THE EFFECT OF GUIDED QUESTIONS TECHNIQUE TO IMPROVEING STUDENTS' SKILL IN WRITING DESCRIPTIVE TEXT

(Quasi Experiment study at 8 grade MTS Hidayatul Qomariyah Bengkulu City)

THESIS

Submitted in partial Requirements for the Degree of Sarjana (S.Pd)
In English Education Study Program Tarbiyah and Tadris Faculty
UIN Fatmawati Sukarno Bengkulu

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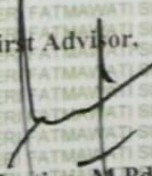Website: www.iainbengkulu.ac.id

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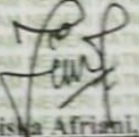After reading throughly and giving necessary advices, herewith, as the advisors, we state that the thesis of:

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MOTTO

" Always a beginning will feel heavy, and patience will adjust the tempo so that everything

fits and shoud be "

"Selalu, sebuah permulaan akan terasa berat, dan sabar akan menyesuaikan temponya agar segalah sesuatnya sesuai dan seharusnya".

DEDICATION

Bismillahirrohmanirohim

In the name Allah,the most Gracious and most merciful. All praises be to Him who has given all the goodness in my life. Shalawat and salam to our prophet Muhammad SAW,his Family and Friends.

With all my love,I'II be forever thankful and dedicated this thesis to:

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ABSTRAK

Defitri Putri. 2022. *The Effect of Guided Questions technique to improving students' skill in writing descriptive text (Quasi Experiment in 8th grade Mts Hidayatul Qomariyah Bengkulu city).* A thesis of undergraduate Degree at English Department, Faculty of Tarbiyah and Tadris, State UIN Fatmawati sukarno Bengkulu.

Advisors: (I) Feny Martina, M.Pd , (II) Zelvia Liska Afriani, M.Pd.

Keywords: *Writing Ability, Descriptive Text, Guided Questions technique*

This study was aimed to know whether there was a significant effect on students' writing ability in descriptive text of students who were taught using Guided Questions Strategy those who were not. The population of the study was students at Eighth Grade Students of MTS Hidayatul Qomariyah. The research method was a quasy-experimental which conducted in two classes which conducted in experimental class (VIII A) and control class (VIII B) as samples. The data gained showed if the students of experimental class could improve their writing ability significantly those students of control class. It can be seen in the mean score of the post-test and pre-test in experimental class was (72.24) and (76.44) which was higher than mean score of post-test and pre-test in control class which was (70.53) and (71.97) The result of testing hypothesis by using independent samples t-test showed that the significance t value sig. *(2-tailed)* 0.000 was lower than t table 0.05. If t value is lower that t table means Ha accepted and ho rejected. It means, Ha (alternative hypothesis) was accepted and Ho (null hypothesis) was rejected because sig. *(2-tailed)* .000<0.05. So it can be concluded that there is significant difference on students result score of the experimental between control classes.

ABSTRAK

Penelitian ini bertujuan untuk mengetahui apakah ada pengaruh yang signifikan terhadap kemampuan menulis siswa dalam teks deskriptif siswa yang diajar menggunakan Strategi Guided Questions technique dengan yang tidak. Populasi penelitian ini adalah siswa kelas VIII MTS Hidayatul Qomariyah Bengkulu. Metode penelitian yang digunakan adalah eksperimen semu yang dilakukan pada dua kelas yaitu kelas eksperimen (VIII A) dan kelas kontrol (VIII B) sebagai sampel. Data yang diperoleh menunjukkan bahwa siswa kelas eksperimen dapat meningkatkan kemampuan menulisnya secara signifikan dibandingkan siswa kelas kontrol. Hal ini terlihat pada nilai rata-rata post-test dan pre-test di kelas eksperimen adalah (72.24) dan(76.44) yang lebih tinggi dari nilai rata-rata post-test dan pre-test di kelas kontrol yang sebesar (70.53) dan (71.97). Hasil pengujian hipotesis dengan menggunakan independent sample t-test menunjukkan bahwa nilai signifikansi t sig. (2-tailed) 0,000 lebih rendah dari t tabel 0,05. Jika nilai t hitung lebih kecil maka tabel berarti Ha diterima dan ho ditolak. Artinya, Ha (hipotesis alternatif) diterima dan Ho (hipotesis nol) ditolak karena sig. (2-ekor) 0,000<0,05. Sehingga dapat disimpulkan bahwa terdapat perbedaan yang signifikan skor hasil belajar siswa kelas eksperimen antara kelas control.

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CHAPTER 1

INTRODUCTION

This chapter presents the background of study ,identifications of problem, limitation of research, research questions, objective of research, significances of research, and definition of key terms.

A. Background of the study

Writing is one the most important skill in learning a foreign language besides listening, reading, and speaking. In learning activities, writing is one of the most important things. As it is widely believed, writing involves much work and practice. Therefore, the students should have extensive knowledge if they want to write anything.

Writing is one of the language skills that should be taught beside the other skill. Writing is the process of giving information by texts that involved in generating the letters, words and sentences. Writing is an activity of producing and expressing, through writing we produce words and sentences and express the meaning of ideas. Writing is the process of giving information by

texts that involved in generating the letters, words and sentences. The process of writing integrates visual, motor, and conceptual abilities. Therefore, students must have extensive knowledge if they want to write something and there were few reasons why writing necessary in our life.

First, writing is the one of the ways that translates our thoughts to the people. Some people are better at expressing themselves in writing than any other ways, and we thus get a better translation when we read what they have written rather than hear what they have to say.

Second, writing is the primarily basic upon which our work, our learning, and our intellect will be judged-in college, in the workplace, and in the community.

Third, our brain pours what we think in written form. By writing, we can save the document or the file in the fullest form. One day, we can open it to see the thing we need in written form. So, it can be a library which our brain can't save it. Because our brain can forget it one day. Besides, writing becomes a more dependable method of recording and parenting events in a permanent form. The last, writing helps us move easily among

facts, inferences, and opinions without getting confused and without confusing our reader. Writing helps others give us feedback. Writing also helps us to understanding the topic that we write. So, it is undeniably that writing is very important for us in our life, moreover for students.

To support the idea of the importance of writing performance. According (Boardman C.A, 2015)Writing states,that one of characteristics of the 21st century is that English has changed its concept in term of the language use; the spoken language which is very dominant followed by the more dominant of the written language". Thus, the objective of the English teaching and learning must be emphasized at helping the students to be able communicat both in spoken and written froms.

In addition, most of the students could not participate in class activities so that their involvement during the class was so limited. It made them look so bored to attend the lesson. It can be said that the method or technique that was used by the teacher skills such as listening, speaking and reading. Speaking and listening could not motivate them to learn. It also happens in

most English foreign language students in Indonesia, they find difficulties writing in English.

It happens because they have to correct English use grammar and vocabulary and writing is so different from the other not experience learning effective acquired naturally for the first and second language learners because they are required to communicate using the target language. Thus, speaking may obviously show the students' language acquisition level. Contrary to speaking and listening, which mostly consist of frustration-free activities, writing is less preferred and difficult.

Based on this, the researcher wanted to conduct to determine the interaction between students and students in the class during the learning process in the new by using the guided Question technique. Based on observations, the researcher found that the students' English proficiency in general was still low. Teaching English at MTS Hidayatul Qomariyah Bengkulu city cannot be said to have achieved the expected goals. Students at the school, especially the second graders, encounter all kinds of difficulties every time students start writing. Many grade II

students of the 2021-2022 school year experience difficulties at the beginning of writing

Activities - including writing descriptive text, student must know the ideas that be poured. So, getting stuck in ideas is often faced by students and can become an obstacle in writing activities. As a result, the writing process was slow and stopped immediately. In writing descriptive text, students encountered several problems. First, the problem of developing ideas. Some students idea of the paragraph was still ambiguous. Sometimes, it is also found that several paragraphs are written in one single sentence.

Second, the problem of organizing the ideas to write a descriptive text. The students are still troubled in organizing their ideas into a paragraph, so Journal that the writings made by the students can not be read. To write a descriptive paragraph, students should organize their ideas by identifying the topic and provide an overview of the topic.Third the students found difficufies in grammar. Grammar difficulties experienced by student's affect certain patterns of how words are put together to form the correct sentences. Grammar influences ideas developed.

