THE EFFECTIVENESS OF GUIDING QUESTION TECHNIQUE ON STUDENTS WRITING SKILL AT 8th GRADE MTS MA'ARIF NU 1 SOKARAJA BANYUMAS

AN UNDERGRADUATE THESIS

**Submitted to Faculty of Tarbiya and Teacher Training of
State Islamic University Prof. K.H. Saifuddin Zuhri Purwokerto
as a Partial Fulfillment of Requirements for *Sarjana Pendidikan* (S.Pd.)
Degree**

**by
Ayudya Fauzia Nur Aulia
Student Number 2017404088**

**ENGLISH EDUCATION STUDY PROGRAM
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FACULTY OF TARBIYA AND TEACHER TRAINING
STATE ISLAMIC UNIVERSITY
PROFESOR KIAI HAJI SAIFUDDIN ZUHRI PURWOKERTO
2025**

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Here with I,

Name : Ayudya Fauzia Nur Aulia

Student' Number : 2017404088

Grade : Undergraduate

Faculty : Tarbiya and Teacher Training

Study Program : English Education Study Program

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I Who Declare,

Ayudya Fauzia Nur Aulia
S.N. 2017404088

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APPROVAL SHEET

This thesis, entitled

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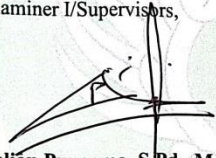
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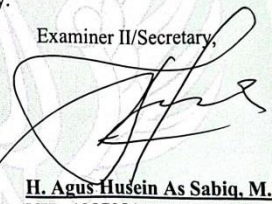
Purwokerto, 16 April 2025

Approved by:

Examiner I/Supervisors,

Examiner II/Secretary,

Yulian Purnama, S.Pd., M.Hum
NIP. 197607102008011030

H. Agus Husein As Sabiq, M.Pd
NIP. 1987081120201210006

The Main Examiners,

Muflihah, S.S., M.Pd
NIP. 197209232000032004

Legalized,
Head of Education Department,

Maria Ulpah, M.Si
NIP. 198011152005012004

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OFFICAL NOTE OF SUPERVISOR

OFFICIAL NOTE OF SUPERVISOR

To :

The Head of Education Departement

Faculty of Tarbiya and Teacher Training,

State Ismalic University

Prof. K.H. Saifuddin Zuhri Purwokerto
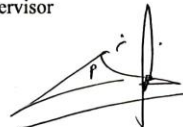
In Purwokerto

Assalamualaikum Wr. Wb.

After conducting guidance, review, direction, and correction, then through this letter, I convey that:

Name	: Ayudya Fauzia Nur Aulia
Student Number	: 2017404088
Departement	: Education
Study Program	: English Education Program
Faculty	: Tarbiya and Teacher Training
Title	: The Effectiveness of Guiding Question Technique on Students Writing Skill at 8th Grade MTs Ma'arif NU 1 Sokaraja Banyumas.

I recommend that this thesis be submitted to the Head of Education Departement, Faculty of Tarbiya and Teacher Training, State Islamic University Prof. K.H. Saifuddin Zuhri Purwokerto, and examined in order to attain *Sarjana Pendidikan* (S,Pd.) / Undergraduate Degree in English Eduaction.

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Purwokerto, 6 Maret 2025
Supervisor

Yulian Purnama, S.Pd., M.Hum
19760710 2008011030

MOTTO

"It will pass, everything you've gone through it will pass"

-Rachel Vennya

DEDICATION

I dedicate this thesis to:

Myself, Ayudya Fauzia Nur Aulia,

thank you for trying so hard and persisting so far. Even though there were many obstacles, you didn't choose to give up until you were finally able to complete this thesis.

My wonder women, the single mom, Mrs Siti Astuti,

thank you for always prays for me so that everything goes smoothly for me.

My late dad, Mr. Wahyudi,

to be honest my days are so heavy without him since 2021. Your warm hug is the only thing I'm waiting for, even though it's impossible. Wait for me in heaven, dad.
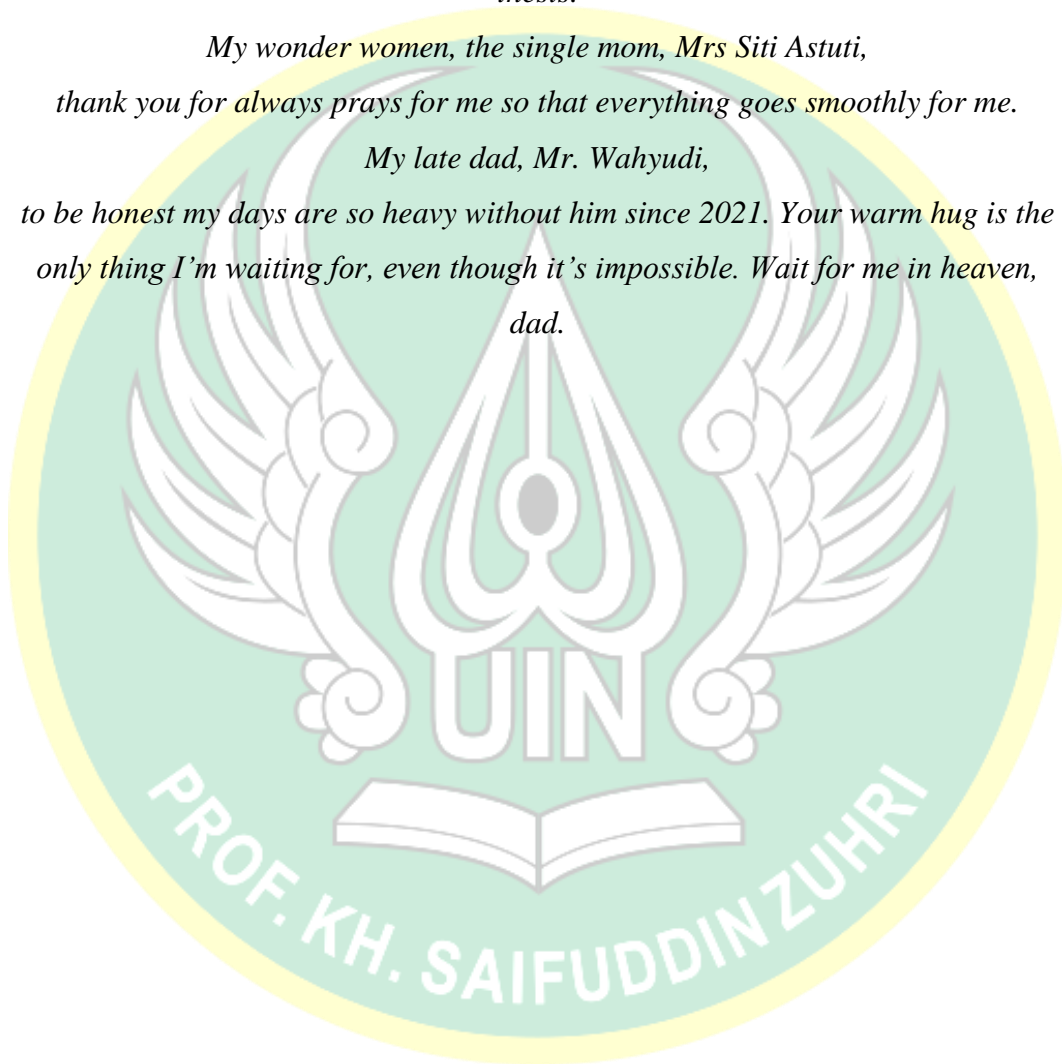
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Assalamu'alaikum Wr.Wb

In the name of Allah, the most graceful, the most praise be to Allah for blessing me with his mercy and guidance to finish this thesis entitled "The Effectiveness of Guiding Question Technique on Students Writing Skill at 8th Grade MTs Ma'arif NU 1 Sokaraja Banyumas" could be completed. Sholawat and salam are given upon our prophet Muhammad SAW, who has guided us the way of truth and brought us to the real light of life.

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   This research thanks and apologizes for all the good faith in the process of completing the thesis, this research hopes that the deeds of worship are rewarded by Allah SWT and can provide blessings in the world and the hereafter. Amen.

<div align="right">
Purwokerto, 29 Maret 2025
Author,
</div>

<div align="right">
Ayudya Fauzia Nur Aulia
S.N. 2017404088
</div>

THE EFFECTIVENESS OF GUIDING QUESTION TECHNIQUE ON STUDENTS WRITING SKILL AT 8$^{\text{TH}}$ GRADE MTS MA'ARIF NU 1 SOKARAJA BANYUMAS

AYUDYA FAUZIA NUR AULIA

SN : 2017404088

ABSTRACT

Abstract: The purpose of this study was to test whether the guiding question technique is effective on students writing of class VIII at MTs Ma'arif NU 1 Sokaraja Banyumas. The quantitative method used is a quasi experimental design, which includes control and experimental group and a written test is used. The participants of this study were students of class VIII A as an control class consisting of 32 students and VIII B as an experimental class consisting of 30 students. Data were collected by giving a descriptive text writing test. Based on the results of data analysis, the students' pre-test results of average score were 50 then after receiving treatment the student's score increased to 74.64 in the post-test. The result showed that the significance of the t-test is 0.000 so that H0 is accepted and H1 is rejected. Therefore, the hypothesis of this study was accepted. This decision demonstrated that there was differences in the results of students who were given learning media using guiding question technique compared to those who were not. So that the writer concludes that the use of guiding question techniques significantly effective in students writing skill descriptive texts at MTs Ma'arif NU 1 Sokaraja Banyumas.

