and Subject of Research**

### **1. Location of the Research**

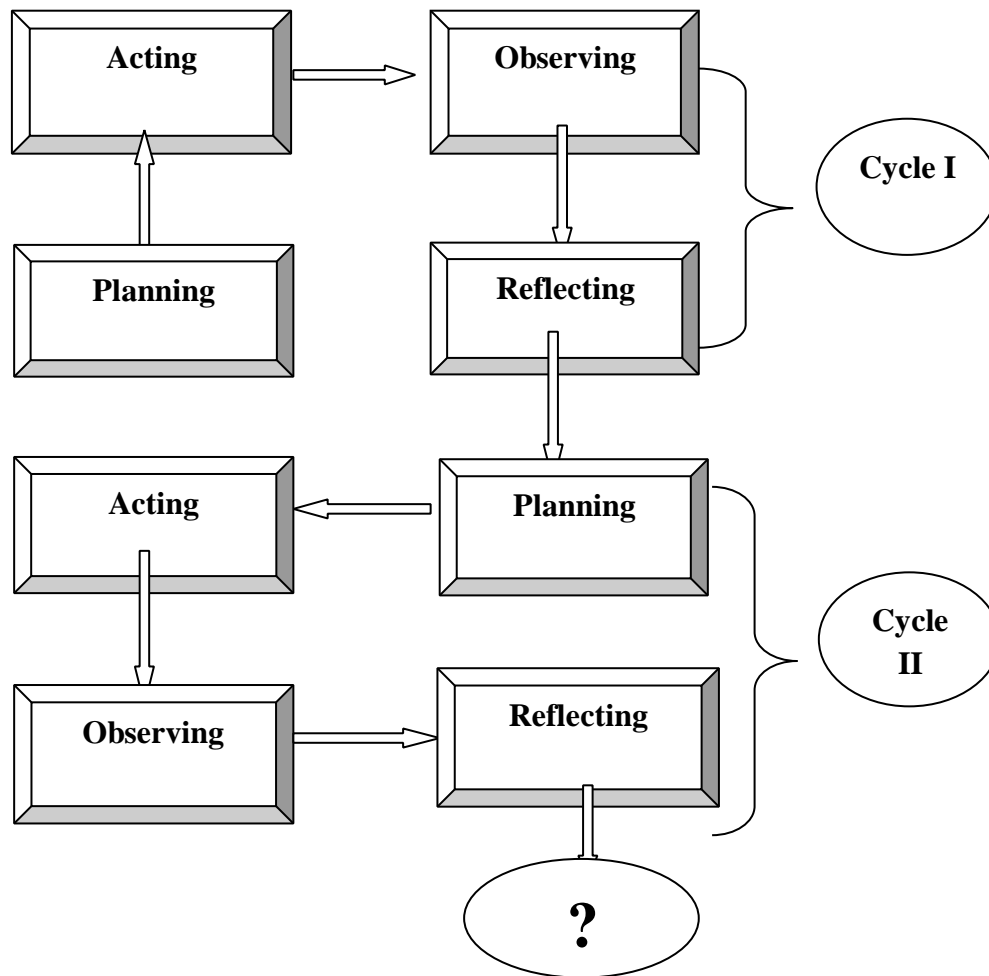
The location of this research was MAS Al Manar Hamparan Perak. The researcher choosed this school because: (1) this research has never been conducted before in this school. (2) it was suitable for ability and limitation of tune and finance. (3) the writer found problems of this research at this location (4) the researcher made sure that this school can help her to do this research.

### **2. Subject of the Research**

The subject of this research was the students of MAS Al Manar Hamparan Perak. The sample of this research was the eighth grade that consists of 26 students in academic year 2019/2020. The researcher choosed the eighth grade, because it was more effective to do research than the seventh and ninth grade.

## **C. Research Procedure**

The writer used the classroom action research procedure based on Kurt Lewin's design. It consisted of two cycle in which each cycle contains four phases; planning, acting, observing, and reflecting.



**Figure 3.1. Kurt Lewin's Action Research Design<sup>28</sup>**

The Classroom Action Research used Lewin's design consisted of four phases; planning, acting, observing, and reflecting in one cycle. If the first cycle finished but still found any problem, it was necessary to continue to the second cycle with the same concept of the first cycle. Those were planning, acting, observing, and reflecting. In addition, before entering the cycle of classroom action research, the writer conducted the preliminary study. According to Mills preliminary information gathering is taking time to reflect on your own beliefs and

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<sup>28</sup> Wijaya Kusumah dan Dedi Dwitagama, (2009), *Mengenal Penelitian Tindakan Kelas*, Jakarta: PT. Indeks, p. 44.

to understand the nature and context of your general idea.<sup>29</sup> It aimed to gain data about problems faced by teacher and students in teaching-learning activities and needed to be solved. After the preliminary study was conducted, the researcher began the research covering some phases: planning, acting, observing, and reflecting.

### 1. Planning

In this phase, the writer and the collaborator made some planning based on the finding of preliminary study. The following activities in this action planning were designing lesson plan, preparing the model of guiding question technique, preparing materials and media, and determining criteria of success. The organized planning would be formed into lesson plan based on the current used syllabus. Lesson plan provided the teacher with the guideline of teaching and learning activities. It mentioned the following items: specific instructional objectives, the instructional materials and media, procedure of presentation, and procedure of assessment.

### 2. Acting

In this phase, the researcher carried out acting phase based on lesson plan prepared in planning phase. The researcher acted as the English teacher who taught writing descriptive text through guided question technique, and collaborator acted as the observer. The implementation of the action involved two meetings in each cycle.

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<sup>29</sup> Geoffrey E. Mills, (2003), *Action Research: A Guide for the Teacher Researcher*, New Jersey: Merrill Prentice Hall, p. 26.

### 3. Observing

In this phase, the researcher observed all the activities that happened in the class. The aspects in observation were sources of data, the instrument used in collecting the data, and the technique for data collection. So, this phase discussed about the process of recording and gathering all relevant data occurred during the implementation of the action. The writer used field note or unstructured observation sheet as a guideline while observing.

### 4. Reflecting

Reflecting phase aimed to reflect the data that have been collected to determine whether the action was successful or not. It was necessary for evaluation to hold next cycle needed to be accomplished. This phase carried out collaboratively with the teacher to discuss some problems in the classroom that occurred during action phase.

## **D. Technique of Collecting Data**

Technique of collecting data in this study was both qualitative data and quantitative data. The researcher used quantitative data which was the researcher gave the students written test of descriptive text. It meant that the researcher asked the students to make descriptive paragraph. While qualitative data consisted of observation, interview, test, and researcher notes. The completely explanation as follows:

#### 1. Observation

The researcher did observation to gather the information about the situation during the teaching and learning process. Observation was also used to know the students' difficulties and the process of the English teaching and learning before the actions. The researcher observed the condition of the teaching and learning process and the students' behaviour during the class. During the observation, the

researcher gained data in the form of photographs and videos. The researcher collaborated with the English teacher and the researcher's colleagues to gain the data.

## 2. Interview

Interview was particularly useful for getting data behind the English teacher's experiences before classroom action research. It was used to know students' difficulties in writing ability, and the technique which was used by teacher when writing activity. The interview also carried out after classroom action research to know the teacher's response toward the idea of guided question technique.