Fourth, some students lack vocabulary as the result, they have difficulty developing their ideas related to their topic. Some students are still hesitant by choosing the right words when writing descriptive texts. The lack of vocabulary makes students confused in developing their ideas, In this case, students must choose the exact words they need. On the other hand, the teacher must be creative in choosing strategies and techniques in teaching. Developing ideas to make compositions must be done by the teacher in writing activities. For thosethat is " Guided Question technique",

On the other hand, the teacher must be creative in choosing strategies and techniques in teaching. Developing ideas to make compositions must be done by the teacher in writing activities. For thosethat is " Guided Question technique", Guided questions is a method which is the writer used in this research. Guided Questions is a method for teaching English in which the teacher gives some questions to the students applied to a topic in teaching writing. Rise B. Axelrod and Charles R. Cooper (1985) on their book that is "*The ST. Martin's Guide to Writing*", they said that asking questions about a problem or topic is a way to learn about it and decide what to do or say. It is a useful and systematic

approach to exploring a problem. He said that guided or controlled writing is writing in which one cannot make a serious error so long as he follows directions.

This is the same method which gives some questions about a topic by giving some questions which are called Question Paragraph, then turning the questions into a paragraph of affirmative statements. Guided questions can help the students to explore their idea in learning writing skill also said that explained that the needs to know the topic might consider using the questions. He called this method by *5Ws and the H grid.* It works because the questions it generates (What, Where, When, Why, Who, and How) provide a wraparound understanding of the topic.

It is one of the alternative techniques for teachers to improve students' writing skills. Guided Questions technique n free association to cluster idea, it is a good way to turn a broad idea into a limited and more manageable theme which actually gives the words that closely related to the theme provided. This technique is an effective tool for the prewriting stage of the writing process, and it help students to develop their ideas before they organize it into a paragraph. Based on the problems above,

the researcher conducted a research entiled The Effect of Guided Questions Technique to Improveing Student's skill in writing a Descriptive text (A Quasi Experiment study at the 8 grade MTS Hidayatul Qomarioyah Bengkulu city).

B. Identification of the Problems

Based on the background of study above, there are some problems identified. They are:

1.The problem of developing some students' idea of the paragraph was still ambiguous.

2.The students are still troubled in organizing their ideas into a paragraph.

3.Some students lack vocabulary as the result, they have difficulty developing their ideas related to their topic.

C. Limitation of the problem

The research is limited on The Effect of guided questions technique to improv students skill in writing a descriptive text. This investigation conducted at the second-grade students of MTS Hidayatul Qomariyah in Academic year 2021/2022.

D. Research Question

Based on the background of study above, the problem of the study is: Is there any significant between experimental class and control class in writing comprehesion of VIII grade students of MTS Hidayatul Qomariyah Bengkulu after they are taught using the guided questioning technique?

E. Research Objective

The research aims to at finding out the significant effect students writing skill in descriptive text between those who are taught using Guided Questions and those who were not at MTS Hidayatul Qomariyah Bengkulu city in academic year 2021/2022

F. Research Significance

This study results are expected to provide useful information for students, teachers and researchers.

1. For student, this result of study are expected to make process of learning writing is easier for them and increase their interest in writing.

2. For teacher, this result is hoped to give the advantages. They can take advantage from this effectiveness of guided questions

technique and writing. They can take its information as kind of teaching technique and they can evaluate whether this technique is better to be applied in the classroom or not.

3. The result of this researcher would give information to the next researcher about the effectiveness of guided questions technique in teaching writing. This result can be a future reference if the use of guided questions technique is effective on student writing skill.

G. Definition of Key Terms

To avoid misunderstanding in this research the following are provided the definition of key terms:

1. Guided Questions Technique means method for teaching English in which the teacher gives some questions to the students applied to a topic in teaching writing.

2. Writing ability means the skill of putting together what you think or want to say using words, which a person reading it is able to know your thoughts, ideas and feelings as near to what you want to convey.

3. The descriptive text means a part of the factual genre that describes a particular person, place, or thing.

CHAPTER II

LITERATURE REVIEW

This chapter explains review of the study's theories and conceptual framework underlying the study.These theories are presented into three heading: the definations of writing ability, Guided questions strategy , and descriptive text. In addition, previous of research, and hypothesis of research were presented.

A. Writing Skill

1. The Definition of Writing

Generally, writing is a way in sending message from the writer to the reader. Similar to Donald Hall said on his book "*Writing Well"* that writing is pretentious and wordy, but a message comes through. Writing   also is a way the writer think or a way of thinking which is shared to the reader, like said that writing is a way of thinking as well as a means of communication.

Also said that writing is more than public communication; it is a way of thinking. [(Comley, 1986)] Writing is an individual activity

similar to Jo McDonough and Christopher Shaw(1993) said that writing, like reading, is in many ways an individual, solitary activity. (shaw, 1993).

Similarly, Trisha Phelps-Gunn and Diana Phelps-Terasaki (1982) said that writing is a useful, effective, enjoyable, and above all necessary component of the modern world. It provides the pleasure of sending a   personal message to a friend. It assumes career and financial importance in the composition of a resume or a business letter. They also said that writing is the most complex language mode, being four times removed from inner language, and adds the component of written expression to the earlier abilities.

Writing is composed of successful development in three other language modes, deriving its focus from aural, oral, and visual receptive components. From the opinions above, writing is the way of thinking or sending message from the writer to the reader whichbecomes the part of language or language skills and it also means communication.

2. Writing Skill

Writing is one of productive skills in English. It is a skill of a writer to communicate information to a reader. This means that the writer can communicate through a written form. Writing skill is needed for people to get complete communication besides reading, listening, and speaking skill. That is why writing skill important to be mastered.

In addition, writing skill is also related to the ability in apllying the rule of language to the written form. The rule of the language includes grammatical aspects, punctuations, the types of the information, and the rhetoric that the writer conduct in a communicative event. The writer needs to concern this ability in writing. Moreover, the writing skill is a complex skill which has to concern many aspects such us planning, organizing, spelling, punctuation, translating to the readable text, word choice, etc.

It also can be more difficult if the L2 learners' proficiency is weak. Furthermore, writing sometimes becomes frustrating for people because it is not easy to transfer thoughts and feelings from one's head into words. Even writing is difficult, it can still be mastered by people with a hardwork because writing is a skill like driving, cooking, *etc.* It is not an automatic process.

3. Genres Of Writing

Each type of writing has features that make it different from another. It is important for students to know that writing has many genres. According Brown, there are some most common genres that students might produce; academic writing, job-related writing, and personal writing.

The first is academic writing. This is kind of writing which is used at high school and college classes. This is used to fulfill a requirement for high school or college classes. This kind of writing is categorized as formal writing. It means that students should pay attention to write complete sentences and organize them in a certain way. The examples of academic writing are papers and general subject reports, short-answer test responses, essay, academically focused journals, technical reports, theses and dissertation.

4. The Purpose of Writing

When students do their writing, they certainly have the purpose of their writing. The purpose is used to describe what the writers hope to accomplish. Here are several kinds of purpose stated in Miller's book entitled *Motives for Writing*:

a) Writing to understand experience

Experience is something that happened to people's life which are happy, sad, disappointing, and others. Here the writers do not only write the things that happened to them but to underline what point and what the important experience had been occurred. They should use the first person in this writing because they tell about their own lives. Writing to understand experience has two goals. The first, writers have a better understanding of themselves and readers become understand experience distinct from their own.

b) Writing to report information

Information consists of data which are fact, inferences, and opinion. In this purpose of writing, the writers draw on data to transfer information from one mind to another through language which is written language.

c) Writing to explain information

Explaining information means the writers need to analyze or classify information, examine causes and consequences, and define concepts. By viewing the information, it can be viewed in more than one way because different writer comes to different conclusion.

d) Writing to evaluate something

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

e) Writing to analyze text

This aims of writing is to analyze the text. There is no single correct of analyzing text. Different writers can reach different conclusions when they analyze the same text.

f) Writing to persuade others

This aim of writing is to persuade in an attempt to get someone to do something that the writers want about themselves. This example of writing is when people want to apply job, propose marriage, and argumentative.

g) Writing to amuse others

This writing aim is to bring pleasure to others for example by telling a joke or story which makes someone pleased.