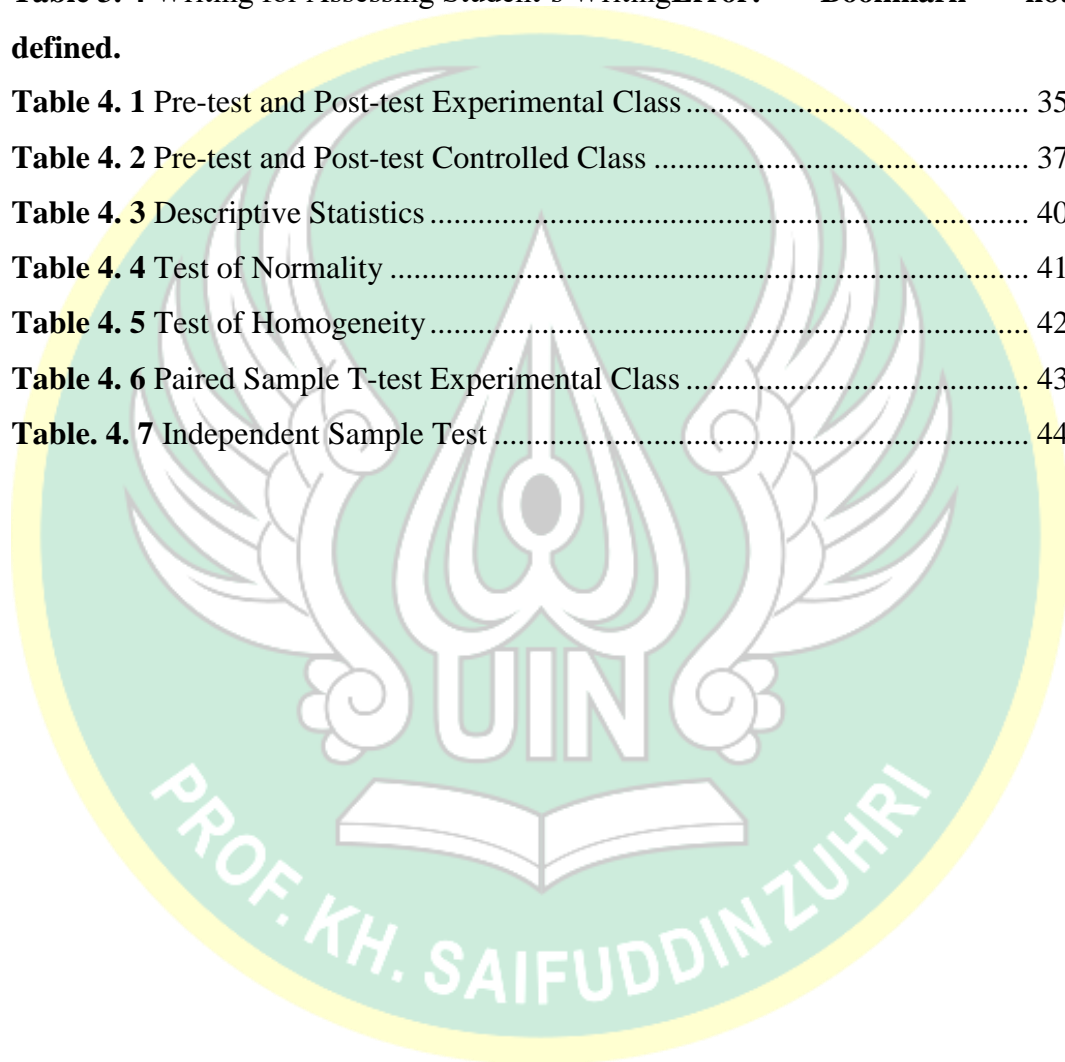**Keyword** : Guiding question technique, writing skill, descriptive text.

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CHAPTER 1

INTRODUCTION

A. Background of Study

The language that plays very important role in the world is English, therefore English is called a global language (Rao & Srinivas, 2019). In learning English language there are four skills, there are speaking, reading, listening and writing. Writing is a regular learning activity, but even for English Foreign Language (EFL) students, it can be very challenging to write well (Kusrini & Amalia, 2021). Some students struggle to communicate their writing abilities, even when they can speak English fluently and convincingly. When learning to write, every student may encounter unique difficulties. Every student is different and special in their own way. These difficulties will in some way avoid students from making progress toward producing quality writing. These paragraphs discuss the difficulties students encounter when writing. Lack of vocabulary has made it difficult for the students to learn how to write (Ya'acob, 2017). Students that have a strong vocabulary repertoire will be better able to express themselves in writing or speech. Students with little vocabulary can benefit from extra reading activities and the use of electronic dictionaries.

Additionally, high school students struggle with grammar. When writing, grammar is really crucial. Information provided by grammar helps learners in understanding its meaning. Another thing that makes students anxious when learning how to write is misspellings (Nyasimi, 2014). Having strong spelling skills will help one learn how to write. Spelling difficulties will hinder the students' learning and prevent them from moving on. The last is one of the challenges that the students encounter is a lack of motivation. Motivation is one of the many elements that can affect student's capacity to learn English. When studying a language, particularly English as a foreign language, students must be motivated (Dwinalida & Setiaji, 2022). Students' poor writing performance is a result of their lack of enthusiasm to learn how to write (Nabu,

2022). Students may not be motivated to continue their studies if they lack enthusiasm for doing that (Moses, 2019). Finally, according to Anyiendah (2017), another problem is the lack of interest from the pupils. While improving one's writing abilities is never easy, it is always a worthwhile task. Some students lose focus, especially when writing. Because they need to know a lot of information in order to write well, students find writing to be uninteresting. To write well, students must be competent in punctuation, grammar, vocabulary, spelling, and sentence structure.

However, mastering writing skills can make it easier to learn other skills (Fahmi, 2021). Writing is a prevalent method of communication in printed media worldwide, particularly when it is done in English. Numerous publications, news, articles, data, technological instruments. English is used in social media, which is mostly used. Writing in English has become necessary in the present day and era. English writing is taught to Indonesian students, especially those in high school, because it's an important skills. The Indonesian government's decision to allow English to be taught in elementary schools since 1994 is a positive step toward improving the English ability of Indonesians as it is believed that the earlier one begins studying English, the more time they have to do it right and the higher their level of proficiency (Kurniasih, 2011). English is now used as the "default" language in several areas of life, including education in Indonesia, where it is the language of teaching in many classes and schools (Putri I. F., 2021). In general, students around the world especially those in countries where English is not spoken as a first language have poor language learning skills (Arianti, 2021). Therefore, learning English for students is important. Students who study English can also improve their speaking, writing, listening, and reading abilities. All of these help students become better communicators and more equipped to handle the challenges of a globalized society.

As a result, writing is a common communication method in printed media utilized globally, particularly when written in English. Writing is still considered as the most difficult skill compared to the other three skills,

speaking, reading and listening (Lubis, 2022). The difficulty of writing is not only in organizing and generating of ideas but also in developing ideas into readable texts. It is important for students to improve their writing skills because it is very important skill in learning English. (Harmer, 2004) states that writing is a way to produce language and express ideas, feelings, and opinions. Through writing people can communicate such as expressing their ideas, feeling, expression or sharing something to others. Students communicate their ideas, thoughts, and experiences to others through writing. Students must clearly construct their ideas into phrases or paragraphs when writing (Fitriani, 2017). Students become more focused on using language correctly when they write. Thus, it can support students in improving their critical thinking abilities and they can comprehend and show complicated ideas (Fadlilah, 2019).

Students use writing as a tool for understanding what they have learned, thought about, and felt. Getting started the first sentence is the hardest part in writing and writers can solve this problem if they can start writing and keep going on about what they write (Axelrod, 1985). It is clear from the foregoing justification that writing is a crucial ability that students and foreign language learners alike must acquire. Despite the fact that writing is highly crucial, especially for students, it is thought to be a challenging subject (Fadlilah, 2019). However, writing has consistently proven to be a significant challenge for students learning the English language, particularly in junior high school. Furthermore, junior high school teachers face certain difficulties when it comes to teaching writing abilities to their pupils. Teachers are finding it difficult to inspire their students. Not because of their misbehavior, but rather because they have little interest in learning how to write (Setiawan, 2014). Parental indifference is another challenge. If parents don't support their children, it will be difficult for the teachers to assist the students. Students who perceive a lack of warmth and care from their parents will hinder their success during their educational journey (Gündoğmuş, 2018; Rahmat Fadli, 2023).