## 3. Test

The tests used in this study are pre-test and post-test. Pre-test was done before implementing guided question technique. Meanwhile, post-test was implemented after using guided question technique. Type of test was essay test. The test was included three sentences in every paragraph. The test was used to measure students' writing ability and to know the effectiveness of guided question technique to improve students' writing ability of descriptive text. Then, the researcher collected the students' work and scored it by using rubric from Oshima and Hogue which included some components such as format, punctuation and mechanics, content, organization, grammar and sentence structure.<sup>30</sup> (See lesson plan on appendices).

## 4. Researcher Notes

Researcher note was one of the instruments of the research that was used to record every that happened before and during the research and observation which

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<sup>30</sup> Oshima and Hogue, (2007), *Introduction to Academic Writing*, New York: Pearson Education Limited, p. 196.

was going on. It was private note about observing, feeling, responding, mind, and explaining.

#### 5. Documentation

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

### **E. Technique of Analyzing Data**

This research used qualitative and quantitative data. There were some steps to get data analysis from both techniques, they were:

#### 1. Qualitative Data

Miles and Huberman technique was used to analyze the qualitative data, the process of the analysis was starting from: data reduction, data display, and conclusion verification.

Data reduction is the process of reducing the data occurring repeatedly. Data reduction is the process of selecting, focusing on the important things, simplifying, abstracting and transforming the data that appear in transcription. In this research, the researcher did these steps in data reduction as follows:

1. The researcher started with observing whole data which available from variation source.
2. Then, the researcher summarized for every meeting with informant.
3. After that, the researcher choosed the data base on the level of every data group.
4. Arranged the data in every data group.
5. After that, the researcher made coding data based on the process of the research.

After data reduction, the next step in analyzing the data was data display. Data display is the process of showing data simply in the form of words, sentence, narrative, table, and graphic in order to the research mastered in the data collected as the basic of taking appropriate conclusion. In this study, the researcher did as follows:

1. Collecting the result of data reduction.
2. Arranging the relevant data of research.
3. Madea diagram or matrix. The content of diagram or matrix presented in codes or symbols (words or phrasal verbs).

The last step of qualitative data analysis according Miles and Huberman was conclusion drawing and verification. The conclusion in qualitative research is a new discovery that can be an answer of the research problem. In this step the researcher made the conclusion and got the result of the data analysis. The conclusion aimed to make clear explanation that has already presented in data display.

After the process of data qualitative analysis was finished, the researcher ensured the trustworthiness at the data analysis by using peer debrief, member check, and inter-rater reliability. In peer debrief, the researcher needed help from lecturer and other friends as the researchers too to check the interview's transcript and then they gave some feedbacks for us to make our research better and can be trusted. In the process of peer debrief, the researcher consulted to the lecturer to reflect on what is right (or wrong) in each stage of data analysis.

The second was member check. In member check, the researcher re-checked the data that already got from the students or the English teacher as the collaborator, The researcher answered interview sheet from the students and collaborator to ensure that their answered was same like the interview transcripts.

The last was inter-rater reliability. In inter-rater reliability, the researcher needed help from English teacher to check the students' work with the rubric assessment as the guideline in order to avoid the gap of score among the students. The score must be objective.

## 2. Quantitative Data

Quantitative data was analyzed by computing the score of writing test. The score of students' writing test corrected by the researcher and the English teacher as the collaborator in this research. The mean of students score was computed in every writing test within two cycles in order to see student's improvement at writing descriptive text. To know the mean of the student's score in each writing evaluation, the following formula:  $X = \frac{\sum X}{N}$  Where:  $X$  = The mean of the students.

$$\frac{\sum x}{\sum N} = \text{Total Score}$$

$$\sum N = \text{The number of the students.}$$

To categorize the number of the students who passed the successfully, the writer applied the following formula:

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

Where:

- P = The percentage of those who get the points up to 75.
- R = The number of the students who get the points up to 75.
- T = The total number of the students.



## **CHAPTER IV**

### **RESEARCH FINDING AND DISCUSSION**

In this chapter, the result of the research will be presented by the researcher. It showed the result of the process in teaching descriptive text by using guided question method at eleventh grade of MAS Al Manar Hamparan Perak.

#### **A. Research Finding**

The research findings that found by doing the research regarding with the implementation of presentation, practice and production method in the class was to improve the students' skill in writing descriptive text by using guided question method at MAS Al Manar Hamparan Perak. The researcher showed the result of qualitative and quantitative data. The qualitative data was taken from interview, observation, researcher notes and documentation. The quantitative data was taken from the mean of students' score in writing descriptive text. The data was taken from XI-2 which consisted of 26 students. The research was done in two cycles. Every cycle consisted of four steps of planning, acting, observing and reflecting. Each cycle consisted two meetings in this research.

##### **1. Preliminary Study**

Before the researcher conducted the first cycle, the first step that researcher must be done is doing the preliminary study. The preliminary study held on 30<sup>th</sup> November 2019 as the first meeting. In this step, the researcher gave the pre test to all students in order to know their ability in writing descriptive text. There were 26 students who followed the pre test. The result of the pre test showed there were just 5 students who passed the standard minimum score (KKM) which is 75. The total of the students' score from the pretest was 1520. So, the mean of the score

was 58,46. Then, the percentage of the students' who passed the test was 19,23% from 5 students , in other hand there were 21 students who failed and did not passed standard minimum score (KKM) that is 75. Thus, the result of the pre test indicated that the students' skill in writing descriptive text was low.

The qualitative data were taken by the interview sheet, observation sheet, documentation, and researcher notes. The interview sheet was done to the teacher and also to the students before the cycle and after the use of guided question method. The observation sheet was used to measure the level of the students' activities during teaching learning process. The observation sheet was focused on the situation of teaching learning process. Meanwhile, the documentation was necessary to recorded all the things that happened in the class, it can be pictures, lesson plan or the students' work. And then, the researcher notes was done by the researcher itself in order to write down all the things that happened in the class from the researcher began the class until end.

The result that researcher got in interview sheet to the teacher before doing the research was the teacher's problem in making the learning process interesting. The students still have not understand about descriptive text and they were lack of vocabulary and found some difficulties when they were transferring their idea into a written form so that's why they didn't know what they should write for. It supported from the result of interview with the English teacher and the students:

“Based on my experience, the student’s participation in writing skill is good. But only for some students. The other students are not too interesting for learning English writing. I don’t know why, maybe they don’t know more about English, especially in writing, or they lack of vocabulary and they don’t know what they want to write. So, that’s why they have low score in English writing text. ”

(Interview with Teacher, See appendix IX )

“Saya suka menulis. Tapi saya tidak bisa menemukan ide apa yang mau saya tulis dan juga saya kurang vocabulary” (I love writing. But, can’t find what idea that I want to write and I lack of vocabulary.)

(Interview with Students, See appendix VIII)

“Saya tidak suka menulis. Karna menulis itu susah. Saya tidak tau apa yang mau saya tulis dan saya tidak menegerti.”(I hate writing. Because writing is difficult. I don’t know what I want to write and I don’t understand.)

(Interview with Students, See appendix VIII)

The quantitative data was taken from pre-test. The improvement of the students' score was recorded by giving them the test in every cycle. The pre-test was done before the Classroom Action Research. It was conducted on Saturday, November 30<sup>th</sup> 2019. There was a question that asked the students to write down the descriptive paragraph consist of 3-5 sentences in every paragraph by choosing 3 themes, those were about my sister, my best friend, and my house.

Based on the qualitative and quantitative data above, the researcher concluded that the students’ skill in writing descriptive text was still low. Therefore, the researcher would like to continue to the first cycle hoping that the students will improve their skill in writing descriptive text to be better.