5. The Process of Writing

One of the important things in writing is its process. Writers need to concern process in writing in order to make their writing well organized. These are several process in writing based on Lunsford's book entitled *The St. Martin's Handbook*:

a) *Exploring*

Writers need to determine the topic by exploring it by choosing a topic, surveying what they know, and determining what they need to find out. Writers can do this steps in several ways, they are brainstorming, reading, free writing, browsing resources, and questioning.

b) *Planning*

In this step, the writers will be helped by making an organizational or an outline of their writing. It can be started by writing their thesis statement and reviewing exploratory notes of the topic, then list of examples or supporting ideas about the thesis.

c) *Drafting*

Even the writers have explored the topic, they would almost certainly discover more about it while drafting. Maybe, they can turn back and revisit their plan, research, approach, audience or

purpose. At same point, the writers attempt an actual written draft.

d) *Reviewing*

Reviewing means that reading the writers draft with a critical eye and asking other to look over their work to reassess the main ideas, organization, paragraph structure, sentence variety, *etc.*

e) *Revising*

Revising means involve reworking the writers draft on the basis of the review and making sure that draft is clear an *effective and includes all essential information.*

f) *Editing*

Editing means checking details of grammar, punctuation, and spelling. They also do not forget to proofread their writing to make it ready for publishing.

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6. Teaching Writing

Writing becomes one of the skills in English which is important to be taught to students at school. There are several reasons for teaching writing to the students. The first, writing gives students more thinking time. When students are writing, they are doing language processing which means that they are thinking about the language. It is different from when they are in a conversation because they do not have more thinking time like when they are doing writing activity

B. Descriptive Text

1. The Definition of Descriptive Text

Descriptive text is a text which describes person, place, mood, situation, and etc. in words. (Jeniar , D, 2016) said that

descriptive writing is to create a clear picture or impression of person, place or object. also said that descriptive text is drawing in words. Descriptive text is also a text which describes something that appeal directly to the sense like   said that descriptive paragraph is giving a picture in words that appeal directly to the sense (sight, sound, smell, touch, taste). He said a descriptive paragraph is normally full of vivid verbs and precise adjectives.

Meanwhile, According (Wardani ,I, 2014) "Description represents in words our sensory impressions caught in a moment of time. In much descriptive writing visual imagery dominates." From the opinion about descriptive above, so the writer concludes that the descriptive text is a text which is describes person, place, mood, situation, and etc., it also describes an object that appeal to the sense.

Besides that, descriptive text has several elements like (Ambarsari, H., et al., 2018) said that there are some elements of description. They are:

a. *Concrete details.* A concrete detail is a specific description that supports, reflects, or expands a writer‟s attitude or purpose.

Example: The modern math student, using a calculator instead of a slide rule, makes speedy and accurate calculations.

b. Images. An image is a concrete, literal (real, actual) description of person, physical object, or sensory experience that can be known through one of the five nses (sight, sound, taste, touch, and smell). Example: Lightning crackled and sizzled across the darkened sky. (Sound and sight).The orange calico kitten''s bristled tongue scratched its way across my cheek. (sight and touch; concrete details).

c. Similes. A simile is a comparison, using *like* or *as*, between two objects. The comparison is between two things essentially different yet similar in one aspect. Example: Anger heated up in me like water about to boil.The lecturer was as exciting and informative as stale beer

2. Guides in Writing Descriptive Text

There are several things which should be known before writing descriptive text. They are:

a. *Communicative purpose*:

1. Descriptive is a type of written text, which has the specific function to give description about an object (human or non human).

2. Rhetorical structure:As explained before, the rhetorical structure of descriptive text is identification and description.

3. Identification is a statement of topic or subject which wants to be described.Description is the detalis of identification or the object.

b. *Grammatical patterns:*

The declarative sentence usually is used in the descriptive text. The use of conjunction is also needed to make coherent devices. The present tense is used dominantly because in the descriptive text includes facts, general accepted-facts,or reality.

After knowing about the explanation above, when a writer wants to write descriptive text, he or she also should know the guides of writing descriptive text. There are some guides to write a descriptive text. According (Septaniar, S., 2014), there are six guides for writing description.

a) Observe carefully and record your sense impressions.

b) Select significant details that convey a *dominant impression* of the subject.

c) Organize your description according to a unifying principle; for example, the order of space for descriptions of places.

d) Choose either stationary or a moving *vantage point* from which to describe a scene. Use concrete, vivid language. Use figure of speech and connotative language.

e) In characterizing people: Give detalis of appearance and of action. Use person" own words where they seve to revea Give detalis of appearance and of action . Use person" own words where they seve to reveal character.Describe feelings and attitudes.

3. The Purpose of Descriptive Text

Based on the definition of descriptive above the purpose of description is to present the reader with a picture of person, subject or setting. Similar to Diane A. Wilbur (1966) said that the goal of descriptive writing is to create a clear picture or impression of person, place or object. (A.Wilbur)

Meanwhile, Fred D. White (2015) said that there are several aims of descriptive text

a. To see

means to help the reader to see the objects, persons, and sensations you present, as you might guess, description is important for all rhetorical aims, not just for expressiveness.

b. To explain

means to explain the reader about a subject. For example: a science writer will describe the shape of an airplane wing to help *explain* to readers how mechanized flight is possible.

c. To persuade

Means the writer describes something to make readers interested. For example: an attorney might describe the damage done to a bedroom window to help prove forced entry and thereby *persuade* the jury that accused committed burglar. *To re-create* means make a reader making something. For example: the description allows the reader to *re-create* the experience – particularly the sensory pleasures of that experience – in their own minds, thereby enhancing their delight in the subject at hand.

d. To demonstrate

Means the writer wants to demonstrate something to a reader. When a writer describes the thawing of Walden Pond after a long, cold winter is to demonstrate the animated quality of nature and how its processes are more complex and beautiful than non observers can.

C. Guided Questions

1. **Definition of Guided Question**

Moreover, this technique can help students do the first step in writing process. It is exploring their topic in writing. Raymond stated that questions can be a way to help exploring topic in writing skill. Asking questions can be a way of playing with material before what you want to make of its shape. In addition, teacher can direct students' writing by giving 5 W and 1 H questions (*what, why, where, when, who* and *how*) to generate ideas and details especially when the writers are going to write.

From the explanations above, it can be concluded that guided question is a teaching technique which used by giving the students 5W + 1H questions in order to direct students to generate their ideas and details when they are writing an event or story. When students answered the questions, those answers can be an

outline of their writing before generating into a paragraph.

2 . Kinds of Question

There are some questions can be used as a guided question to direct students in writing. According to Taylor in his book entitled *A Student's Writing Guide,* these several questions can be used to open up lines of though.

This question word has several functions. First, it an ask for a connection between a name or word and object or phenomenon. Second, it may ask a description of a particular object, process or idea. Moreover, 'what' can be used to look for more generalized or universal definitions and theories.

a.   *Who, Whom*

Who and whom can ask for an identification of people or group of people. 'Who' requests to identify who do things for some events, while 'Whom' asks for the people who affected by an event or action. The word 'Whom' can be followed by preposition to, for, by, with, amongst.

b.   *Where, when*

These kinds of question word ask for the location, time, and duration of events and objects because every event has the setting

where and when it happened. This also can establish detailed issues of frequency, distribution, extent, regularity, and other important topics.

c. *How*

This question word can be used in a number of ways. First, it can ask for a description of a process rather than a phenomenon or an object. Second, it can be a request for various feature or characteristics. Finally, it can a request for an explanation.

d. *Why*

Why is often a request for an explanation and a theory. It can be used in several ways. First, it can be used for asking causal explanation which means the causes of some event or phenomenon. Second, why can ask for purposive explanation such as the reasons, aims, and purposes of those responsible for some action, event or phenomenon. Third, why can be a request for functional explanation for asking what function does something have or what role does it play.

The last, why can be a request for deductive explanation which asks what combinations of conditions people to infer a logical conclusion. As explained in the point above, what, who, where, when, why, and how are kinds of 5W + 1H question which

can open up students' line of thoughts. These questions can be used as a guided question which is given to students when they are writing a story or event to direct them in writing and generate their ideas and details.

2.Teaching Writing by Using Guided Questions

From the concept stated previously, it can be known that that guided question is a teaching technique which is used by giving the students 5W + 1H questions in order to direct students to generate their ideas and details when they are writing

an event or story. The answers of the questions can be an outline of their writing before generating into a paragraph. Thus, the questions can be used as a guidance in writing. There are two experts explained the steps of question usage in teaching writing.