Therefore, to improve students writing skills, a technique is needed in their learning. Technique refers to a specific procedure or way of doing

something. Techniques are usually used to achieve certain goals. There are some technique that can be used in teaching writing. One of them is guiding question technique. Guiding questions are called techniques because they are a tool or strategy used in various contexts, such as education, research, and self-development, to guide thought processes, guide discussions, or direct focus. Guiding questions in this research are indeed a special tool or way so that students can improve their English learning, especially writing skills. The guiding question is a technique that uses some questions to guide students in exploring their ideas. It's an approach where the teacher teaches give students a topic and a set of questions, and they respond to the questions by referencing the provided topic (Hariyanto, 2018). A technique in education known as "guided questioning" involves asking students questions to help them with their learning (Amalia, 2017). According to Traver (1998), "the basic question that directs students for understanding" is known as a guiding question. It implies that guided questions that function as a written text's outline can be used to guide students ideas when they are writing. This technique can help students select, locate, and generate writing ideas before helping them to develop their ideas. The students can be guided through a logical development of concepts with the use of this guide.

Based on the observation in MTs Ma'arif NU 1 Sokaraja, on Friday, 12 January 2024 with the English teacher at MTs Ma'arif NU 1 Sokaraja, the researcher found problem. The condition of students at this school is that they are still lacking in learning English, in their previous education they were not taught English, so at MTs this is the first time they are learning English. Lack of vocabulary among students, students also have no writing experience, some of them didn't even understand basic knowledge in English. Even during tests, students still have difficulty understanding the meaning of the test questions. The teacher said that, the lecture method is a common teaching strategy that tries to give students practice listening and taking in what the teacher says. After that, they can ask questions about any phrases or sentences that they don't understand and record their answers back in their books.

By those condition above, students needs a guiding question technique in learning, in order students can improve their English ability especially writing skill. Moreover, this technique can help students do the first step in writing process. The researcher took this subject in 8 grade. Apart from that, it is hoped that the use of this technique can be a motivation for English teachers regarding the use of technique that can help and simplify the writing learning process. Therefore, the researcher tried to conduct an experimental research entitled **"The Effectiveness of Guiding Question Technique on Students Writing Skill at 8th Grade MTs Ma'arif NU 1 Sokaraja Banyumas".**

B. Operational Definition

1. Writing Skills

One of the four LSRW (listening, speaking, reading, and writing) skills in language acquisition is writing. Writing is one of English many productive skills. It is a system of written symbols that uses several techniques, such as capitalization, spelling, punctuation, word form, and more, to represent the sounds, syllables, or words of language (Durga, 2018). In addition to reading, listening and speaking skills, writing skills are important for people to make full communication. Since students have to write a text in English, writing is the most challenging subject in the classroom. They need to write paragraphs about their ideas and then properly format them on paper, paying attention to word choice and punctuation. According to Harmer (2004), writing is a process and genre constraints frequently have a significant impact on a writer's work. For this reason, learning activities need to include these features. Writing is like swimming, according to Brown (2001) without instruction, humans cannot swim. It is related to the students. If no one wants to teach them, they cannot write. It implies that if teachers don't teach their students, they won't be able to create a texts. Thus, the teacher plays a crucial role in this situation. Writing is a tool for written communication, as can be inferred from the definitions of writing given above. When writing, individuals

must consider what they want to write, as well as the audience and goal. Furthermore, writing is a process of discovery that forces writers to delve deeper into their ideas.

2. **Guiding Question**

In agreement with (Traver, 1998), the fundamental query that guides the search into understanding is known as the guiding question. Using this technique, students are given a list of questions they can think about while they study the subject. It can be expected that the technique will give ideas regarding what should to be included in students writing. Because they have help throughout the writing process, students who use the leading questions technique won't be confused about what to write first and next (Damayanti & Dayu, 2020). According to Taylor (2009) in his book, many types of questions can be used to create a writing outline before originating to ideas for a paragraph. The first thing is **what**. This question has multiple purposes. It may first inquire as to whether a term or name and an item or phenomenon are related. And **who** is the second. It may request the identity of an individual or group of individuals. While **whom** asks for the individuals who are impacted by an event or action, **who** needs the identity of the people who carry out such acts. The prepositions to, for, by, with, and among can come after the word **whom**. **Where** and **when** come in third. Because every event has a setting that determines where and when it has taken place, these types of queries inquire about the location, time, and duration of objects as well as events. **How** comes in fifth. This query has multiple applications. Initially, it has the ability to request a description of a procedure as opposed to an event or an item. Secondly, it might be an inquiry for various characteristics or qualities. Lastly, it has the option to ask for clarification. Why comes last. It can be applied in a variety of ways and is typically a request for a hypothesis and explanation.

From the explanations above, it can be deduced that guided questions are a kind of teaching in which students are given 5W + 1H questions to

help them in thinking up with concepts and specifics for a story or event they are writing. Before they became paragraphs, the students answers to the questions might have acted as a blueprint for their writing.

C. Research Questions

Refering to the limitation of problem, the writer formulates the problem of the study: "There is any effect or not and how effective it is Guiding Question Technique on students' writing skills in Class VIII MTs Ma'arif NU 1 Sokaraja"

D. Aims and Significance of the Research

1. Aims of the Research

   Based on the research question, the objective of this research is to measure the effectiveness of using Guiding Question Technique to increase students writing skill.

2. Significance of the Research

   a. Theoretical Significance

   Researcher hoped that the results of this research can contribute and enrich information relating to the teaching of writing, especially some alternative techniques help students learn to write.

   b. Practical Significance

   1) For the students

   For students, this results of study are expected to make process of learning writing is easier for them by using this technique.

   2) For the teacher

   For teacher, this result would benefit them. Because they can take advantage from this effectiveness of guided questions technique in their teaching writing. They can decide whether using this technique in the classroom is preferable or not.

3) For other researcher

The findings of this study will advise future researchers about the effectiveness of guided question in the process of writing.

E. Structure of The Research

Chapter I is an introduction that consist of the background of the study, operational definition, research questions, objective, significance of the research and the structure of the research. Chapter II is a literature review with the theories "The Effectiveness of Guiding Question Technique on Students Writing Skill at 8th Grade MTs Ma'arif NU 1 Sokaraja" which includes a review of related theories about Guiding Question Technique. Chapter III is about research methods. This chapter deals with the research design, the subject of the study, instruments for obtaining data, techniques for collecting data, and techniques for analyzing data. Chapter IV is the finding discussion. It presents the results of the research. Chapter V is the conclusion and suggestion of the research. In this chapter, the data will be concluded and suggestions are given recommendation the research.

CHAPTER 2

LITERATURE REVIEW

A. Writing

1. The Definition of Writing Skill

Writing is a useful instrument for communication, it plays a significant role in all aspects of life, including the workplace, school, and daily life. People can share things with others or express their thoughts, feelings, and ideas in writing through writing. Since writing is a vital communication tool in daily life, it becomes much more crucial in the educational system. Writing is also one of the most difficult skills to master in both a first language and a second language (Zemach & Islam, 2006). Additionally, people may find writing painful at times since it can be difficult to put ideas and emotions into words. Despite its difficulty, writing is a skill that can be learned using hard practice, much like driving, cooking, etc (Putri D. , 2021). The process is not automatic. Writing is a process, and limitations imposed by genre often have a big effect on what a writer produces. Learning activities have to include these elements (Harmer, 2004).

Writing is the process of putting ideas, facts, and thoughts into simple, understandable words. The ability to write well is a skill that students must acquire in order to succeed in school and in their professional lives. Naturally, students who write well are always effective in communicating their ideas and accomplishing their objectives. They need to improve their writing abilities for both personal growth and long-term success (Durga, 2018). Additionally, applying rules of grammar to written form is a necessary component of writing specialization. The rules of language include the writer's rhetoric in a communication event, information types, punctuation, and grammatical characteristics. The writer must take this writing skill into consideration. Furthermore, writing is a complicated talent that involves a variety of elements, including organization, planning,

spelling, grammar, transforming written content into readable form, word choice, and more (Putri D. , 2021). When the researchers did pre observation, the results showed that the students vocabulary was not well-versed. As a result, the learner felt confused when using vocabulary. In addition, they experienced difficulties with grammar.

Since written language allows people to communicate with one another from time and space, it is important for students to improve their writing skills as part of the English language learning (Suyanto, 2016). Writing lets us communicate with future generations as well as our own contemporaries. It makes it possible for us to communicate with people in the near and far past. Most students commonly face difficulties. When they are asked to write by their teacher. One of the reasons they struggle with writing is that, at times, they run out of topics and words to write about. It can be difficult for the teacher to make the writing assignment interesting in this conditions (Olimovna, 2023).