## **2. Reports of Cycle I**

In the first cycle, there were two meetings in this cycle. It consisted of planning, acting, observing and reflecting arranged as follows:

### **a. Qualitative Data**

The finding of the implementation of Guided Question Method at MAS Al Manar Hamparan Perak discussed as follow:

### **1) The discussion of implementing Guided Question Method in Cycle I**

The cycle I was conducted in two meetings. Every meeting had the same steps in implementing the guided question method. Before the researcher entering the core activity, there were planning had done by the researcher, the planning were: 1) Designing the lesson plans (see appendix XII), 2) Preparing topic paragraphs for students and exercise in each session to improve the students' ability in writing (see appendix XII), 3) Constructing and administering post-test should be given in the end of each cycle (see appendix XII), 4) Preparing an interview sheet for the students (see appendix XII).

After planning, the researcher started to enter the class and gave treatment to the students by teaching them descriptive text by using guided question method. The researcher tell the students about what the topic which would be learned, that was descriptive text. Then, the researcher gave topic material in the cartoon paper to the students. After that, the researcher guided the students by giving them the guided question to find out what is descriptive text. The researcher guided the students by giving them question about the material until they can know what the definition, purpose and generic structure of descriptive text. Then, the researcher gave them example of descriptive text to make them more understand with the characteristics of descriptive text. The researcher asked the students to identify the characteristics and generic structure of descriptive text. The researcher also gave feedback to the students with question and answer session about descriptive text until the students can receive the material well before the researcher gave them post test I.

After that, in the next day, the researcher gave the students post test I or a paper test of descriptive text and asked them to make descriptive text about the topic based on the explanation from the treatment before. While the students did their work, the researcher observed all activity of students and take pictures of

those. The researcher went around the class and observed the behavior of students, the response, the attitude and other activities in the action process. While the researcher around the class, the researcher found some students who seemed confuse. The researcher asked one of students:

“kenapa kamu kelihatan bingung Iqbal? kamu sudah paham atau belum ? (why you look confuse Iqbal? have you understood or not?” (See appendix XII)

Iya miss, saya kurang paham dan saya bingung apa yang mau saya tulis, karena saya tidak tau menulis dalam bahasa inggris. (yes miss, I am not too understand and I am confuse what I want to write, because I don't know how to write in English). (See appendix XII).

After asked the students, the researcher re-explained and guided the students to make them understand and easier to transfer their idea into written form. The researcher did it just for the students who got difficulties in making the descriptive text. The researcher observed the activities of students until the end of the cycle I. When they finished their work, the researcher went around the class to check their work and collected the students' work. After that, the researcher closed the learning process and reminded the students to learn more about descriptive text.

## **2) The problems faced by the researcher in implementing Guided Question Method in cycle I**

After the researcher implemented the guided question method to improve the students' skill in writing descriptive text in cycle I, the researcher found some problems that faced in learning process in the class. Some problems faced by the researcher while implementing guided question method in the class were:

1. The students ignored the instruction from the researcher

The students didn't pay the attention for the researcher who gave the instruction in front of the class. Most of the students run over the classroom and

make some noise with other students. When the researcher came to checked them and see what they have written but the other one made some noise. (See appendix XII).

## 2. The students lack of vocabularies

This problem happened when the researcher found some students who confused about their work. The researcher asked the reason to the students, the students said that they didn't know how to write in English because they didn't know the words in English well. And also they always asked me about the vocabulary in English that they want to write. (See appendix XII).

## 3. The students hardly transferring their idea

The researcher needed the extra effort to stimulate the students to express their idea and transferred it into written form. Most of the students ashamed to show their works to the researcher. But the researcher believed that the students had the potential to write something in English. (See appendix XII).

### **b. Quantitative Data**

From the previous steps has been done by the teacher, to see the improvement of students' score in pre test and post test I, researcher try to served it in table as follows :

**Table 4.1. The Comparison of Students' Score**

Meeting		Students who got up to 75	Percentage
Pre-Test	I	5	19,23%
Cycle 1	II	8	30,76%

Based on the result of post-test I in this cycle, the data showed that the mean score of post-test was 67,30 and the percentage of the students who passed the test was 30,76%. There were 8 students who derived the score above the Standard

Minimum Score (KKM-Kriteria Ketuntasan Minimal) that was 75. Meanwhile, the other 18 students were under the standard minimum score. The lowest achievement gained 50 score. Thus, based on the data above, the post-test of the cycle I was categorized unsuccessful because there were no half of the students who passed the test, but for the skill aspect of the students in writing descriptive text was improve.

### **3) Reflection**

The implementation of guided question method in the class didn't running well. Many obstacles faced by the researcher when collecting the data. There were some plans which didn't apply in the class. Therefore, the reflection might necessary do by the researcher. The reflection conducted by collecting the interview and observation sheet that fulfill by the English teacher as a collaborator and the students. In this session, the researcher needed the help from the English teacher as a collaborator in order to measure the students' work in writing descriptive text and analyzed which the action or plans that worked in the class or didn't work.

The result of quantitative data in the end of cycle one showed that there were some improvements if we compared with the result of pre-test, however there were just a half of students who passed the KKM. But, their skill was improved. In this case, the researcher might evaluate which one the steps were effective or not and rearranged the plans in order to make the result in cycle II would be better.

### **3. Reports in Cycle II**

In this phase, the researcher expected the result of the students' improvement would be better than the previous cycle. The second cycle was conducted by the researcher in order to get the best improvement from the students and at least they

reached the Standard Minimum Score (KKM) that is 75. In this cycle, the researcher seemed to be more prepared and as the researcher already got the reflection from the previous cycle. The result from this phase divided in two also, that were qualitative data and quantitative data.

#### **a. Qualitative Data**

The finding of the implementing Guided Question method at MAS Al Manar Hamparan Perak will be discussed as follow:

##### **1) The discussion of implementing Guided Question Method in cycle II**

The researcher chosed to continue the research in cycle two. The aim was to improve the students' score in writing descriptive text post-test in the first cycle. The students' response in learning descriptive text was improved. The students were active and enthusiastic in learning descriptive text by using guided question method. The phenomenon in the class also changed. The students were more active than before and paid attention to the researcher. The researcher also looked at the improvement of the students in every meeting. (See appendix XII).

Before the researcher entering the core activity, there were planning had done by the researcher, the planning were: 1) Designing the lesson plans for cycle II (see appendix XII),2) Preparing new material to improve the students' ability in writing descriptive text (see appendix XII), 3) Constructing and administering post-test should be given in the end of each cycle (see appendix XII).

After planning, the researcher entered the class and gave second treatment to the students by teaching them descriptive text by using guided question method. The researcher gave topic material in the cartoon paper again to the students. After that, the researcher guided the students by giving them the guided question to find out what is descriptive text. The researcher guided the students by giving them question about the material until they can more understand. Then, the researcher



gave them example of descriptive text to make them more understand with the characteristicst and generic structure of descriptive text. The researcher asked the students to identify the characteristics and generic structure of descriptive text. The researcher also gave feedback again to the students with question and answer session about descriptive text until the students can receive the material well before the researcher gave them post test II.

After that, in the next day, the researcher gave the students post test II or a paper test of descriptive text and asked them to make descriptive text about the topic based on the explanation from the treatment before. While the students did their work, the researcher observed all activity of students and take pictures of those. The researcher went around the class and observed the behavior of students, the response, the attitude and other activities in the action process. The researcher got some improvement in the learning process. In the previous meeting, the students looked like confuse and ignored the researcher and made noisy in the class. But, in this cycle, the students improved their behavior and response in learning process by using guided question method. They looked like more interesting, active and enthusiastic to learn English, especially for our topic descriptive text. And also, they were not ashamed anymore to ask the researcher when they confused about their work. When they finished their work, the researcher went around the class to check their work and collected the students' work and closed the learning process.