According to (Asvini,K.D., Saputra, P.E.D & Hadisaputra, I.N.P, 2020) there are seral steps in using question for invention. They are:

a) Thinking about the writers' subject. Subject means that something the writers want to write such as idea, event, person, problem, *etc*

b) Starting from the first question then move to the

c) next. The writer should following the questions from the first

then answer it to make their writing organize well.

d) Writing the writers responses quickly without much planning.
    They should write as quick as possible to anticipate of forgetting
    about the answer. Besides, the usage of the question in teaching
    writing is also explained by

    Taylor in his book entitled *A Student's Writing Guide*. They
    are:

a) Choose an essay topic that is interest for the writer. Such a topic
    that the writer already has idea about that.

b) Ask the questions about the topic. The questions can be 5W+1H
    questions which is related to the topic that be written. Answer the
    questions and write down the answer in no more than a sentence or
    two.

c) Develop the answers of the question become the paragraph. The
    writer can add more ideas that can support the answers to make
    them detail.

d) Consider the paragraph as temporary answer before the writer's
    eventual answer. This paragraph become a foundation of the text
    but it can be changed.

    Based on the steps that explained by the experts above, the

writer in this researchl use several steps below by mixing the steps from the experts in using guided question technique in teaching writing:

a) The teacher give the writing topic to students in class. The teacher needs to make sure first that the topic is experienced by the students because the material is recount text which retells past events that had been occurred chronologically. After the teacher giving the topic, the students need to think about the topic.

b) The teacher give the several guided questions about the topic to the students. The guided question consists of 5W+1H question related to the topic. The question is asked from the first to the last question about the topic.

c) The students should respond or answer quickly each question in one or two sentences on a piece of paper. Each question should be answered because its answer can become an outline of paragraph to make a recount text.

d) After each question is answered, the students have to make the answers of the guided questions become a paragraph writing on the other piece of paper. The students need several conjunctions that used to connect the sentences. The sentences of the answers are connected become the paragraph. The paragraph

should be based on the organization of the recount text. It means that students need to consider where the orientation, the event, and the reorientation of the text are. The students also might add more ideas related to the answers as.

D. Previous Study

There are some previous study related with the writer's research. The first research comes from Marry Susanti Lassa. She has investigated *Teaching Recount Paragraph Writing by Using WH-Questions to the Eighth Grade Students of SMP Negeri 2 Suhaid.* The objective of study was to find out the effectiveness of the use WH-questions and significant effectiveness of teaching writing recount paragraph through the use of the WH-questions. She conducted pre experimental research and used one group of pretest and posttest design.

Ther were 34 students from 2 classes as the population, while 17 students from class A became the sample. The research finding showed that teaching recount paragraph writing by using WH-questions was effective. In addition, Iwan (2012) conducted a research with the title *developing the students' ability in writing recount text through guiding questions technique at the second year students of SMPN 1 Terbanggi Besar Lampung Tengah.* The

objective of his research was to know whether there is significant difference of the students' recount text writing ability in the terms of content, organization, vocabulary, language used, and mechanic aspects after being taught by using guiding questions technique. This research used an experimental method. The result showed that there was a significant difference from pretest to posttest after being taught by using Guiding Questions in the experimental class.

The third study comes from Erma Velanda (2015) conducted a research with the title *The Effectiveness of Guided Questions in Teaching Students' Narrative Writing (an Experimental Study at the Eighth Grade Students of MTs. Pembanguan UIN* Jakarta*)*. This research aimed to investigate the effectiveness of guided questions in teaching students' narrative writing. The subject of this research was eighth grade students of *MTs. Pembangunan UIN* Jakarta. The study was carried out in two classes, as the controlled and experimental class. After giving treatment at the experimental class and without it at the controlled class, the result showed that guided questions is effective on students' narrative text.

The relevant previous study above has similarities and

differences with this study. The similarities among the three study and this study are the study used quantitative research, the research was conducted at the eighth grade students, and guided questions by using WH questions are used to direct students in writing. Meanwhile, those study also have differences with this study. The differences from the first study are the design and participant. The first study used pre experimental design which used one group pre-test and post-test, while this study used quasi experimental design which divided the class become experimental and controlled class. Then, participant of the first study is the eighth grade of *SMP Negeri* 2 Suhaid, whereas the participant of this study is the eighth grade students of *MTs. Negeri* 13 Jakarta. The second previous study also has difference with this study. The difference is the participant itself. Even the quasi experimental is used in both study, the participant is different. The participant of the second previous study is the eighth grade of *SMPN* 1 *Terbanggi Besar Lampung Tengah*, while this participant is the eighth grade students of *MTs. Negeri* 13 Jakarta. The last is the differences between the third previous study and this study. The differences are on the writing text and participant. The third previous study used guided question technique on

students' writing skill of narrative text at eighth grade of *Madrasah Pembangunan UIN* Jakarta, whereas this   The effect prosess writing through guided questions technique to improve the student in writing a desecriptive text   eight grade Mts Hiadayatul Qomariyah Bengkulu City.

E.   Thinking Framework

Writing is a tool for communication in a written form. When people do writing, they need to think what they are going to write and determine the purpose and their audience. Moreover, writing is a process of discovery that makes people need to explore their thought when they are writing.

Writing is also one of English skills. It is kind of productive skill besides speaking. Writing skill is needed to be taught for Junior High School students because based on the curriculum used, students should be able to write several kinds of text. One of them is recount text which is taught at eighth grade students of Junior High School.

Even students are taught about writing descriptive text, they still have some problems in writing the text. The first, most of students do not know how to start writing. The second, most of

students do not know how to organize sentences into coherence paragraph. Then, most of students get difficulty in generating and organizing their ideas into well-organized paragraph. The last, most of students do not know and use appropriate technique in writing descriptive text which can help and guide them in generating and organizing their ideas.

By considering the problems above, a guided question technique in teaching writing descriptive text will be used as a solution. The guided question technique is kind of teaching technique which is used by giving 5W+1H question to the students in order to direct them in writing descriptive text. The students can be guided by answering the list of 5W+1H question given. Then, the answers of the question can be an outline before generating into a paragraph. After that, students can generate their ideas into a paragraph by using the outline.

This guided question technique is good to guide and help students in organizing and generating their ideas in writing descriptive text. It can help students start their writing, explore their topic and develop ideas into a well-organized paragraph. This technique can also make students easier in writing recount

text because they are directed by giving the responses of the question.

F.   Theoretical Hypothesis

 Ha: there is no significant effect of guided question technique on students' writing skill of descriptive text at the eighth grade students of MTS Hidayatul Qomariyah Bengkulu.

Ho: There is an effect of guided question technique on students' writing skill of descriptive text at the eighth grade students of MTS Hidayatul Qomariyah Bengkulu.

CHAPTER III

METHODOLOGY OF RESEARCH

This chapter presents research design, populations and sample, research instrument, technique for collecting data, procedures of research, data analysis techniques, validity and reliability test, and assessment of writing test.

A.Research Design

The design of this research is a quasi-experimental research. It employed the nonequivalent control design. According Eko (2005, p.40) A quasi experimental research is a study that sees a causal relationship from one or more independent variables with one or more control variables.

In a quasi-experimental research, there are two variables use, they are independent and dependent. The research used Guided Questions technique as independent variable and writing skill as a dependent variable. The researcher did two observations, before experiment and after experiment. The observation before experiment was called pre-test and the observation after experiment was called post-test. In the middle

of pre-test and post-test, the researcher gave the treatment to experimental class that used Guided Questions technique. Then, at the end of the treatment, the research

her administrated the result of pre-test and post-test score find out whether Guided Questions technique was effective as one of the alternative ways to increase students' writing skill. The design of the research is visualized in the following table:

Table 3.1 : Research Design

Class	Pre-test	Treatment	Post-test
VIII A	O_1	X_1	O_2
VIII B	O_1	X_2	O_2

Where:

VIII A = Ekperimental Class

VIII B = Control Class

O_1 = Students Pre-test score

O_2 = Students Post-test score

X_1 = Treatment with Pre-questioning

X_2 = Treatment without Pre-questioning

From the table above, it could be seen that the pre-test was given to both groups before the treatment given. The control group and the experimental group got different teaching

treatments. The difference was at the use of pre-questioning technique on the teaching of writing comprehension. The experimental group was taught using the guided questions technique. Meanwhile, the control group was taught without using it.

B. Population and sample

1. Population

According to Creswell (2012, p.142), population is a group of individuals who have the same characteristic. It means that population is all data that become to the attention of researcher in a give scope, and time is already in the specific. In this research, the researcher was include all of students' MTS Hidayatul Qomariyah Bengkulu as target population. The Eight Grade Students' consist two classes namely VIIIA, VIIIB, as population affordable.