2. Genres of Writing

Every kind of writing has characteristics that set it apart from the others. It's critical that kids understand the variety of writing genres. According to Brown (2004), there are some most common genres that students might produce; academic writing, job-related writing, and personal writing**.**

a. Academic Writing

The first is academic writing. This type of writing is utilized in college and high school courses (Oshima & Houge, 2007). This is carried out in order to complete a requirement for college or high school coursework. Formal writing is the term used to describe this type of writing. It implies that students need to focus on writing whole phrases and arranging them in a specific order. Academic writing samples include theses, dissertations, technical reports, academically focused publications, essays, short-answer test responses, papers, and general subject reports.

b. Job-related Writing

Writing about a job is the second. Writing of this type is necessary for employment. Job-related writing samples include memos, emails, letters, phone messages, and manuals.

c. Personal Writing

Personal writing comes last. It's a type of writing that expresses emotions, responses, and life experiences. Notes, cards, invites, and letters are a few examples of personal writings, and private notebooks.

3. The Purpose of Writing Skill

Every communication-related action, including writing abilities, has a specific purpose. According to Hacker (2016), the purposes of writing are :

a. To Inform

Any form of writing that provides readers with knowledge or information of anything. It might provide readers help in finishing any assignment or activity. In short, the writer wants to provide information. This could involve writing descriptions of books, biographies, essays, or even instructions.

b. To Amuse

The purpose of this writing is to make other people happy, either by sharing a joke or a touching tale. Thus, while writing, examine the planned use of humor in language very carefully. Because people are more interested in reading something if the writing has engaging information.

c. To Persuade

It implies that the aim of writing is to persuade the reader to believe as much of what we write as we can. To convey emotions, people can use writing as a means of indirectly communicating ideas or feelings that they would like to express. Individuals are able to remember what is in their mind and what they want to write. Put another way, writing makes students brains more focused and careful.

d. To Express

The aim of expressive writing is to convey the writer's sentiments and thoughts through the written word. Writing that is expressive is personal writing. Expressive writing is done informally and isn't meant for public consumption. From writing people can express their idea or feeling that want to speak indirectly in written form. People can recall what in their memory is about and what they are going to write. In other words, writing trains student's brain to think more and carefully.

The previously mentioned sentence clarified the overall goal of writing. It might conclude that the goal of writing is to communicate concepts and ideas to the observer. It implies that the writer must be aware of what they are going to write about and why they are writing in order for the readers to understand exactly what the writer trying to achieve through their work.

4. The Process of Writing

Another important thing in writing is the process. When the writer starting to create a text, they need concern process to make their writing well organized. According to Oshima (2007) writing is not easy, it takes to study and practice to develop this skill. It means that writing skills could not come automatically. It requires some experiences, attention, and a lot of regular training. So, students have to practice more and more to have a good skill in writing. To have good writing, the students should do it in some stages that are called the writing 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 & O'Brien, 2011) 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

The writers will receive helped in this step by creating an outline or organizing framework for their work. Writing their thesis statement and going over the topic's exploratory notes can be the first steps. Next, a list of examples or supporting information can be included.

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.

In conclusion, the writing process is one of the important parts to be done by the writer. So, for the teachers, they have to convince the students that writing is a process. Therefore: to make good writing, the students have to apply the stages of writing started above.

5. Teaching Writing

Teaching writing is a method of communicating ideas or putting our thoughts down on paper (Wahidiyati, 2020). The goal of a language

teacher's writing instruction is to help students write in English in a way to be appropriate, correct, and understandable (Ma'rufah, Muflihah, & Awaliyah, 2021). There are different explanations for teaching students to compose (Harmer, 2004). The first is writing, which gives them more time to think. While writing, they do language processing, which means they are thinking about language, which is different from when they are in a conversation because they don't have a lot of time to think, like when writing. This is simply called writing-for-learning, with language it self being the main subject of writing. After that, writing directs students to improve their writing skills. The aim for students is to become better at writing, which focuses mainly on the whole text. The students are expected to be able to write sentences and generate them into paragraphs, then develop the paragraphs into several kinds of text. They are descriptive, recount, procedure, and narrative text.

6. Aspect of Writing

Aspect of writing is another essential consideration in assessingstudents' writing ability. By knowing what aspect to be assessed, the teachercan easily evaluate the students' writing through the following aspects. According to Heaton (1975) there are some aspects of writing skill that should be detected, namely: content, organization, grammar, vocabulary, and mechanic. The description of each aspect will be elaborated below:

a. Content

The thoughts, facts, and concepts that the author presents in a piece are known as content. The ability to think creatively and generate ideas while eliminating all unnecessary information is the treatment of content itself.

b. Organization

A reader must comprehend text organization in order to completely comprehend the meaning of a passage. Text organization is the way a

text is structured to aid readers in following and comprehending the information delivered.

c. Grammar

Grammar is a system of rules and structures that give words meaning and purpose. Correct use of prepositions, modals, articles, verb forms, and tense sequencing are all part of grammar; run-on sentences and no fragments. Grammatical errors impair the writer's ability to convey their ideas clearly, making it difficult for the reader to truly understand what they are attempting to communicate (Jespersen, 2006).

d. Vocabulary

The purpose of this component is to observe how writers or students employ idioms and vocabulary, as well as how they select appropriate words and how much vocabulary they can employ in their own writing. Writing well will come from using words effectively. We are constantly wary when using words to convey our ideas because a limited vocabulary can make it tough for us to write about ideas.

e. Mechanics

Another factor that the writer should take into account when writing is mechanics. According to the notion, mechanics include things like punctuation, capitalization, and usage and spelling. In essence, mechanics refers to a collection of rules pertaining to the proper use of capitalization, spelling, and punctuation in written language.

B. Writing Desctiptive Text

1. The Definition of Descriptive Text

Descriptive text is a text which describes person, place, mood, situation, and etc. in words. Descriptive writing is to create a clear picture or impression of person, place or object (Diane, 1966). Descriptive text usually tells aboutthe characteristic of the subject.Descriptive paragraph is

clear picture of a person, place, event, and idea. The best description is a word picture; the reader can imagine the object, place or person in his or her mind (Oshima & Houge, 2007). According to George and Julia (2010), descriptive is used to create a visual image of people, place, and things, even units of time or seasons. It may also be used to describe more than the appearance of people and to tell about their traits of character or personality. Description also "gives sense impressions such as the feel, sound, taste, smell, and look of things. Emotions (feelings) may be described too, like happiness, fear, loneliness, gloom, joy, comfort, etc. It means that descriptive text is used to describe physical appearance and personality of people, places, things or objects, feelings and emotions, and units of time.

2. Part of Descriptive Text

According to Gerot and Wignell (1994), there are three parts of descriptive text, they are:

a. Social Function, to describe a particular person, places or things.

b. Generic Structure,

   1) Identifications : identifies phenomenon to be described.

   2) Description : describes parts, qualities and characterisctics.

c. Significant lexicon-grammatical feature, that is focus on specific participant, use simple present tense, use "be (is, are)" for the identification and showing qualities, use verb "has/have" to give detailed description of the object's features, use action verbs related to the topic, especially when describing behaviors or personalities (for person), use adjectives in describing the objects, especially the qualities.

Based on the above theories, a descriptive text is a text that describes something or someone so that readers can see, feel, smell, or taste what is told. To be like that, when writing a descriptive text, writers must take into consideration the following elements : generic structure and fitur lexicon-grammatical.

3. Kind of Descriptive Text

     As we know that descriptive text is a text to describe something, such as persons, places, or things. As George and Julia (1968) said that, descriptive is used to create a visual image of people, place, and things, even units of time or seasons. So, it normally takes on three form, they are:

a. Describing People

     When writing a description of a person, you gather important information about them and then ask yourself what the information is based on. There are many ways to describe someone, like their face, color of hair, clothing, skin, body shape, and so on.