## **2) The problems faced by the researcher in implementing Guided Question Method in cycle II**

After the researcher implemented the guided question method to improve the students' skill in writing descriptive text in cycle II, the researcher found the problem that faced in learning process in the class. The students still lack of

vocabularies. This problem happened when the researcher found some students who confused about their work. The researcher asked the reason to the students, the students said that they were still confused how to write descriptive paragraph in English. Some of the students didn't bring the dictionary. That's why they were difficult to find the English word to write descriptive paragraph. So, they always asked the researcher about the vocabulary in English that they wanted to write.

(See appendix XII).

### **b. Quantitative Data**

From the previous steps has been done by the teacher, to see the improvement of students' score in pre-test and post-test I and post-test II, researcher tried to served it in table as follows :

**Table 4.2. Comparison of Students' Score**

Meeting		Students who got up to 75	Percentage
Pre-Test	I	5	19,23%
Cycle 1	II	8	30,76%
Cycle 2	III	21	80,76%

In the pre-test, there were 5 students (19,23%) who got up to 75. In the posttest in cycle I, there were 8 students (30,76%) who got up to 75. In the post test in cycle II there were 21 students (80,76%) who got up to 75. It means there was improvement about 61,53%.

The reflection of Classroom Action Research (CAR) was carried out after getting the result of descriptive text test. The researcher felt satisfied in as much students' improvement in understanding descriptive text can be realized. The students were easier to understand the material. It was proved by the improvement of their scores from the pre-test to the post test I and post test II.

After achieving the target research of where minimally 21 students who passed the Standard Minimum Score (KKM) 75, therefore the research decided to stop CAR because it had already succeeded by 21 students who passed it. It was meant, the researcher did not need to revise the plan.

According to the result of the evaluation that has been done by the research, it could be assumed that the implementation of Classroom Action Research to teach descriptive text by using guided question method was appropriate with the planning that had been discussed by the researcher. In this case, each action was planned as good as possible so that the learning activities could be accomplished well.

### **3) Reflection**

The researcher implemented the guided question method in cycle II with many obstacles. Meanwhile, the researcher reflected on the implementation of each cycle. In this case, the researcher need a help from the English teacher that acted as the collaborator to analyze the data got from observations and interviews in order to evaluate the action and found out what worked or did not work in the action. In this stage, the feedback of teaching learning process taken from the result of observation, test, documentation, and interview. Therefore, the researcher concluded that after having checked the students' test, the researcher found that the score and skill of students in writing descriptive text was improve. Most of students' score increased from the first test to the third test. Thus, the researcher and the collaborator decided that the cycle could be stopped because the result showed that the students' skill in writing descriptive text was improve by implementing the guided question method in the class.

## **B. Discussion**

The aim of this research is to find out whether the implementation of guided question method could improve the students' skill in writing descriptive text at the eleventh grade of MAS Al Manar Hamparan Perak or not. The discussion stage of this research were pre-cycle, cycle I, and cycle II. In pre-cycle, the researcher gave the preliminary test that was writing text about descriptive text in order to know the students' skill in writing. Then, in cycle I, the researcher had done the action of using guided question method. The researcher continued to the cycle II in order to show that implementing guided question method improved the students' skill in writing descriptive text at eleventh grade of MAS Al Manar Hamparan Perak. It was proved by the score of the test that the researcher gave to the students. The researcher discussed with the English teacher in scoring the test of the students.

The implementation of guided question method is significant to improve the students' skill in writing English and for the teacher realized that teaching learning is not only giving material for the students but also giving the opportunity to make their own sentences by using guided question method. The researcher also noticed that implementing the guided question method, in teaching learning process also made the students more active in the class. And the findings that researcher got in the class is same that the guided question method can help the students to improve their ability in writing descriptive text, the students can make their own descriptive text even just a simple descriptive text.

Based on the explanation above, the researcher concluded that the implementation of guided question method can improve the students' skill in writing descriptive text. It could be seen from the qualitative data which avowed

that the students were more active and interested in learning English and easily to create their own descriptive text.

The result of this research showed that guided question method can improved the students' writing skill of descriptive text, especially in their enthusiasm in learning English process. With that improvement, the students could be easier to explore their idea in writing descriptive text. So, the result of this research lined with Muhammad Bagus Nawawi (2011) showed the improvement of implementing guided question method in making students easier to explore their idea in writing descriptive text. In the other hand, Sahaja Talenta Imanisa (2017) showed the improvement of implementing guided question method in all aspects of writing Narrative text.

Using guided question method influenced the classroom activities become more comfortable and lead the students learn more passionately. Students feel more confidence to learn and teacher will also teach well. Teaching descriptive text without using guided question method probably will make the students less comfortable and confident on learning descriptive text.

## CHAPTER V

### CONCLUSION AND SUGGESTION

#### A. Conclusion

From the findings, it can be concluded that the students' ability in writing descriptive text has improved. It can be seen that there were only 5 students or 19,23% from 26 students who passed the Kriteria Ketuntasan Minimum (KKM). The total of the students' score was 1520 and the mean score was 58,46. In cycle I, the students' ability in writing descriptive text was improved. It can be seen from the result of the students' score of the test that there were 8 of 26 students who passed the KKM. The total of the students' score was 1750 and the mean score was 67,30. The percentage of the students who passed the KKM was 30,76%. In cycle II, the students got improvement in writing procedure text more than cycle I. It was proven from the students' score that 21 students of 26 students who passed the KKM. The percentage of the students who passed the KKM was 80,76% in which the total score was 2020 and the mean score was 77,69. Guided question is an effective method to teach descriptive text. It can be seen from the score of the students.

#### B. Suggestions

1. For all of English teacher to use guided question method especially in teaching descriptive text. This method is suitable to teach English subject. Also, as a teacher, we teach the students in different era, different culture and different situation, so we have to learn in every single time to upgrade our knowledge and our teaching skill. Never stop to learn.

2. For the students. The result of this research can help the students to improve their writing ability of descriptive text and make the students be active in the learning process.
3. For other researchers, the result of this research can be used to conduct the same research with the various variables, such as speaking ability.

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## Appendix I

### LESSON PLAN

#### (CYCLE 1)

School	: MAS Al-Manar
Subject	: English Lesson
Material	: Descriptive Text
Class	: XI-2
Aspect/Skill	: Writing
Time Allocation	: 2 x 40 minutes

#### A. Core Competence

- **KI-1** : **Live and practice** the teachings of the religion adhered.
- **KI-2** : **Live and practice** honest behavior, discipline, courtesy, caring (mutual, cooperative, tolerant, peaceful), accountable, responsive, and proactively interact effectively in accordance with the child's development in the environment, families, schools, communities and the natural environment around the nation, State, regional, and international area ".
- **KI-3** : Understand, implement, and analyze factual knowledge, conceptual, procedural, and Meta cognition based on curiosity about science, technology, art, culture, and Humanities with insight into humanity, nationality, State of the Union, and the associated cause civilization phenomena and events, as well as implementing the procedural knowledge in a specific field of study in accordance with their aptitude and interest in solving problems
- **KI-4** : Cultivate, think and provide in the realm of concrete and abstract domains associated with the development of which he had learned in school

independently, act effectively and creatively, as well as being able to use appropriate methods to academic rules.