Table 3.2: Population of the study

No	Class	Number of Sample
1	VIII A	34
2	VIII B	34
TOTAL		68

2.Sample

Sample is finite part of a statistical population whose properties are study to gain information. According to Creswell (2012, p.142), is a sub group of the target population that the researcher plans to study for generalizing about the target population. As for the types of samples uses in this research is purposive sampling techniques. Kasmadi and Sunariah (2013, p.66), stated that purposive sampling technique is the technique of determination of samples with specific samples with specificonsideration. In this research, the researcher choose VIII A and VIII B based on observation, see their value during a semester, see its homogeneity based on pre-test result. The sample use in this research are grade VIIIA as class experiment and grade VIIIB as control class. The distribution of sample is shown as the following table.

Table 3.3 : Sample of population

No	Class	Number of Sample
1	VIII A	34
2	VIII B	34
TOTAL		68

C. Research Variabel

Variable is something that the researcher would be investigating. According to Frankel and Wallen (2006) the variable is a concept a noun that stands for variation within a class of subjects such as gender, color, motivation, chair, eye, achievement, or running speed. Based on the title of this research, there were two variables:

1. Independent Variable

The Independent variable is the one affecting another variable. In this research teaching writing descriptive teks using guided questions technique an independent variable because it affected the students' writing comprehesion.

2. Dependent Variable

Dependent Variable is the one affected by another variable. In this research writing skill a dependent variable.

D. The Technique of Data Collecting

The research pre-test and post-test for all of the samples. The pretest is giving for the control and experimental class. The data collected by giving the test to the student. One of the most important steps in doing research is collecting data to find out

the result of the research. The procedures of data collection followed some steps. The data for this research were collected from the score of the pre-test and post-test. In order to know whether using Guided questions And the s entiled The Effect of Guided Questions Technique to Improv Students skill in writing a Descriptive text .cores gain from both pre-test and post-test compared. In this research, the researcher analyzed the students, writing , and before the test given to the student.

The test used to measure how many percent the purpose can achieve once the teaching process. The test is a method of measuring a person's ability or knowledge in a given domain. In this research, the researcher used a writing skill test into multiple choices as a test. In the beginning of this research, the researcher held pre-test in both experimental class and control class at the second grade of MTS Hidayatul Qomariyah to know their English competences. After knowing the result of the pre-test, the researcher give the treatment to the experimental class only without giving it to the control class. After the treatment to the experimental class, the researcher give post-test to both experimental class and control class. Then, the result of pre-test and post-test compare.

The test divided two stages that are pre-test and post-test:

a. Pre-test

   The pre-test is conducted to know the students' writing skill achievement before the treatment. lt in the control class and experimental class to find out the students' quality before treatment.

b. Post-test

   The purpose of administering the post-test to measure the students'ability in developing their academic writing skill after the received the treatment. By analyzing the student's post-test scores, the researcher could measure the significant difference in student achievement between the experimental and control groups. The topics tested in the post-test the same as those in the pre-test because both of them used to measure the students ' writing skill and to know whether there a positive influence of using Guided Questions technique towards students' writing skill achievement not. After conducting a pre-test and post-test for the two groups, the researcher scored the student's pre-test and post-test and arranged the scores into the rank order.

E. Research Instruments

The instrument of the quantitative research writing skill test. The researcher administered a pretest, treatments, and a post test. The pretest and posttest that the researcher administered were the same but the numbers of the test were arranged.

1.Pretest

The pretest was administered in order to investigate the achievement of students' writing comprehension before treatment. The type of test is a written test where students are asked to answer questions in the form of a descriptive text paragraph using guided questions technique. In this pre-test, student's are given 1 question of writing skill and it is done in 15 minutes.

2.Treatment

The class was given treatments by using Guided Questions technique in teaching writing skill, specifically in descriptive text. The activities for the treatments were as follows: treatments were covered with descriptive text about tourism and people. At the end of the treatments, the researcher gave 5 questions to the students in ordr to check their writing skill.

3.Post test

The aim of this test was to determine the effect of the treatments towards the students' writing comprehension achievement after being given the treatments.

Table 3.4

Numeric and Rubric Scoring Guide
Proposed by Cohen (1994)

Component of Writing	Scale	Indicator	Qualifica-tion
Content	5	Main ideas stated clearly and accurately, change of opinion very clear	Excellent
	4	Main ideas stated fairly clearly and accurately, change of opinion relatively clear	Good
	3	Main ideas stated somewhat unclear or inaccurate, change of opinion statement somewhat weak	Average
	2	Main ideas stated not clear or accurate, change of opinion statement weak	Poor
	1	Main ideas stated not clear or accurate at all, change of opinion statement very weak	Very poor
Organization	5	Well organized and perfectly coherent	Excellent
	4	Fairly well organized and generally coherent	Good
	3	Loosely organized but main ideas clear, logical, but incomplete sequencing	Average
	2	Ideas disconnected, lacks of logical sequencing	Poor
	1	No organization, incoherent	Very poor
	5	Very effective choice of words and use of idioms and word forms	Excellent
	4	Effective choice of words and use of idioms and word forms	Good
	3	Adequate choice of words but some misuse of vocabulary, idioms and word forms	Average

F. Research Procedures

a. The experimental Group

The experimental group in this study students of Class VIII at MTS Hidayatul Qomariyah. The experimental group used the guided questions technique on writing skill. Then, design this method in group. In conducting treatment, the teacher must know what in the experimental class, there are several step teaching writing skill in using   guided questioning technique. They are as follows:

➢ **Learning Objectives**

- Students can read descriptive text

- Students can identify the generic structure of descriptive text

- Students can identify the language features of descriptive text

➢ **Learning, learning media, and learning resources:**

- **Learning methods:** Guided qustions Technique

- **Learning media:** worksheets and assessment sheets

- **Learning resources:** printed books and the internet

➢ **Steps of Learning**

Activities Preliminary Activities (10 minutes)

- Greet in a friendly manner when entering the classroom

- Checking student attendance

- Delivering learning objectives

- Pre-test

Core Activities (90 minutes)

Exploration (15 minutes)

- The teacher gives an example of a descriptive text that is displayed.

- The teacher gives questions related to the text that displayed, so that students are motivated to read.

- Students read the examples of descriptive text that are displayed.

- Students and teachers discuss the material about descriptive texts

- The teacher explains the characteristics of descriptive texts and generic structure

Elaboration (50 minutes)

- The teacher distributes descriptive text to each student.

- Students work to determine the generic structure and content of the text in the form of identification and descriptive

- Answer questions about the text being discussed

Confirmation (15 minutes)

- The teacher provides positive feedback and reinforcement to students' success in doing assignments

- The teacher gives motivation students to be more active in the next learning.

Closing Activity (10 minutes)

- Make a conclusion about the material that has been studied that day.

- Reflect on the course of the learning process that day.

- Post-test

➢ **Learning outcomes**

- Assessment of knowledge assessment: pre-test/post-test, question and answer discussion and assignments

- Skills assessment: group work assessment

b. The Control Group

➢ Based on Jacob et al Julia (2014, p.33), more common than comparing a treatment group to a group receiving no treatment (true control group) is situation in **Learning Objectives**

- Students can read descriptive text

- Students can identify the generic structure of descriptive text

- Students can identify the language features of descriptive text

➢ **Learning, learning media, and learning resources:**

• **Learning methods:** Discovery learning

• **Learning media:** worksheets and assessment sheets

• **Learning resources:** Book When English Rings the Bells

➢ **Lerning steps;**

Introduction (15 minutes)

• The teacher greets

• The teacher prepares students in learning with cleanliness, learning, and attendance classes.

• The teacher motivates students by showing a picture

• The teacher gives information about the competencies and learning objectives to be achieved

which researchers compare group receiving different treatments. These are called comparison group. The majority of educational experiments study the differences in the result of two or more treatments rather than the differences in the result of one treatment versus no treatment at all. There were some steps done by the teacher in the control claas:

G. The Technique of Data Analysis

Data analysis is the last step in the procedure of the experiment, in this case, processing the data. The data processing is the step to know the result of both the experimental culass and the control class and also their differences.

1. Try-out test

The researcher will conducted try-out test to design a good test and it administered to the students who belong to neither the experimental nor the control groups. By using thr students score of the try-out, the researcher did item analysis and an analysis to find out the validity and reliability of the test. The choosing of the instrument had been done by considering : validity,reliability, the degree of test difficulty as follows :

a. Validity

Validity is defined as the extent to which scores on a test enable one to make meaningful and appropriate interpretations. It means that validity is a measurement which shows the levels of validity or the real of the instrument. A valid instrument has a good validity. To measure that the test has good validity, this research used the content validity and item validity.