b. Describing Places

     The best way to describe a place is to show someone the actual place or to take a picture of it or just give the characteristics of the place.
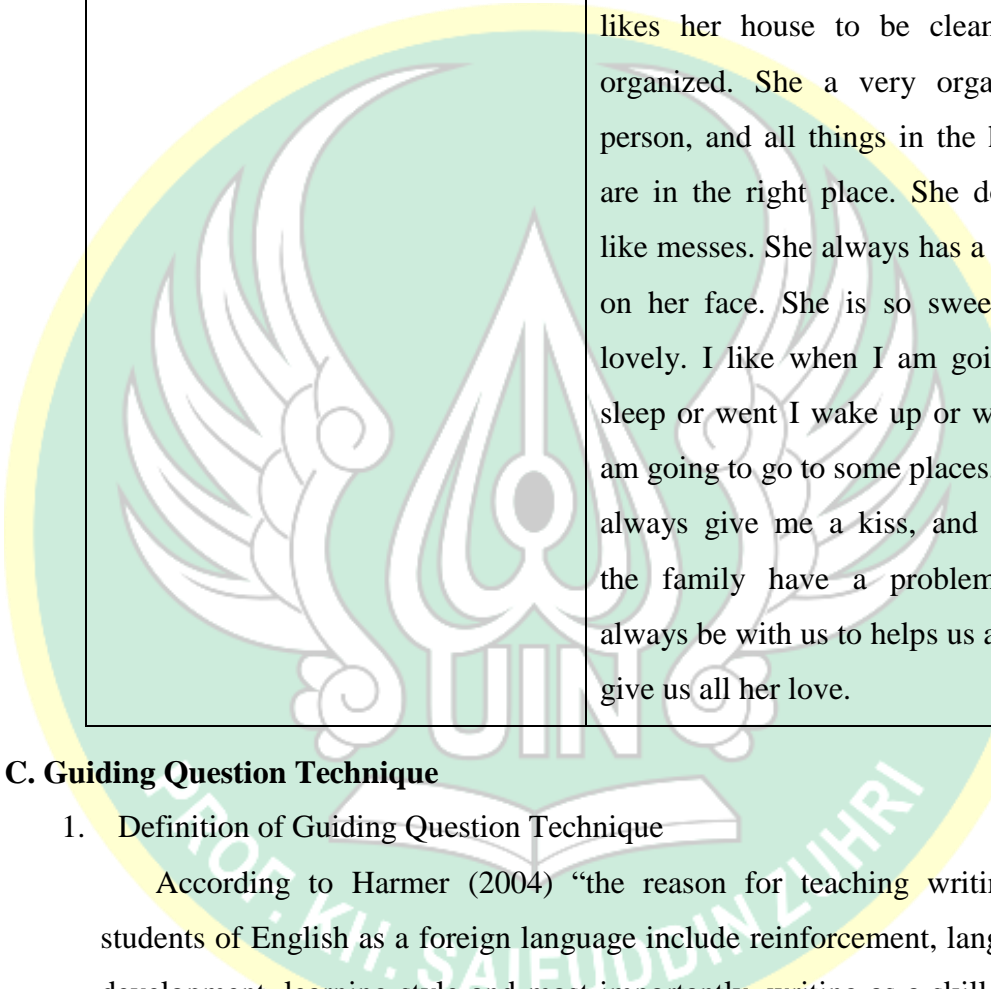
c. Describing Things or Object

     If you want to describe a thing or an object, you must have good imagination about a thing or an object that will be described. In describing thing or object, there are many ways such as it shape, color, materials, function, texture, etc.

4. The Example of Descriptive Text

Table 2. 1 The Example of Descriptive Text

The Elements	Example
Identification	My mother is a beautiful person. She is not tall but not short. She has curly hair and brown. Her eyes color are like honey and her color skin color light brown, and she has a beautiful smile.
Description	She is a very kind person. She is very lovely, friendly, patient, and

	she loves to help people. I love my mom, because she is a good example to me. She loves neing in the Church, and she loves sing.She is a very good wife and mother. She always takes care of her family. She likes her house to be clean and organized. She a very organized person, and all things in the house are in the right place. She doesn't like messes. She always has a smile on her face. She is so sweet and lovely. I like when I am going to sleep or went I wake up or when I am going to go to some places, she always give me a kiss, and when the family have a problem she always be with us to helps us and to give us all her love.

C. Guiding Question Technique

1. Definition of Guiding Question Technique

According to Harmer (2004) "the reason for teaching writing to students of English as a foreign language include reinforcement, language development, learning style and most importantly, writing as a skill in its own right". It implies that when teaching writing, educators should assist their students to create good writing. One of the techniques that can be used by teachers in teaching writing skills is guiding questions technique. This is the explanation about guiding question technique. Using this technique can help the students with the beginning part of the writing process. It is a written exploration of their subject. This technique is also

known as guided writing, or controlled writing, as long as we follows instructions, guided or controlled writing cannot result in a significant error. This is the same approach known as Guided Questioning Techniques, which poses certain questions related to a subject.

As a technique in teaching, this guiding question technique is very useful for helping students dig up the information they need to write. Asking questions can be a way of playing with material before what you want to make of its shape. When students are writing about events or stories, teachers can help them come up with ideas and details using the 5 W and 1 H questions (what, why, where, when, who, and how). According to Taylor (2009) in his book explains some steps in implementing guiding questions as follows: First, choose the topic that will be written should be prepared by the students. Second, ask some question related to the topic. Such as, what, who/whom, where, when, how, and why. Third, answer the questions which has been prepared based on their experience in form of outlining. Then, develop into paragraph, after the students get answer of the questions, guide them to develop the sentence into a paragraph. Last, final work, ask them to revise the paragraph and generate the organization based on the descriptive text and to re-write into a final draft.

From the explanations above, it can be deduced that guided questions are a kind of teaching in which students are given 5W + 1H questions to help them in thinking up with concepts and specifics for a story or event they are writing. Before they became paragraphs, the students answers to the questions might have acted as a blueprint for their writing.

2. The Advantages and Disadvantages of Guiding Question Technique

There are some of the advantages of guiding questions in the writing process (Maulida, 2016), it can be known that the advantages of using guiding question for the students are:

a. It can help teachers teach writing to their students so that they won't be confused about what to write because they will be directed by responding to the topic's related questions.

b. It can reduce errors made by students in their writing.

c. The students will not be confused what they are going to write because they are guided to write by answering the questions related the topic.

d. It can make students easier to explore the topic which they will to write about.

(Hariyanto, 2018) explained that there were problems in using the guiding questions technique. This issue ordinarily happens when the questions used are as well difficult for students to work on. Therefore, to overcome this, writers got to consider the questions that will be given and these questions must be in understanding with the level of students. This technique is difficult to be applied in guiding writing process in big group students because the class will be difficult to be controlled by the teacher.

3. Kinds of Question

There are some questions can be used as a guided question to direct students in writing. According to Taylor (2009) in his book entitled *A Student's Writing Guide,* these several questions can be used to open up lines of thought. They are:

a. What

This question has multiple purposes. It may first inquire as to whether a term or name and an item or phenomenon are related. Secondly, it can inquire about a description of a specific item, method, or concept. Additionally, **what** can be used to search for ideas and definitions that are more universal or generic.

b. Who, Whom

It may request the identity of an individual or group of individuals. **Who** needs the identity of the people who carry out such

acts. The prepositions to, for, by, with, and among can come after the word **whom**.

c. When, Where

   Because every event has a setting that determines **where** and **when** it has taken place, these types of queries inquire about the location, time, and duration of objects as well as events. Additionally, this can establish specific concerns related to regularity, frequency, distribution, extent, and other crucial subjects.

d. Why

   It can be applied in a variety of ways and is typically a request for a hypothesis and explanation. It has many different situations (Amalia, 2017). First, it can be applied to inquire about the causes of an occurrence or phenomena, or what is known as the causal explanation. Secondly, **why** can request purposeful explanation, such as the reasons, goals, and purposes of the people accountable for a certain action, event, or phenomena. Thirdly, **why** is it possible to ask for a functional explanation when questioning about the purpose or role of something. The final question, **why** asks what set of conditions leads someone to draw a logical conclusion and might be interpreted as a request for a deductive explanation.

e. How

   This query has multiple applications. Initially, it has the ability to request a description of a procedure as opposed to an event or an item. Secondly, it might be an inquiry for various characteristics or qualities. It also can a request for an explanation.

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. When students are writing a story or event, these questions can be used as guided questions to help them generate ideas and write more effectively specifics.

D. Review of Relevant Studies

There are some previous study related with the writer's research. The first research comes from (Amalia, 2017) with the title *"The Effectiveness of Guided Question Technique on Students Writing Skill of Recount Text"* This research deployed quasi-experimental study. The subject of this research was the *Eighth Grade Students of MTs. Negeri 13 Jakarta.* Based on the research conducted at the eighth grade students of *MTs. Negeri* 13 Jakarta, it can be concluded that using guided question technique is effective on students' writing skill of recount text. Using guided question technique has good effects on teaching writing recount text. It can improve students' writing skill of recount text. Based on the data in this research showed that students' mean score of post-test in experimental class (76.91) with the average of gained score (16.46) was higher than mean score of post-test in controlled class (70.28) with the average of gained score (9).

The second research comes from Rahmi Riyani Harahap (Harahap, 2020) with the title *"The Effect of Guided Question Technique on Students Writing Skill of Descriptive Text at Eight Grade Student SMP Satrya Budi Karang Rejo"* This research were used quasi experimental with pre-test and post-test design. Based on the results of the study, it showed that the average difference between both class, namely the control class and the experimental class, score in experimental class increased significantly compared to score in the controlled class. The score of post-test in experimental class is higher than in controlled class (81.65 > 74.25). It means there is better improvement after using guided question technique than conventional technique.