**B. Basic competency and Indicator Achievement Competence**

No.	Basic competencies	Indicators of Competence Achievement
1.	3.7 Analyzing structure of text, element of language for doing social function of descriptive text and ask about description of people, appropriate with its context.	3.7.1 Identifying social function, structure of text and elements of language of descriptive text, short and simple about people.
2.  3.	4.8 Capturing meaning in oral and written descriptive texts, short and simple.  4.9 Arrange oral and written descriptive texts, short and simple, about people, place and things around it, taking into account social functions, text structures, and language elements that are correct and in context.	4.8.1 Responding meaning in descriptive text, oral and written, simple about people.  4.9.1 Arranging descriptive text oral and written, short and simple about people.

C. Learning objectives

Students can show seriousness in learning English regarding to descriptive text, short and simple about people. Students can show caring behavior, self-confidence and

responsible in doing communication regarding to descriptive text simple about people. Students can identify social function, structure of text and elements of language of descriptive text about people. Students can respond meaning of descriptive text, oral and written about people. Students can arrange descriptive text oral and written about people.

#### **D. Learning materials**

##### **○ Fungsi Sosial :**

To describe, to communicate, to identify, to clarify, to criticize.

##### **○ Generic structure:**

- Identification = this part will introduce about the topic which will describe.
- Description = this part will describe the information about the topic, such as characteristics, physic behavior more specific.
- Conclusion = this part will conclude the description about the topic.

##### **○ Language feature:**

- Use simple present tense.

Verbal Sentence

(+) Subject + Verb (-s/-es) + Object (-)

Subject + Do/Does + Not + Verb + Object

(?) D0/Does + Subject + Verb + Object + ?

Nominal Sentence

(+) Subject + To be (is/am/are) + Complement ( adjective/adverb/noun)

(-) Subject + To be (is/am/are) + Not + Complement (adjective/adverb/noun)

(?) To be (is/am/are) + Subject + Complement (adjective/adverb/noun)

- Use adjectives and compound adjectives.  
Example: brown-skinned, attractive and beautiful.
- Use linking verbs appear, is, etc.
- Use attributes has and have.
- Use question words who, which, how, where, etc.
- Use pronoun I, you, we, they, he, she, it.
- Use possessive pronoun my, your, our, their, his, her, its.
- Use action verb related to the simple present tense.  
Example: be, have, work, live, etc.
- Use singular and plural nouns.

### **E. Learning Method**

Guided Question Technique

### **F. Media, Tools and Source Learning**

#### **1. Media**

Cartoon Paper

#### **2. Tools**

White board, Board marker.

#### **3. Learning Resources**

Text book, Internet.

### G. Learning Steps

Part of Learning Steps	Learning Activities
<b>Intoduction Activities ( 10 Minutes )</b>	<ol style="list-style-type: none"> <li>1. The teacher gives greetings.</li> <li>2. The teacher checks the attendance of students.</li> <li>3. The teacher explain the learning objectives.</li> </ol>
<b>Core Activities (60 Minutes)</b>	<p><b>Observing</b></p> <ol style="list-style-type: none"> <li>1. Students are asked to observe and identify the list of questions given by the teacher.</li> </ol> <p><b>Questioning</b></p> <ol style="list-style-type: none"> <li>2. Learners respond to questions related to the topic of descriptive text that will be written.</li> </ol> <p><b>Exploring</b></p> <ol style="list-style-type: none"> <li>3. Students are given examples of descriptive text and they answer questions according to the text.</li> <li>4. The students analyze social functions, generic structures and language elements used in descriptive text.</li> </ol> <p><b>Associating</b></p> <ol style="list-style-type: none"> <li>5. Students read the answers of the questions in front of the class</li> </ol> <p><b>Communicating</b></p> <ol style="list-style-type: none"> <li>6. Students make descriptive text from their answers.</li> </ol>
<b>Closing Activities (10 Minutes)</b>	<ol style="list-style-type: none"> <li>1. Students and teachers reflect on learning activities.</li> <li>2. Students and teachers provide feedback on the learning process and results.</li> <li>3. The teacher gives the task for students to look for examples of descriptive text from the internet.</li> <li>4. Students and teachers say goodbye.</li> </ol>

## H. Assessment

### 1. Process assessment

No.	Rated aspect	Assessment Techniques	Time of Assessment	Assessment Instrument	Information
1.	Honest	Observation	Process	Observation Sheet	
2	Responsible				
3	Discipline				
4 .	Cooperation				
5	Self-Confidence				

### 2. Observation Sheet:

No	Student's name	Attitude					Value		
		Honest	Responsible	Discipline	Cooperation	Selfconfidence	1	2	3

### Attitude Assessment Criteria:

No.	Responsible	Score
1	Carry out the task well on time.	3
2	Carry out tasks but not on time.	2
3	Not carrying out the task	1
	Care	
1	Be serious in paying attention and participating	3

	in every activity in the learning process	
2	A little serious in paying attention and participating in every activity in the learning process	2
3	Not serious in paying attention and participating in every activity in the learning process	1
	Cooperation	
1	Work together and be proactive in groups during the learning process	3
2	Not fully and less proactive in the group during the learning process	2
3	Not cooperating and proactive in groups during the learning process	1
	Love peace	
1	Maintain harmony in groups during the learning process	3
2	A little to maintain harmony in the group during the learning process	2
3	Do not maintain harmony in groups during the learning process	1

Information :

3 = A (Good)    2= B ( Enough )    1= C (Less )

#### 4. Scoring Rubric

Scoring Rubric: Paragraph Criteria	Maximum Score	Actual Score



<u>Format – 5 points</u>		
There is a title	1	.....
There is centered	1	.....
The first line is intended	1	.....
The writing is tidy and clean	2	.....
Total	5	
<u>Punctuation and Mechanics – 5 points</u>		
There is a period after every sentence	1	.....
Capital letters are used correctly	1	.....
The spelling is correct	1	.....
Commas are used correctly	2	.....
Total	5	
<u>Content – 20 points</u>		
The paragraph fits the assignment	5	.....
The paragraph is interesting to read	5	.....
The paragraph uses the writer’s care and thought	10	.....
Total	20	


The paragraph fits the assignment	5	.....
The paragraph is interesting to read	5	.....
The paragraph uses the writer's care and thought	10	.....
Total	20	
<u>Organization – 35 points</u>		
The paragraph begins with identification	10	.....
The paragraph contains several description supporting sentences that explain or prove identification	20	.....
The paragraph ends with an appropriate concluding sentence	5	
Total	35	
<u>Grammar and Sentence Structure – 35 points</u>		
Estimate a grammar and a sentence structure	35	.....
Total	35	
Grand Score	100	.....

Medan, 23 Agustus 2019

The Head Master

The English Teacher

The Researcher


  
 Drs. Abd. Hapiz Hsb

Svahril, S.Pd

Putri Hapnijar Hidayat

NIP. -

NIP. -

NIM. 34.15.4.170

## Appendix II

### LESSON PLAN

#### (CYCLE 2)

School : MAS Al-Manar  
Subject : English Lesson  
Material : Descriptive Text  
Class : XI-2  
Aspect/Skill : Writing  
Time Allocation : 2 x 40 minutes

#### A. Core Competence

- **KI-1** : **Live and practice** the teachings of the religion adhered.
- **KI-2** : **Live and practice** honest behavior, discipline, courtesy, caring (mutual, cooperative, tolerant, peaceful), accountable, responsive, and proactively interact effectively in accordance with the child's development in the environment, families, schools, communities and the natural environment around the nation, State, regional, and international area ".
- **KI-3** : Understand, implement, and analyze factual knowledge, conceptual, procedural, and Meta cognition based on curiosity about science, technology, art, culture, and Humanities with insight into humanity, nationality, State of the Union, and the associated cause civilization phenomena and events, as well as implementing the procedural knowledge in a specific field of study in accordance with their aptitude and interest in solving problems

- **KI-4** : Cultivate, think and provide in the realm of concrete and abstract domains associated with the development of which he had learned in school independently, act effectively and creatively, as well as being able to use appropriate methods to academic rules.