1) Content validity

Best and Khan (1995,p.219) said that content validity refers to the degree to which the test actually measure or is specifically related to the traits for which it was design, content, validity is based upon the careful examination of course textbooks, syllabus, objectives, and the judgments of subject matter specialists. It means that the content validity is based on the material, and the material is agreement with the objectives of learning in the school which it is based on the syllabus, because the test must be able to measure the writing comprehesion at MTS Hidayatul Qomariyah.

2) Item Validity

The reseacher gave some questions to know valid or not the questions that gave the students'. The item validity used to measure the validity of the test items. In this case, the reseacher used SPSS Version 25 to calculated the da

obtained from the try-out to find the item validity of each item.

Table 3.5

Question	R- Value	R Tabel	Sig.	Description
1	0,486	**0,339**	0,004	**Valid**
2	0,454	**0,339**	0,007	**Valid**
3	0,675	**0,339**	0,000	**Valid**
4	0,378	**0,339**	0,028	**Valid**
5	0,470	**0,339**	0,005	**Valid**
6	0,377	**0,339**	0,028	**Valid**
7	0,393	**0,339**	0,022	**Valid**
8	0,635	**0,339**	0,000	**Valid**
9	0,617	**0,339**	0,000	**Valid**
10	0,412	**0,339**	0,015	**Valid**

Based on the output of the validity test results, it can be seen in the table above, the correlation values obtained are then compared with the r table with N = 34 and a significance level of 5%, the r table value is 0.339. Of the 10 item questions in the writing comprehension test instrument, all of the items that can be declared valid.

b. Reliability

Reliability is a measuring instrument. Ary states that reliability of a measurement is the degree of consistency with which it measures whatever it is measuring. A good test must have high validity. This can be done by examining the students' reading test to know the reliability of the test. The next step is to compute the reliability of the test.

According to Fraenkel and Wallen (2009, p.154), reliability refers to the consistency of the scores obtained how consistent they are for each individual from one administration of an instruments to another and from one set of items to another. Reliability refers to the consistency of the test. The writer used SPSS to reliability of test. SPSS can help analysis of item quickly, essay and accurately. Arikunto (2010, p.310) SPSS is necessary in the research to assess the good instrument or not.

Meanwhile, the reliability test is used to determine the consistency of the test instrument, there sults of which can be seen in the following table.

Table. 3.6: Reliability Test Results
in writing Comprehension Test Instruments

Reliability statistics	
Cronbach's Alpha	N of items
0.637	10

The table above shows that the N of items (the number of questions for the question) are 10 items with a Cronbach's Alpha value of $0.637 > 0.60$. So as the basis for decision-making in the

reliability test,it can be concluded that the ten questons are reliable or consistent.

2. Hypothesis Test

The steps to test the hypothesis were:

a. Normality test

The researcher used normality test to know whether the data in the experimental class and control class have normal distribution or not. In this research, the researcher used statistical computation by using SPSS (Statistical Program for Social Science) Version 25 for normality test. The hypotheses for the normality test are formulated as follows:

Ho: the data do not have normal distribution.

Ha : the data have normal distribution.

While the criteria acceptance or rejection of normality test are:

Ho is accepted if Sig $> \alpha = 0,05$

Ha is rejected if Sig $< \alpha = 0,05$

b. Homogeneity Test

After the normality test, the researcher determined the homogeneity of the test. This test is intended to test whether the data obtained from the sample homogeneous or not. In this research, the researcher used statistical computation by using

SPSS (Statistical Program for Social Science) for homogeneity of the test. The test of homogeneity employed Levene statistic test. The hypotheses for the homogeneity test are formulated as follows.

Ho : the variance of the data is homogeneous

Ha : the variance of the data is not homogeneous

While the criteria acceptance or rejection of homogeneity test are:

Ho is accepted if Sig. $> \alpha = 0,05$

Ha is rejected if Sig. $< \alpha = 0,05$

c. T-test Statistical Analysis

In order to determine whether there is a significant difference between the students' reading comprehesion of experimental and the control groups, the t-test formula applied However, the standard should be computed before counting the t-test.

CHAPTER IV

RESULT AND DISCUSSION

This chapter presented the result of the study which is included data presentation, the result and discussion.

A. Result

In this study, the data was obtained using students' comprehension questionnaires as a test before the researcher examined the outcomes of the data. In the experimental and control classes, student test scores were acquired from the pre-test and post-test. The pre-test was completed before therapy, and the post-test was completed following treatment. The pre-test and post-test were administered to both the experimental and control groups. The data were examined using SPSS Statistics Version 25 when it was obtained. This chapter will contain a description of the complete analysis.

1. The Description of Pre-test and Post-test

The test was described and assessed before and after therapy in this section. Before treatment, students in the experimental and control classes were given a pre-test. After treatment, the students in the experimental and control classes were given a post-test.

a. **The Descriptive Analysis of Students' Writing Comprehension of Pre-Test and Post-Test in Control Class and Experimental Class**

Table 4.1

The findings of the descriptive analysis on the data of students' motivation pre-test and post-test values are shown in the tables below:

Descriptive Statistics					
	N	Minimum	Maximum	Mean	Std. Deviation
Pretest (experiment class)	34	56	89	72.24	8.553
Posttest (experiment class)	34	61	94	76.44	9.284
Pretest (control class)	34	56	83	70.53	6.990
Posttest (control class)	34	59	83	71.97	7.120

Based on the table above in the experimental class that uses a sample (N) of 34 students, the minimum pre-test value is 56 and the maximum value is 89 therefore that it gets an average

of 72,24. Meanwhile the minimum post-test value is 61 and the

maximum value is 94 thus that it gets an average of 76,44. Also,

in the control class that uses a sample (N) 34 students, the

minimum pre-test value is 56 and the maximum value is 83

therefore that it gets an average 70,53. Meanwhile the minimum

post-test value is 59 and the maximum 83 therefore that it gets an

average 71,97.

b. The Result of Students' Writing Comprehension Pre-Test and Post-Test Score in Control Class

Table 4.2

The following table shows the results of categorizing students'

comprehension scores in the control class

Interval Score	Qualification	Pretest		Posttest	
		Frequency (students)	Percentage (%)	Frequency (students)	Percentage (%)
80-100	**Excellent**	8	23,5%	17	50%
70-79	**Very Good**	13	38,2%	8	24%
60-69	**Good**	10	29,4%	9	26%
50-59	**Low**	3	8,8%	0	0%
< 49	**Fail**	0	0,0%	0	0,0%

In the control class, the results of the students'

writing comprehension scores on the post-test increased and were

higher than the pretest. This can be seen in the pretest, namely 0

students (0%) got a failed qualification score, 3 students (8.8%) got a low qualification score, 10 students (29,4%) got a good qualification score, 13 students (38,2%) got a very good qualification score, and 8 student (23,5%) got excellent qualification score. While the results of the students' English achievement scores on the post-test were 0 students (0%) got a failed qualification score, 0 student (0%) got a low qualification score, 9 students (26%) got a good qualification score, 8 students (24%) got very good qualification scores, and 17 students (50%) got excellent qualification scores. As a result of these findings, the qualifications of students' grades increased. In addition, the following figure depicts the results of students' pre-test and post-test scores in the control class:

Figure 4.1

c. The Result of Students' Writing Comprehension Pre-Test and Post-Test Score in Experiment Class
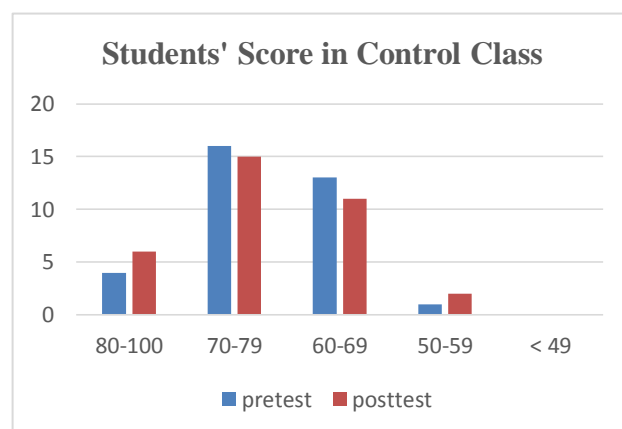
Table 4.3

The following table shows the results of categorizing students' comprehension scores in the control class:

Interval Score	Qualification	Pretest		Posttest	
		Frequency (students)	Percentage (%)	Frequency (students)	Percentage (%)
80-100	**Excellent**	4	11,8%	6	17,6%
70-79	**Very Good**	16	47,1%	15	44,1%
60-69	**Good**	13	38,2%	11	32,4%
50-59	**Low**	1	2,9%	2	5,9%
< 49	**Fail**	0	0,0%	0	0,0%

In the experimental class, the results of the students' achievement scores on the post-test increased and were higher than the pretest. This can be seen in the pretest. Namely, 0 students (0%) got a failed qualification score, 1 student (2,9%) got a low qualification score, 13 students (38,2%) got a good qualification score, 16 students (47,1%) got a very good qualification score, and 4 students (11,8%) got an excellent qualification score. While the results of the students' achievement scores on the post-test were 0 students (0%) got a failed qu alification score, 0 students

(0%) got a low qualification score, 2 students (5.9%) got a good qualification score, 15 students (44,1%) got very good qualification scores, and 6 students (17,6%) got excellent qualification scores. As a result of these findings, the qualifications of students' grades increased. In addition, the following figure depicts the results of students' pre-test and post-test scores in the experimental class:
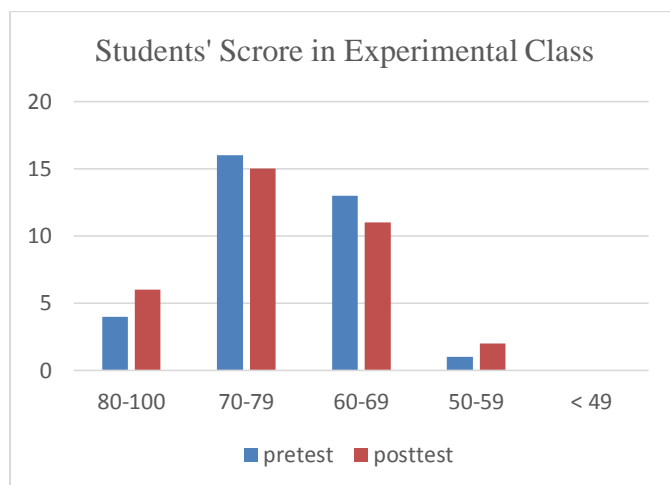
Figure 4.2

2.Normality Test

The normality test demonstrates that the sample data originates from a population with a consistent distribution. To determine the normality in this study, the researcher employed statistics calculation SPSS Statistics version 25. According to Singgih Santoso (2014: 191), the data is said

to be normally distributed (symmetrically) in the Shapiro

Wilk test if the value of Sig. Greater than 0.05.

a.Pre-Test Normality Test Results of Control Class and Experiment Class

Table 4.4

The output table for the Shapiro Wilk normality test contained

in the "Test of Normality" table for the pre-test learning outcomes

of students in the experimental class and control class is as

follows:

Tests of Normality							
		Kolmogorov-Smirnov[a]			Shapiro-Wilk		
	Class	Statistic	Df	Sig.	Statistic	df	Sig
pretest_skor	experiment class	0.111	34	0.200[*]	0.971	34	0.
	control class	0.094	34	0.200[*]	0.972	34	0.
*. This is a lower bound of the true significance.							
a. Lilliefors Significance Correction							

From the output, the value of Sig. (Shapiro Wilk) for

the experimental class is 0.484, and the value of Sig. for the

control class is 0.532. Because the value of Sig. for the two

classes > 0.05, then as the basis for decision making in the

Shapiro Wilk normality test above, it can be concluded that

the learning outcomes data or student pre -test scores for the experimental class and control class are normally distributed. Besides that, it would be described in the histogram diagram below:

a.Post-Test Normality Test Results of Control Class and Experiment Class

Table 4.5

The output table for the Shapiro Wilk normality test contained in the "Test of Normality" table for the pre-test learning outcomes of students in the experimental class and control class is as follows:

Tests of Normality							
		Kolmogorov-Smirnov[a]			Shapiro-Wilk		
	Class	Statistic	Df	Sig.	Statistic	df	Sig
posttest_skor	experiment class	0.149	34	0.053	0.954	34	
	control class	0.112	34	0.200[*]	0.952	34	
*. This is a lower bound of the true significance.							
a. Lilliefors Significance Correction							

From the output, the value of Sig. (Shapiro Wilk) for the experimental class is 0.164, and the value of Sig. for the control class is 0.144. Because the value of Sig. for the two classes > 0.05, then as the basis for decision making in the Shapiro Wilk normality test above, it can be concluded that the learning

outcomes data or student post-test scores for the experimental

class and control class are normally distributed. Besides that, it

would be described in the histogram diagram below:

2. Homogenity Test

Table 4.6

The homogeneity test aims to test the similarity of

control group variants and experimental groups. The test

used is One-Way Anova test. The results are presented in

the following table:

Test of Homogeneity of Variances					
		Levene Statistic	df1	df2	Sig.
posttest_skor	Based on Mean	3.324	1	66	0.073
	Based on Median	2.677	1	66	0.107
	Based on Median and with adjusted df	2.677	1	59.703	0.107
	Based on trimmed mean	3.338	1	66	0.072

Based on the output table "Test of Homogeneity of

Variances" above, it is known that the significance value (Sig.) of

the Learning Outcomes variable in the experimental class and

control class students is 0.073. Because of the value of Sig. 0.073

> 0.05, then as the basis for making decisions in the homogeneity

test above, it can be concluded that the variance of the data on

learning outcomes in the experimental class and control class students is the same or homogeneous.

3. T-Test Statistical Analysis

a. Paired Sample T-Test

In paired sample t-test, the researcher was compared the mean score of students' pre-test and post-test in each group. It was because the researcher would to know or to compare the mean score between two related group. The results as follows

1. Paired Sample T-Test in Control Class

Table 4.7

The following table shows the results of the paired sample t- test in the control class:

Paired Samples Statistics					
		Mean	N	Std. Deviation	Std. Error Mean
Pair 1	pre_test	70.53	34	6.990	1.199
	post_test	71.97	34	7.120	1.221

According to the table, the mean score in the pre-test was 70,53 with a standard deviation of 1,199 and the mean score in the post- test was 71,97 with a standard deviation of 1.221. As can be observed from all of the data, there was a significant

difference in mean score between the pre-test and post-test, with the mean score in the post-test was higher than the pre-test. Another table as follows below:

Table 4.8

		Paired Differences							
			Std. Deviatio n	Std. Error Mean	95% Confidence Interval of the Difference				Sig. (2-tailed)
		Mean			Lower	Upper	t	df	
Pair 1	pre_test - post_test	-1.441	3.431	0.588	-2.638	-0.244	-2.450	33	0.020

In paired sample test table showed a lot of data information about the difference mean score between pre-test and post-test. Besides that, the results of data above very important because it could be proven whether there was difference mean score between pre-test and pos- test after given the treatments. In making decision, if significance (2-tailed) lower than α= 0,05 there were difference mean score of related groups after given the treatment. So, from the data, because significance (2-tailed) was 0,020 lower than 0,05 there were the relationship of mean

score of related groups after given treatments of there were difference mean Score in pretest and posttest.

1. Pired Sample T-Test in Experiment Class

Table 4.9

The following table shows the results of the paired sample t-test in the experimental class:

Paired Samples Statistics					
		Mean	N	Std. Deviation	Std. Error Mean
Pair 1	Pretest	72.24	34	8.553	1.467
	Postest	76.44	34	9.284	1.592

According to the table, the mean score in the pre-test was 72,24 with a standard deviation of 8,553 and the mean score in the post-test was 76,44 with a standard deviation of 9,284. As can be observed from all of the data, there was a significant difference in mean score between the pre-test and post-test, with the mean score in the post-test was higher than the pre-test. Another table as follows below:

Table 4.10

		Paired Differences							Sig
		Mean	Std. Deviation	Std. Error Mean	95% Confidence Interval of the Difference		t	df	tai
					Lower	Upper			
Pair 1	pretest – postest	-4.206	2.717	0.466	-5.154	-3.258	-9.027	33	

In paired sample test table showed a lot of data information about the difference mean score between pre-test and post-test. Besides that, the results of data above very important because it could be proven whether there was difference mean score between pre-test and pos-test after given the treatments. In making decision, if significance (2-tailed) lower than α= 0,05 there were difference mean score of related groups after given the treatment. So, from the data, because significance (2-tailed) was 0,000 lower than 0,05 there were the relationship of mean score of related groups after given treatments of there were difference mean Score in pretest and posttest.