The third research comes from Laila Nurul Fadlilah (Fadlilah, 2019) with the title *"The Effectiveness of Guiding Question to Teach Recount Text Writing"* In this study, the researcher conducted experimental research. Based on the data analysis, it was found that the effectiveness of guiding questions using a series of pictures to teach recount text writing to the eighth grade of SMP N 1 Pamotan in the academic year of 2019/2020 was effective. From the result of pre-test, it could be seen that the writing skill of students at the eighth grade of

SMP N 1 Pamotan was low. The average score of the experimental class was 67.33 and the average score of the control class was 65.83. After doing the treatment, based on the post-test result, it could be known that the average score of the experimental class was 74.50 and the average score of the control class was 68.

The fourth research comes from Ilfa Hidayah (Hidayah, 2015) with the title *"The Effectiveness of Guided Question Towards Students Writing Skill of Descriptive Text"* this research deployed quasi-experimental study. The subject of this research was the Eighth Grade Students of SMPN 3 Tangerang Selatan. Based on the research finding explained in the previous chapter, the writer draws a conclusion that learning descriptive text by using guided questions is effective to increase the students score in writing descriptive text. The result of the statistical analysis in the research showed that the value of t_o is higher than t_{table} as 1.7<6.15>2.4. It means that the Null Hypothesis (H_0) is rejected and the Alternative Hypothesis (H_a) is accepted. Thus, there is a positive significant effect in learning writing of descriptive text by using guided questions.

The fifth research comes from Mariana Ningrum (Ningrum, 2015) with the title *"The Effect of Using Guided Questioning Technique to the Students Writing Ability on Recount Text at Tenth Grade Students of SMAN 4 Kediri in Academic Year 2014-2015"* In this research, the researcher use technique of experimental quantitative because variable in this research is treaten to know certain result before and after giving treatment. The researcher give treat to the students of SMAN 4 Kediri to know their ability in writing recount text, after that the researcher give the score which use as the data to be measured and to get the corelation between to variables. In this research, the researcher use pre-experiment method by using pre-test and post-test design, where the researcher do an experiment in a single group only. Based on the data analysis during the research, the researcher concludes that before the students taught by using Guided Questioning Technique, they have problem in writing recount text generally in constructing ideas, structure, word choice or vocabulary, and even ignore the mechanics especially at the tenth grade students of SMAN 4 Kediri

in academic year 2014/2015. The students have difficulty to develop their ideas into sentence, they have no ability to comprehend past sentence, the have no understanding about recount organization, they have very limited vocabulary, even ignore the punctuation and capitalization. The result can be seen in the research's post-test score in the following meeting. Their ability in writing recount text developed significantly. In short, the researche concludes that the Guided Questioning Technique gave significant effect to the students' writing recount ability at tenth grade students of SMAN 4 Kediri in academic year 2014/2015.

The relevant previous study above has similarities and differences with this study. The similarities among the four study and this study are the study used quantitative research, the research was conducted at the eight grade students, and guiding questions by using WH questions are used to direct students in writing. All of the five study and this study used quasi experimental design which divided the class become experimental and controlled class. Then, participant of the first study is the eight grade of MTs Negeri 13 Jakarta, whereas the participant of this study is the eight grade of MTs Ma'arif NU 1 Sokaraja. The second prevoius study also has difference whit this study. The difference is participant itself. Even the quasi experimental is used in both study, the participant is difference. The participant of the second previous study is Eight Grade Student SMP Satrya Budi Karang Rejo. While in this study the participant is MTs Ma'arif NU Sokaraja. Then, the difference between the third previous study and this study is in the participant. The third previous study is eight grade of SMP N 1 Pamotan, while this study is eight grade of MTs Ma'arif NU 1 Sokaraja. The difference between the fourth previous study with this study. The difference between the fourth previous study and this study is in the participant. The fourth previous study is eight grade students of SMPN 3 Tangerang Selatan, while this study is eight grade of MTs Ma'arif NU 1 Sokaraja. And last the difference between the fifth previous study with this study is the participant. The participant of the fifth study is

tenth grade students of SMAN 4 Kediri, while this study is eight grade of MTs Ma'arif NU 1 Sokaraja.

E. Hypothesis

The research hypothesis used in this research concerned the effectiveness of Guiding Question Technique on students writing skill. These are two kinds of hypothesis :

1. Null Hypothesis (Ho):

    Guiding Question Technique is not effective on students writing skill at 8th grade MTs Ma'arif NU 1 Sokaraja.

2. Alternative Hypothesis (H1) :

    Guiding Question Technique is effective on students writing skill at 8th grade MTs Ma'arif NU 1 Sokaraja.
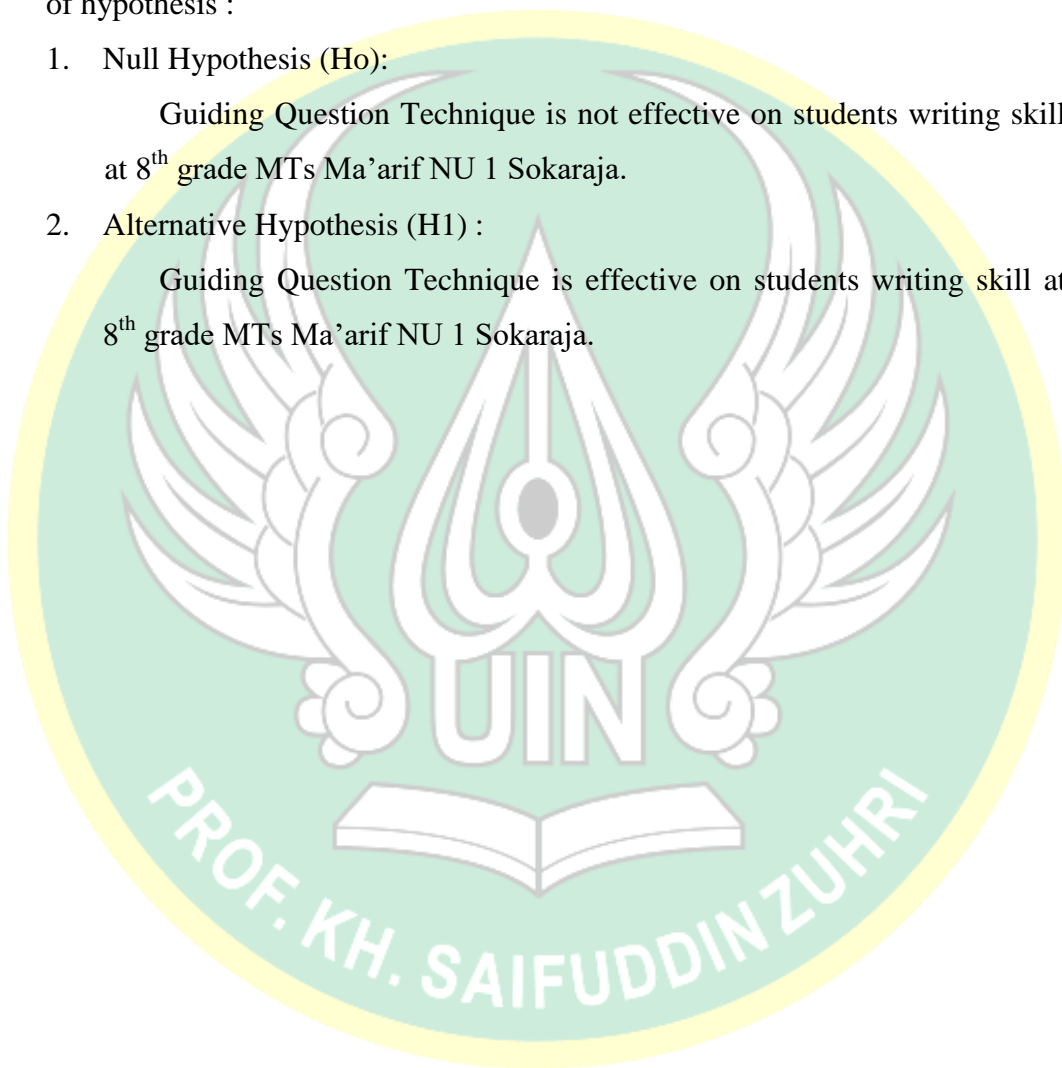
CHAPTER 3

RESEARCH METHOD

A. Type of Research

This research used quantitative methods. Because the characteristics of quantitative research have an orderly structure, the steps from the beginning to the end of the research can be predicted. Quantitative research requires a lot of use of numbers, starting from data collection, data analysis, and delivering results. All these results should be presented in forms such as images, tables, graphs, or other representational displays, which will increase reader interest and make communication easier (Priadana & Sunarsi , 2021). Quantitative research, often known as datadriven research, is used to determine whether the Guiding Question Technique improves students' writing skill. In this method, the researcher used experimental research. Experimental research consists of true experimental, quasi experimental, and pre-experimental research. The researcher used a quasi-experimental design to relate to the research problem. Quasi-experimental design is a type of experimental design that is developed from true experimental research (Sugiyono, 2015).