### **B. Basic competency and Indicator Achievement Competence**

<b>No.</b>	<b>Basic competencies</b>	<b>Indicators of Competence Achievement</b>
1.	3.7 Analyzing structure of text, element of language for doing social function of descriptive text and ask about description of place, appropriate with its context.	3.7.1 Identifying social function, structure of text and elements of language of descriptive text, short and simple about place.
2.  3.	4.8 Capturing meaning in oral and written descriptive texts, short and simple.  4.9 Arrange oral and written descriptive texts, short and simple, about people, place and things around it, taking into account social functions, text structures, and language elements that are correct and in context.	4.8.1 Responding meaning in descriptive text, oral and written, simple about place.  4.9.1 Arranging descriptive text oral and written, short and simple about place.

### **C. Learning objectives**

Students can show seriousness in learning English regarding to descriptive text, short and simple about place. Students can show caring behavior, self-confidence and responsible in doing communication regarding to descriptive text simple about place.

Students can identify social function, structure of text and elements of language of descriptive text about place. Students can respond meaning of descriptive text, oral and written about place. Students can arrange descriptive text oral and written about place.

#### **D. Learning materials**

##### **○ Fungsi Sosial :**

Descriptive text aims to describe, to communicate, to identify, to clarify, to criticize.

##### **○ Generic structure:**

- Identification = this part will introduce about the topic which will describe.
- Description = this part will describe the information about the topic, such as characteristics, physic behavior more specific.
- Conclusion = this part will conclude the description about the topic.

##### **○ Language feature:**

- Use simple present tense.

Verbal Sentence

(+) Subject + Verb (-s/-es) + Object (-)

Subject + Do/Does + Not + Verb + Object

(?) D0/Does + Subject + Verb + Object + ?

Nominal Sentence

(+) Subject + To be (is/am/are) + Complement (adjective/adverb/noun)

(-) Subject + To be (is/am/are) + Not + Complement (adjective/adverb/noun)

(?) To be (is/am/are) + Subject + Complement (adjective/adverb/noun)

- Use adjectives and compound adjectives.

Example: brown-skinned, attractive and beautiful.

- Use linking verbs appear, is, etc.

- Use attributes has and have.
- Use question words who, which, how, where, etc.
- Use pronoun I, you, we, they, he, she, it.
- Use possessive pronoun my, your, our, their, his, her, its.
- Use action verb related to the simple present tense.

Example: be, have, work, live, etc.

- Use singular and plural nouns.

### **E. Learning Method**

Guided Question Technique

### **F. Media, Tools and Source Learning 1. Media**

Cartoon Paper

#### **2. Tools**

White board, Board marker.

#### **3. Learning Resources Text**

book, Internet.

### **G. Learning Steps**

<b>Part of Learning Steps</b>	<b>Learning Activities</b>
<b>Intoduction Activities ( 10 Minutes )</b>	4. The teacher gives greetings. 5. The teacher checks the attendance of students. 6. The teacher explain the learning objectives.
<b>Core Activities (60 Minutes)</b>	<b>Observing</b>

	<p>7. Students are asked to observe and identify the list of questions given by the teacher.</p> <p><b>Questioning</b></p> <p>8. Learners respond to questions related to the topic of descriptive text that will be written.</p> <p><b>Exploring</b></p> <p>9. Students are given examples of descriptive text and they answer questions according to the text.</p> <p>10. The students analyze social functions, generic structures and language elements used in descriptive text.</p> <p><b>Associating</b></p> <p>11. Students read the answers of the questions in front of the class</p> <p><b>Communicating</b></p> <p>12. Students make descriptive text from their answers.</p>
<b>Closing Activities (10 Minutes)</b>	<p>5. Students and teachers reflect on learning activities.</p> <p>6. Students and teachers provide feedback on the learning process and results.</p> <p>7. The teacher gives the task for students to look for examples of descriptive text from the internet.</p> <p>8. Students and teachers say goodbye.</p>

### H. Assessment 1. Process assessment

No.	Rated aspect	Assessment Techniques	Time of Assessment	Assessment Instrument	Information
1.	Honest	Observation	Process	Observation Sheet	
2	Responsible				
3	Discipline				
4 .	Cooperation				
5	Self-Confidence				

### 2. Observation Sheet:

No	Student's name	Attitude					Value		
		Honest	Responsible	Discipline	Cooperation	Selfconfidence	1	2	3

### 3. Attitude Assessment Criteria:

No.	Responsible	Score
1	Carry out the task well on time.	3
2	Carry out tasks but not on time.	2
3	Not carrying out the task	1
	Care	
1	Be serious in paying attention and participating in every activity in the learning process	3
2	A little serious in paying attention and participating in every activity in the learning process	2
3	Not serious in paying attention and participating in every activity in the learning process	1
	Cooperation	
1	Work together and be proactive in groups during the learning process	3
2	Not fully and less proactive in the group during the learning process	2
3	Not cooperating and proactive in groups during the learning process	1
	Love peace	
1	Maintain harmony in groups during the learning process	3



2	A little to maintain harmony in the group during the learning process	2
3	Do not maintain harmony in groups during the learning process	1

Information :

4 = A (Good)

2 = B ( Enough )

1 = C (Less )

#### 4. Scoring Rubric

Scoring Rubric: Paragraph Criteria	Maximum Score	Actual Score
<u>Format – 5 points</u>		
There is a title	1	.....
There is centered	1	.....
The first line is intended	1	.....
The writing is tidy and clean	2	.....
Total	5	
<u>Punctuation and Mechanics – 5 points</u>		
There is a period after every sentence	1	.....
Capital letters are used correctly	1	.....
The spelling is correct	1	.....
Commas are used correctly	2	.....
Total	5	

<u>Content – 20 points</u>		
The paragraph fits the assignment	5	.....
The paragraph is interesting to read	5	.....
The paragraph uses the writer’s care and thought	10	.....
Total	20	
<u>Organization – 35 points</u>		
The paragraph begins with identification	10	.....
The paragraph contains several description supporting sentences that explain or prove identification	20	.....
The paragraph ends with an appropriate concluding sentence	5	
Total	35	
<u>Grammar and Sentence Structure – 35 points</u>		
Estimate a grammar and a sentence structure	35	.....
Total	35	

Grand Score	100	.....
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Medan, 23 Agustus 2019

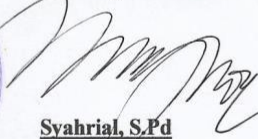
**The Head Master**


**The English Teacher**

**The Researcher**



Drs. Abd. Hapiz Hsb  
NIP.

  
Syahrial, S.Pd  
NIP.

  
Putri Hapnijar Hidayat  
NIM. 34.15.4.170

: MAS AI

:

### **Appendix III**

School -Manar Hamparan Perak

Name

Class :

#### Pre-Test

Please write a descriptive paragraph by choosing one of these topics below. The generic structures are identification, description and conclusion !

a. My Sister

b. My Best Friend

c. My House

**Key Answer of Pre Test:**

: MAS AI

:

#### **Appendix IV**

School -Manar

Name

Class :

#### Post-Test 1

Please write a descriptive paragraph by this topic below. The generic structures are identification, description and conclusion !