b. **Independent Sample T-Test**

Table 4.11

In order to find out whether or not there was significant difference in students' writing comprehension between the students who are learning used the guided questioning techniques and who were not, the result of post-test scores students' writing comprehension in the experimental class and control class were compared by using independent sample t-test. Detailed of the statistically testing presented as follows:

Group Statistics					
	Class	N	Mean	Std. Deviation	Std. Error Mean
posttest_skor	experiment class	34	76.44	9.284	1.592
	control class	34	71.97	7.120	1.221

Based on table showed that in the control class the average student score was 71,97 while in the experimental group obtained an average value of 76,44. The following is an independent t-test result that compares the mean score of the students in the control group and the experimental group:

Table 4.12

		Levene's Test for Equality of Variances		t-test for Equality of Means						
									95% Confidence Interval of the Difference	
		F	Sig.	T	Df	Sig. (2-tailed)	Mean Difference	Std. Error Difference	Lower	Upper
students_score	Equal variances assumed	3.324	0.073	2.228	66	0.029	4.471	2.007	0.464	8.477
	Equal variances not assumed			2.228	61.842	0.030	4.471	2.007	0.459	8.482

Based on table showed that the results of t-count were 2.228 and significance (2-tailed) was 0,029. Since, significance (2-tailed) is 0,029 < 0,05, Ho is rejected, Ha accepted so it can be concluded that there is an effect toward the results of students' writing comprehension between those who are learning using the guided question techniques and those who are not.

4. **Hypotheses Test**

Based on the "Independent Samples Test" output table in the "Equal variances assumed" section, the Sig value is

known. (2-tailed) of 0.029 < 0.05, so as the basis for decision making in the independent sample t-test, it can be concluded that H0 is rejected and Ha is accepted. Thus, it can be concluded that there is a significant (significant) difference between the average student learning outcomes in the experimental class and the control class, which means that there is a significant influence on students' writing comprehension among students who are given learning using the guided question techniques in the experimental class.

B.Discussion

Based on the output table "Test Homogeneity of Variance" above, it is known that the significance value (Sig.) of the Learning Outcomes variable in the experimental class and control class students is 0.073. Because of the value of Sig. 0.073 > 0.05, so as the basis for making decisions in the homogeneity test above, it can be concluded that the data variance of student learning outcomes in the experimental and control classes is the same or homogeneous. A discussion of research results was conducted to explain and describe this study's results. The discussion contains a review of the findings

related to research so that it can be seen to determine whether there is a significant effect of the class that using the guided question techniques in students' writing comprehension.

In this study, students who were in control class using conventional learning techniques got a significant increase but not as much as the increase in the experimental group who studied in the classroom that using the guided question techniques. This can be seen from the mean value of the pre-test in the control group is 70,53, and the average value of the post-test in the control group is 71,97. While the students who were taught using the guided question techniques, the average score of the pre-test was 72,24, and the average score of the post-test was 76,44. It can be concluded that if the average score obtained in the experimental group is higher than the average score obtained in the control group, the results show that the post-test of the experimental group is better at improving students' writing comprehension than the post-test of the control group. In addition, based on the results, the t-count is 2.228, and the significance (2-tailed) is 0.029. Because, significance (2-tailed) = 0.029 < 0.05. Ho is rejected, and Ha is accepted so that it can be concluded that there is an effect on

students' writing comprehension between those taught using the guided question techniques and those who are not.

Based on the explanation above, it can be concluded that the reason for the guided question techniques has a significant influence on students' writing comprehension in the experimental group. By giving the students 5W + 1H questions in order to direct students to generate their ideas and details when they are writing an event or story then students answered the questions, those answers can be an outline of their writing before generating into a paragraph. From this, it is known that the process of researchers compiling questions in such a way as to guide students in writing can help students experience an increase in addition to the deepening of the material provided can change a little technique in learning so that the increase in the value of students succeeds in achieving the targets that have been set or expected. In addition, the percentage of students writing comprehension of experimental group students after treatment was higher than the control group. Meanwhile, students in the control group were taught using conventional learning, which teachers usually use. In the control group, students only study in class, and the teacher provides material,

then students study in groups, do assignments, and discuss material while in the learning process. Therefore, the percentage of students' writing comprehension in the control group is lower than in the experimental group.

In the control class, the results of the students' writing comprehension scores on the post-test increased and were higher than the pretest. This can be seen in the pretest, namely 0 students (0%) got a failed qualification score, 3 students (8,8%) got a low qualification score, 10 students (29,4%) got a good qualification score, 13 students (38,2%) got a very good qualification score, and 8 students (23,5%) got an excellent qualification score. While the results of the students' writing comprehension scores on the post-test were 0 students (0%) got a failed qualification score, 0 student (0%) got a low qualification score, 9 students (26%) got a good qualification score, 8 students (24%) got very good qualification scores, and 17 students (50%) got an excellent qualification score. As a result of these findings, the qualifications of students' grades increased.

In the experimental class, the results of the students' writing comprehension scores on the post-test increased and were

higher than the pretest. This can be seen in the pretest, namely 0 students (0%) got a failed qualification score, 1 student (2,9%) got a low qualification score, 13 students (38,2%) got a good qualification score, 16 students (47,1%) got a very good qualification score, and 4 students (11,8%) got an excellent qualification score. While the results of the students' writing comprehension scores on the post-test were 0 students (0%) got a failed qualification score, 2 students (5,9%) got a low qualification score, 11 students (32,4%) got a good qualification score, 15 students (44,1%) got very good qualification scores, and 6 students (17,6%) got an excellent qualification score. As a result of these findings, the qualifications of students' grades increased.

Based on the explanation above, it can be concluded that students taught using conventional learning techniques get a significant increase but not as much as the increase in the experimental group who learns with the guided question techniques. The guided techniques revealed the differences in students' writing comprehension in the control and experimental classes. This study also proves that the guided question techniques play a role in improving the writing comprehension

for class VIII MTs Hidayatul Qomariyah Bengkulu City in the English learning process. Also, previous research conducted by (Enfield, 2013) states that the guided question techniques can increase students' writing comprehension to take part in class and interact intensively so that learning independence is formed. This model is effective in helping students learn the material and improve their ability to solve problems independently. Interaction in the classroom can occur intensively, and any learning difficulties especially in descriptive text can be immediately overcome, so independence and learning will ultimately improve student comprehension. Therefore, the guided question technique has certain advantages compared to conventional techniques commonly used by teachers. With the instructions reversed, students are more interested in the lesson because students can do the brainstorming with the question guided by the teacher so they have some idea or the description about what they want to write for in descriptive text. Students can also concentrate on internalizing content in the school with direct help from their peers and teachers (Talbert, 2012). Therefore, the researcher concludes that there is an effect on the writing comprehension of students who teach using the .

CHAPTER V

CONCLUSSION AND SUGGESTION

In this chapter, the researcher would make a conlusion and give some suggestions of the research based the result of study in the previous chapter below:

A. Conclusion

Based on the results and discussion in the previous chapter, the researchers found that this study showed a statistically significant effect of the guided question techniques on the writing comprehension. This can be seen from the significance (2-tailed) results of 0.000. Because, significance (2-tailed) = 0.000 < 0.05. Ho is rejected, and Ha is accepted so that it can be concluded that there is an effect on students' writing comprehension in writing descriptive text between those taught in class with the guided question techniques and those who are not. In addition, student learning achievement can be seen from the mean score of the pre-test in the control group is 70,53, and the average score of the post-test in the control group is 71.97.

Meanwhile, the students taught in the class using the guided question techniques had an average pre-test score of 72,24 and an average post-test score of 76,44. It can be concluded that if the average score obtained in the experimental group is higher than the average score obtained in the control group. The results show that the post-test of the experimental group is better at improving students' writing comprehension than the post-test of the control group.

Based on the explanation above, it can be concluded that the guided question significantly affects students' writing comprehension in the experimental

class. First, the questions are given before students execute making descriptive texts are carried out to help students in doing brainstorming. Then in the second of this activity, students will be able to explore ideas from one object to another so that ideas can be developed more broadly with questions that continue to be related.

B. Suggestion

Based on the conclusions above, there are several suggestions. First, students are expected to be more active in writing and get the more exploration about the topic they want to describe. Second, the guided question techniques can be used as an alternative for teachers to improve students' writing comprehension to help or facilitate students in learning English usually in writing. In addition, teachers must be creative in making or looking for the unique question and materials that will be used under the material in the syllabus or lesson plan design so the result of the written text by student also unique and special.

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