When implementing a program in a realistic school setting or dealing with other problems that come up, quasi-experimental designs aim to replicate the benefits of true experimental designs as nearly as possible (Muijs, 2004). The research apply to eighth grade students in MTs Ma'arif NU 1 Sokaraja using control and experimental classes. Based on the table below, the writer conducted two classes, they are experimental class and controlled class. In the experimental class, the writer gave treatment by using guiding question technique on writing skill, whereas in the controlled class without guiding question technique.

Table 3. 1 Pre-Test and Post-Test Design

Select control group	Pre-test	No treatment	Post-test
Select experimental group	Pre-test	Experimental treatment	Post-test

In this study, the researcher divided the subject of the study into two groups, an experimental group, and a control group. Before and after the experiment, both groups were given pre-test and post-test. During the treatment, the experimental group was taught by using guiding questions technique, while the treatment without using guiding questions technique was performed in the control group. After the treatment, the same post-tests for experimental group and post-test for control group were administrated to investigate whether any significant differences between both groups. Significant differences in treatment will be measured by comparing the average performance of students in the experimental group and the control group in writing skills. The instructional treatment is concluded to be significant if the average performance of students' writing skills in the experimental group is found to be much higher than the average performance of students' writing skills in the control group.

B. Place and Time of Research

1. Place

   This research conducted at MTs Ma'arif NU 1 Sokaraja. Located at Jl. Kyai Akhmad Mursyid Dusun II RT.04/03 Desa Sokaraja Lor, Kec. Sokaraja, Kabupaten Banyumas, Jawa Tengah.

2. Time of Research

   This research conducted on 16th October to 11th November 2024 which will be described into the following table:

Table 3. 2 Treatment schedule of Experimental Group

Class	Activity	Date
Experimental Class	Pre-test	October 16th, 2024
	Meeting 1	October 17th, 2024
	Meeting 2	October 23th, 2024
	Meeting 3	October 24th, 2024
	Meeting 4	October 30th, 2024
	Post-test	October 31st, 2024
Control Class	Pre-test	October 21st, 2024
	Meeting 1	October 28th, 2024
	Meeting 2	October 29th, 2024
	Meeting 3	November 4th, 2024
	Meeting 4	November 5th, 2024
	Post-test	November 11th, 2024

C. Population and Sample

1. Population

   According to Sugiyono (2015) population is generalization area consisting of objects or subjects that have certain qualities and characteristics determined by researchers to be studied and then drawn conclusions. The population in this research are students in grade 8th of MTs Ma'arif NU 1 Sokaraja which has 3 classes and the total of it is 92 students.

Table 3. 3 Population of Students Class VIII MTs Ma'arif 1 NU Sokaraja

Class	Number of Student
VIII A	32
VIII B	30
VIII C	30
Total Student	92

2. Sample

The sample is part of the number and characteristics of the population (Sugiyono, 2015). The researcher took samples from two classes from the population of grade 8A as an controlled class and 8B as a experimental class.

D. Variables and Indicators of the Research

1. Variable

The definition of a variable is an object of research, or what is the focus of a study, both abstract and real. A variable is a value that has many variants, or something that is changeable and not fixed. In this study using independent variable. Independent variable or variable X is variable that is seen as the cause of the emergence of the dependent variable which is presumably as a result. While the dependent variable or variable Y is the estimated (effect) variable, which varies accordingly changes of the independent variables. In this research the independent variable was Guiding Question Technique and the dependent variable was students writing skill.

2. Indicators

Table 3. 4 Writing for Assessing Student's Writing

Aspect	Score	Performance Descriptive
Content (C) - Topic - Detail	4	The topic is complete and clear and the details are relating to the topic
	3	The topic is complete and clear and the details are almost relating to the topic
	2	The topic is complete and clear, but the details are not relating to the topic
	1	The topic is not complete and clear and the details is not relating to the topic
Organization (O)	4	Identification is complete and descriptions are arranged with proper connectives
	3	Identification is almost complete and

- Identification		descriptions are arranged with almost proper connectives
- Description	2	Identification is not complete and descriptions are arranged with few misuse of connective
	1	Identification is not complete and descriptions are arranged with misuse of connective
Grammar (G)	4	Very few grammatical or agreement inaccuracies
	3	Few grammatical or agreement inaccuracies but not effect on meaning
	2	Numerous grammatical or agreement inaccuracies
	1	Frequent grammatical or agreement inaccuracies
Vocabulary (V)	4	Effective choice of words and word forms
	3	Few words and word forms inaccuracies but not effect on meaning
	2	Limited range confusing words and word forms
	1	Very poor knowledge or words, word forms, and not understandable
Mechanics (M) - Spelling - Punctuation - Capitalization	4	It uses correct spelling, punctuation and capitalization
	3	It has occasional errors of spelling, punctuation and capitalization
	2	It has frequent errors of spelling, punctuation and capitalization
	1	It is dominated by errors spelling, punctuation and capitalization

The students score in writing descriptive text can be calculated by using the formula: Score = (C+G+O+V+M)**: 20 x 100**

E. Instrument of the Research

The instrument in this research was a writing test to determine students' writing skill in English. The type of test that is writing descriptive text. The test is given twice, before and after the treatment or learning process. The writer gave a pre-test to the students to determine the students' initial writing skill and then was given a post-test to measure and determine the extent using the guiding questions technique on students' writing skills, by comparing the sample results from the pre-test and post-test.

F. Techniques of Data Collection

The selected data is according to the problem's system to get better data on this study. In data collection use pre-test, tratmeant, post-test and documentation.

1. Pre-test

Pre-test is a test or questionnaire given to respondents before they are involved in certain research activities or interventions. The pre-test is carried out to measure the initial conditions of the variables to be studied. Pre-test was carried out to ensure sample homogeneity. Apart from that, the purpose of the pre-test is to find out the average score of experimental research that provides treatment in the experimental class. The pre-test is given at the first meeting.

b. Treatment

After being given a pre-test, students are given treatment. The main goal of treatment in data collection techniques is to provide a strong basis for research conclusions, show cause-and-effect relationships, and provide deeper and more relevant information about the variables studied. The procedure is that the experimental group used the guiding question technique in their learning, while the control group used the method usually used during learning. Both groups will be given the same material for the learning process. The treatment will be given in 4 meetings starting from the second meeting to the fifth meeting.

c. Post-test

This test was carried out on the end of the process of learning material with the aim of knowing the extent of students understanding of the material and the important points of the material what was studied (Magdalena, Annisa, & Ragin, 2021). This test material is related to the material that has been taught to previous students.

The effectiveness of the guiding question technique on students' writing abilities can be determined by comparing the results of the pre-test and post-test carried out by the students. The pre-test is given at the beginning of the meeting. After that, students in the control class learned what was usually taught in class and the experiment class was taught using the guiding question technique. Then a post-test was carried out after therapy to find out whether there was a difference between the experimental class that received treatment and the control class that did not.

G. Instrument Validity

Validity is a statistic that measures the accuracy of a tool in carrying out its duties. The validity test provides an overview of the instrument's ability to measure what is being studied (Ary, Jacobs, Sorensen, & Razavieh, 2010). This study uses expert validation. Therefore, the researcher consulted with two experts to ensure that the instrument was valid and appropriate before being given to students for testing.

H. Technique of Data Analysis

The researcher analyze the data of the pre-test and post-test to know the effectiveness of using guiding question technique on students' writing skill. The goal of the data analysis is to find variations in learning achievement between learning control groups that do not use treatment and learning treatment groups that do use treatment. The researchers used the normality test. As the requirement of the t-test, the data has to be tested by normality and homogeneity test.

1. Descriptive Statistical Analysis

Descriptive analysis is used to display deep data statistics, such as mean, sum, median, maximum minimum, median for the data distribution.

2. Quality Test

   a) Normality Test

   Pre test and post test carried out with normality test. Normality test is used to know whether the data from experimental and controlled class are normally distributed or not. The distribution normality test was carried out using Shapiro-Wilk formula with the IBM SPSS statistical program. The interpretation of the results should be based on SPSS calculation results. If sig (2-tailed) value greater than 0.05, normal population data distributed. However, if the sig (2-tailed) value is less than 0.05, population data is not normally distributed (Jainuri, 2019).

   b) Homogeneity Test

   The homogeneity test is used to ensure whether the data comes from the same population or not (Isnawan, 2020). Usually the data used in quasi-experimental research is two sample class data, namely the control class and the experimental class. The homogeneity is used to find out whether the data from two classes have the same variant in order that hypothesis can be tested by t-test or not.

   c) Hypothesis Test

   The research hypothesis is to test whether the average results learning from the experimental group is there a difference or not compared to the control group. Therefore researcher used t-test. If the significance is less than 0,05 then H0 is rejected and H1 can be accepted. If significance is more than or equal to 0.05 then H0 is accepted and H1 is rejected. In the testing this hypothesis, namely comparing the average learning outcomes of the experimental group with class learning outcomes control. Where if the average value of experimental group learning outcomes its bigger with the control group

than the use of Guiding Question Technique can be said to be effective. However, if the average value of the experimental group learning outcomes is smaller than the control group, then the use of the Guiding Question Technique is not effective. In testing this hypothesis researchers using SPSS software tools.