Sun Flower
------------

: MAS AI

:

**Appendix V**

School -Manar

Name

Class :

Post-Test 2

Please write a descriptive paragraph by this topic below. The generic structures are identification, description and conclusion !

Doraemon

## Appendix VI Observation sheet for students activities

No	Activity	Meeting of Cycle I		Meeting of Cycle II		Average	
		1	2	1	2	C-I	C-II
1	All of the students come on time	4	4	4	4	4	4
2	The students pay attention to the teacher's explanation	3	3	3	4	3	3,5
3	Students are active in joining the learning process	3	3	3	4	3	3,5
4	The students ask the teacher if there is something unclear	3	4	4	4	3,5	4
5	The students can answer the question from the teacher	3	3	3	4	3	3,5
6	The students can describe/imagine something coherently	2	3	3	4	2,5	3,5
<b>Total average</b>						<b>19</b>	<b>22</b>

Notes : 1 : Bad 2 : enough 3 : good 4 : very good

To know the student's activity in observation sheet, it can be calculated by using formula:

$$\text{Score} = \frac{\text{totalofaverage}}{\text{numberofactivity}} = \frac{19}{6} = 3.16 \quad \frac{22}{6} = 3 \text{ (Good) ,}$$

In this case, it can be stated that the teacher has done all of the activities well.

**Appendix VII                      Observation sheet for the teacher's activity**

No	Activity	Meeting of Cycle I		Meeting of Cycle II		Average	
		1	2	1	2	C-I	C-II
1	The teacher comes on time	4	4	4	4	4	4
2	The teacher greets the students	3	4	4	4	3,5	4
3	The teacher motivates the students	3	3	3	4	3	3,5
4	The teacher give instruction clearly	3	3	4	4	3	4
5	The teacher is serious in teaching and learning process	3	3	3	3	3	3
6	The teacher gives task to the students	4	4	4	4	4	4
7	The teacher monitors all of the students	3	3	3	4	3	3,5
8	The teacher conclude the material	3	4	4	4	3,5	4



<b>Total Average</b>	<b>27</b>	<b>30</b>
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Notes :

1 : Bad

2 : enough

3 : good

4 : very good

To know the student's activity in observation sheet, it can be calculated by using formula:

$$\text{Score} = \frac{\text{totalofaverage}}{\text{numberofactivity}} = \frac{27}{8} = 3.37 = 3 \text{ (Good) ,}$$

$$\text{C-II} = \frac{30}{8} = 3,75 = 4 \text{ (Very Good)}$$

In this case, it can be stated that the teacher has done all of the activities well.

## Appendix VIII

### INTERVIEW SHEET

#### Interview with the student (before implementation)

- The researcher : hello, good morning. How are you?
- The student I : good morning miss. I am fine. Thank you. And you?
- The researcher : oh, I am fine too. What is your name?
- The student I : my name is Rahmadhani Amama
- The student II : my name is Muhammad Rozi
- The researcher : do you like writing?
- The student I : yes, I like.
- The student II : no miss, I hate writing.
- The researcher : do you have any problem, when you writing? Could you mention it?
- The student I : yes, I do. It is about idea. I can't find hat idea that I want to write. And also I lack of vocabulary.
- The student II : off course miss, I have problem. Writing is difficult. I don't know what I want to write and I don't understand.

## Appendix IX

### INTERVIEW SHEET

### **Interview with the English teacher (before implementation)**

The researcher : based on your experience sir, how is the student's participation in writing skill ?

The teacher : based on my experience, the student's participation in writing skill is good. But only for some students. The other students are not too interesting for learning English writing. I don't know why, maybe they don't know more about English, especially in writing, or they lack of vocabulary and they don't know what they want to write. So, that's why they have low score in English writing text.

The researcher : what is the learning strategy that you use?

The teacher : just immediately, I ask them to come one by one in front of class and write what I say. I explain the material after I give the material in the whiteboard.

The researcher : is there any problem in their writing skill sir?

The teacher : off course. They can't still transferring their idea into written form and confuse how to write in English.

## **Appendix X**

### **INTERVIEW SHEET**

#### **Interview with the student (after implementation)**

The researcher : do you like the guided question method? Why?

The student I : yes I like. Because the method make me easy to understand and transfer my ideas.

The student II : yes I like miss, because this method is interesting. I can be more understand how to write descriptive text.

The researcher : do you feel guided question method can help you in mastering our material (writing descriptive text)? Why?

The student I : yes miss. Because the method asks us to master the material, so we can write better.

The student II : I think so miss. Guided question method make us more understand about the descriptive text because we work with your guiding question.

## **Appendix XI INTERVIEW SHEET**

### **Interview sheet with the English teacher (after implementation)**

The researcher : what do you think about guided question method sir?

The teacher : I think that guided question method is interesting way to improve student's ability in writing skill, especially writing descriptive text because the students more active, so they can write the text easily to transfer their idea with the guiding question.

The researcher : do you want to try this method sir?

The teacher : yes, Insya Allah if I have the chance.

The researcher : thanks sir for your advice and support.

The teacher : yes, you are welcome.

## **Appendix XII Researcher Notes**

Before the researcher entered the classroom for doing pre-test, the researcher prepared the material for students' work in writing English paragraph. The researcher confused what topic that would be given to the students for pre-test, the researcher discussed with the English teacher to make the test.

Meeting I ( 30 November 2019 )

In the first meeting. The researcher introduced herself and explained of her coming and gave pre- test. The researcher told a little about descriptive text and then gave a test of descriptive text. When the students did the writing test of descriptive text in the class. Most of them got confuse how to transfer their idea and what should they do first. Many problems have been found during teaching and learning process. They made noisy in the class and ignored the researcher instruction. They have problem to build the sentences. The researcher asked one of the students "any difficulty Rozi ? - Yes miss, saya tidak mengerti dan tidak tau mau melakukan apa. (I don't understand and I don't know what should I do)". So, it could be concluded that the students still had difficulties in writing descriptive text. After the researcher did the pre-test, the researcher measured the score of

students' pre-test with the help of English teacher and discussed more how should the researcher do for the cycle I.

For doing cycle I, the researcher must design the lesson plan. In designing lesson plan, the researcher got some problems and not easy to make it. The researcher made lesson plan by seeing the internet that related to the method. After that, the researcher saw the lesson plan of the English teacher for switching the material and indicators. Besides that, the researcher got confuse in preparing the material to apply the method. That is the problem which the researcher got in designing lesson plan. When the researcher prepared the material for students, the researcher compared with students' book and note of English teacher. Because the researcher wanted to make students easier to explore their idea by giving them the general topic of descriptive text for applying guided question method.

After preparing the material, the researcher prepared the test for the students. The researcher gave the general topic for the test, so that the students can easier to make descriptive text by their own idea. And then, the test would be given in the end of each cycle.

Besides that, the researcher prepared the interview sheet for the students. Interview sheet aimed to know the interesting of students in learning English, especially for descriptive text. In this phase, the researcher confused how many students would be asked, how many questions and what language the researcher must use.

#### Meeting II ( 02 December 2019 )

After completing the instrument in the planning, the researcher did the cycle I. In this cycle, the researcher gave treatment by teaching the students about descriptive text by using guided question method. The researcher gave media cartoon paper to show the example of descriptive text. The researcher guided the students by giving them guided question to find out what exactly descriptive text. And then, the researcher gave them feedback in the question answer session about the material. In this learning process, the situation was not too conducive, because the students ignored the instruction of researcher and made noisy in the class.

#### Meeting III ( 07 December 2019 )

In this meeting, the researcher gave the post-test I to the students and asked them to make descriptive paragraph by using the topic which has been there on the paper. The researcher observed the activities of students. While the researcher went around the class, the researcher found some problem who seemed confuse with their work. The researcher came to one of the students and asked him:

“kenapa kamu kelihatan bingung Iqbal? kamu sudah paham atau belum ? (why you look confuse Iqbal? have you understood or not?” (See appendix XII)

Iya miss, saya kurang paham dan saya bingung apa yang mau saya tulis, karena saya tidak tau menulis dalam bahasa inggris. (yes miss, I am not too understand and I am confuse what I want to write, because I don't know how to write in English). (See appendix XII).

After that, the researcher re-explained about descriptive text more to the students until they understand. But, the students were not only confuse about the material. They confused how to write sentence by using English words. They were lack of vocabularies and they didn't bring the dictionary to make them easier to make a sentence and found the word. So that, they always asked the researcher what the English word they wanted to write.

After the researcher gave post test I, the researcher discussed with the English teacher to measure the students' work. Then, the researcher asked the English teacher to reflect the learning process in cycle I. The English teacher and researcher discussed about which one the planning work well in the class and didn't work. After reflected all of the activities in the cycle I, the researcher wanted to revise in the cycle II. That supported by the score of students' work was still very low, so the researcher decided to continue to the cycle II.

#### Meeting IV (09 December 2019)

For doing cycle II, the researcher must design and revise the lesson plan. In designing lesson plan for cycle II, the researcher got some problems and not easy to make it. The researcher made lesson plan by seeing the internet that related to the method. Besides that, the researcher got confuse in preparing new material to apply the method. That was the problem which the researcher got in designing lesson plan. When the researcher prepared new material for students, the researcher compared with students' book and note of English teacher. Because the

researcher wanted to make students easier to explore their idea by giving them the general topic of descriptive text for applying guided question method.

After preparing the material, the researcher prepared the test for the students. The researcher gave the general topic for the test, so that the students can easier to make descriptive text by their own idea. And then, the test would be given in the end of each cycle.

After completing the instrument in the planning, the researcher did the cycle II. In this cycle, the researcher gave treatment by teaching the students about descriptive text by using guided question method. The researcher gave media cartoon paper to show the example of descriptive text. The researcher guided the students by giving them guided question to find out what exactly descriptive text. And then, the researcher gave them feedback in the question answer session about the material. In this learning process, the situation was not too conducive, because the students ignored the instruction of researcher and made noisy in the class. Fortunately, the students improved their response. They looked like more interesting and enthusiastic in learning descriptive text. They were not made noisy like previous meeting in the class. They also more active in the class, that made the researcher easier to teach by guided question method.

Meeting V (14 December 2019)

In this meeting, the researcher gave the post-test II to the students and asked them to make descriptive paragraph by using the topic which has been there on the paper. The researcher observed the activities of students.



**APPENDIX XIII DOCUMENTATION**





**KEMENTERIAN AGAMA REPUBLIK INDONESIA**  
**UNIVERSITAS ISLAM NEGERI SUMATERA UTARA MEDAN**  
**FAKULTAS ILMU TARBIYAH DAN KEGURUAN**

Jl. Williem Iskandar Pasar V Medan Estate 20371 Telp. (061) 6615683-6622925 Fax. 6615683  
 Website : [www.fitk.uinsu.ac.id](http://www.fitk.uinsu.ac.id) e.mail : [fitk@uinsu.ac.id](mailto:fitk@uinsu.ac.id)

Nomor : B-14142/ITK/ITK.V.3/PP.00.9/ 11/2019

Medan, 27 Nopember 2019

Lampiran : -

Hal : Izin Riset

**Yth. Ka. Madrasah Aliyah Swasta Al Manar Hamparan Perak**  
*Assalamu'alaikum Wr Wb*

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

Nama : PUTRI HAPNIJAR HIDAYAT  
 Tempat/Tanggal Lahir : Medan, 31 Agustus 1997  
 NIM : 34154170  
 Semester/Jurusan : IX/Pendidikan Bahasa Inggris

Untuk hal dimaksud kami mohon memberikan Izin dan bantuannya terhadap pelaksanaan Riset di Madrasah Aliyah Swasta Al Manar Hamparan Perak, guna memperoleh informasi/keterangan dan data-data yang berhubungan dengan Skripsi yang berjudul:

**IMPROVING STUDENTS' WRITING SKILL OF DESCRIPTIVE THROUGH  
 GUIDED QUESTION METHOD**

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

Wassalam  
 Kepala Jurusan PBI  
 Othmanul Hamidah Dly, M.Hum.  
 0622 200312 2 002

Tembusan:  
 Dekan Fakultas Ilmu Tarbiyah dan Keguruan UIN Sumatera Utara Medan





**YAYASAN PERGURUAN AL MANAR  
MADRASAH ALIYAH**

**DESA KLAMBIR KECAMATAN HAMPARAN PERAK**

Jl. Perintis Kemerdekaan Desa Klambir Kec. Hamparan Perak 20374

Telp. 08126535813 E-mail: [almanarbersinar@yahoo.com](mailto:almanarbersinar@yahoo.com)

**SURAT KETERANGAN MELAKSANAKAN PENELITIAN**

**Nomor : MAS/AM/DK\_HP/11/2019**

Yang bertanda tangan di bawah ini:

Nama : Drs. Abd Hapiz Hasibuan

NIP : -

Jabatan : Kepala Sekolah

Menerangkan bahwa Mahasiswa Universitas Islam Negeri Sumatera Utara:

Nama : Putri Hapnijar Hidayat

NIM : 34.15.4.170

Tempat dan Tgl Lahir : Medan, 31 Agustus 1997

Fakultas : Ilmu Tarbiyah dan Keguruan

Jurusan : Pendidikan Bahasa Inggris

Telah melaksanakan Penelitian di Madrasah yang saya pimpin. Adapun judul penelitian mahasiswa tersebut adalah:

**“Improving Students’ Writing Skill of Descriptive Text through Guided Question Method at MAS Al Manar Hamparan Perak”**

Demikian Surat Keterangan ini dibuat dengan sebenarnya untuk dapat digunakan semestinya.

Desa Klambir, 10 Desember 2019

Kepala Madrasah Aliyah Al Manar

Drs. Abd Hapiz Hasibuan



**THE SCORE OF STUDENTS IN PRE TEST, POT TEST I AND POST TEST II**

<b>NO</b>	<b>INITIAL OF STUDENTS</b>	<b>SCORE PRE TEST</b>	<b>SCORE POST TEST I</b>	<b>SCORE POST TEST II</b>
1	AI	45	55	75
2	AA	55	70	80
3	AA	35	50	75
4	AA	65	75	80
5	ADL	75	80	85
6	DSS	55	60	75
7	DL	60	70	80
8	FJ	60	70	80
9	HDL	55	65	75
10	HA	35	50	60
11	IY	80	85	90
12	JM	50	60	70
13	JL	60	70	80
14	MD	70	80	85
15	MR	45	55	60
16	NE	75	80	85
17	NA	80	85	90
18	NA	45	50	70
19	NM	40	50	80
20	PAY	70	75	85
21	PGA	60	70	80
22	RA	85	90	95
23	RAS	60	65	75
24	SF	55	65	75
25	SA	50	55	60
26	MF	35	50	60
	<b>TOTAL</b>	$\sum x = 1520$	$\sum x = 1750$	$\sum x = 2020$
	<b>MEAN</b>	$X = 58,46$	$X = 67,30$	$X = 77,69$