CHAPTER 4

FINDINGS AND DISCUSSION

A. Findings

This section presents the results of the study. The writer used two kinds of data, namely the data from the result of pre-test and the data from the result of post-test in writing skills component that focused on content, organization, structure, vocabulary, and mechanics. The object of the guiding questions technique test was used to measure the extent to which students' writing skills were before and after treatment. Also findings serve to describes the mean, frequency, standard deviation, and other supporting sources in the statistical items.

1. Description of the Data

   The classification students' score pre-test and post-test experimental class. The final score of the students were :

Table 4. 1 Pre-test and Post-test Experimental Class

No.	Students Initial	Score		Gained
		Pre-test	Post-test	
1.	AR	65	75	10
2.	AKR	55	65	10
3.	AF	60	85	25
4.	AK	40	75	35
5.	AFA	55	80	25
6.	CKAS	50	90	40
7.	CA	55	75	20
8.	DAP	50	60	10
9.	EAP	45	80	35
10.	FRY	50	50	0
11.	FZR	60	75	15
12.	HPA	45	70	25

No.	Name			
13.	HN	45	85	40
14.	IS	60	75	15
15.	IDA	50	70	20
16.	JPA	60	70	10
17.	MAR	45	65	20
18.	MFF	40	75	35
19.	NR	45	60	15
20.	RA	45	70	25
21.	RNF	60	90	30
22.	R	35	65	30
23.	RAS	55	90	35
24.	SR	40	90	50
25.	SAB	50	70	20
26.	TR	55	80	25
27.	VZA	45	85	40
28.	YMM	40	70	30
SUM		1400	2090	690
MEAN		50	74,64285714	24,64285714
MAXIMUM SCORE		65	90	-
MINIMUM SCORE		35	50	-

Table above, showed that the pre-test scores from the total students (28 students) from class VIII B. There are five categories assessment in writing skill are given, namely: content, organization, grammar, vocabulary, and mechanics.

The classification students' score pre-test and post-test controlled class. The final score of the students were :

Table 4. 2 Pre-test and Post-test Controlled Class

No.	Students Initial	Score		Gained
		Pre-test	Post-test	
1.	AR	40	60	20
2.	AHM	50	60	10
3.	AAF	60	80	20
4.	AEP	40	65	25
5.	BNS	65	80	15
6.	DA	50	55	5
7.	DMN	30	75	45
8.	DR	55	75	20
9.	ZMR	55	80	25
10.	EFA	50	65	15
11.	FCR	50	70	20
12.	FJU	50	80	30
13.	FKA	55	75	20
14.	FNA	40	65	25
15.	FHA	40	70	30
16.	INA	40	70	30
17.	JS	50	80	30
18.	KH	40	70	30
19.	KAP	35	75	40
20.	KEA	40	75	35
21.	LNA	45	60	15
22.	NKP	30	65	35
23.	NAP	55	85	30
24.	RA	40	65	25
25.	RF	50	80	30

26.	S	45	65	20
27.	TR	65	75	10
28.	TH	40	70	30
29.	AZA	30	65	35
SUM		1335	2055	720
MEAN		46,03448276	70,86206897	24,82758621
MAXIMUM SCORE		65	85	-
MINIMUM SCORE		30	55	-

Table above, showed that the post-test scores from the total students (29 students) from class VIII A. There are five categories assessment in writing skill are given, namely: content, organization, grammar, vocabulary, and mechanics. Classification of students' pre-test scores in make descriptive text can be seen in the following table.

2. Procedure of the Research

This research uses a pre-test, post-test and control group design as a research design. The population used in this research was class VIII students at MTs Ma'arif NU 1 Sokaraja Banyumas Regency Academic year 2023/2024. Furthermore the step in this research was to take samples from two groups. One group is used as the experimental group and one group is used as the control group. There is 62 students in two classes. The experimental group consisted of 30 students, meanwhile the control group consisted of 32 students. In the experiment class, student are teaches with Guiding Question Technique. In the control group, students were not taught to learn with Guiding Question Technique.

a. The Procedure of the Research in Experimental Group

The experimental group consisted of 30 students. Learning using Guiding Question Technique given in this class. The students received a pre-test before the researchers provide learning using Guiding Question Technique. The pre-test was held on Wednesday, October 16th, 2024. The

form of the pre-test is a written test. The writen test is about descriptive text. Students are asked to choose one of three topics. The topics are, My Bestfriend, My Cutest Kitten and My New Bag.

Research implementations as follows:

1) The First Meeting

The first meeting was held on Thursday, 17th October 2024. On the first day, the researcher provided an understanding of descriptive text and its relationship. After that, the researcher give the students example about descriptive text "My Favorit Person" with the guiding question. the researcher gives students the opportunity to ask questions about material and vocabulary that they have not yet understood. After the question and answer session, the researcher provided examples of images of fictional characters using the guiding question technique. Each student composes a descriptive text paragraph using the picture and reads it in front of a friend.

2) The Second Meeting

The second meeting was held on Wednesday, 23th October 2024. On this second day the researcher provides descriptive text about "Eagle". Each student reads and observes the adjectives in the text. the researcher gives students the opportunity to ask about adjectives that they do not yet understand. The researcher reminded them of the learning activities they would carry out through the guiding question technique. Students are asked to form groups consisting of 5 people. then the researcher provides a picture of the animal "My Dog, Max". Students were asked to describe the picture based on the guiding question given by the researcher. Then each group presents the results of their work in front of their friends.

3) The Third Meeting

The third meeting was held on Thursday, 24th October 2024. On this third day students are asked to observe and read a descriptive text about "My New Bag". Then students are given the opportunity to ask

questions about the text. The researcher reminded them about the learning activities they would carry out through the guding question technique. After that, students were asked to form groups consisting of 5 people. Researchers provide guiding questions about the objects they will describe. Students are asked to answer these questions and organize them into descriptive text. then each group presented the results of their discussion.

4) The Fourth Meeting

The fourth meeting was held on Wednesday, 30th October 2024. On this fourth meeting students were given directions by researchers regarding guessing games. Students are divided into 2 groups. Each student takes turns taking a card with a description of a fictional character that has been prepared by the researcher. Each group must guess who the person is based on the description given. The team that guesses correctly gets a point.

b. The procedure of The Research in Control group

The control group consisted of 32 students. Learning using Guiding Question Technique is not given in this class. The students got a pre-test in the control group held on Monday, 21 October 2024. The form of the pre-test is a written test. The writen test is about descriptive text. Students are asked to choose one of three topics. The topics are My Favorite Teacher, My Lovely Rabbit, My New Hoodie.

3. Data Analysis

   a. Group Statistics

      The following is a statistical group described in SPSS:

      Table 4. 3 Descriptive Statistics

Descriptive Statistics

	N	Minimum	Maximum	Mean	Std. Deviation
Pre-Test Eksperimen	28	35	65	50.00	7.817
Post-Test Eksperimen	28	50	90	74.64	10.177
Pre-Test Kontrol	29	30	65	46.03	9.579
Post-Test Kontrol	29	55	85	70.86	7.685

Valid N (listwise)	28						

From the outcomes of the group statistics above, it is kneed
that the respondents from the experimental group were 28 students
with a mean score of the pre-test 50.00 and post-test 74.64. And
the respondents from the control group were 29 students with a
mean score of pre-test is 46.03 and post-test 70.86.

b. Normality Test

The data analysis that used for test is T-test. Before testing
the T-test there are conditions that must be met first. Prerequisite
analysis test was carried out prior to data analysis. In this test, the
Shapiro-Wilk formula is used by applying the SPSS software
program. The outcome of the normality test can be seen if the
outcome of significance 0.05 it is normal. The calculation
outcomes are follows :

Table 4. 4 Test of Normality

Tests of Normality

Kelas		Kolmogorov-Smirnov[a]			Shapiro-Wilk		
		Statistic	df	Sig.	Statistic	df	Sig.
Hasil	Pretest A (kontrol)	.184	29	.013	.941	29	.103
	Posttest A (kontrol)	.157	29	.067	.944	29	.129
	Pretest B (eksperimen)	.167	28	.043	.946	28	.160
	Posttest B (eksperimen)	.129	28	.200[*]	.953	28	.234

*. This is a lower bound of the true significance.

a. Lilliefors Significance Correction

The value can be seen in the Shapiro-Wilk significant column, in
the experimental class score it got a value of pre-test $0.160 > 0.05$
and post-test $0.234 > 0.05$, and the control class got a significant
value of pre-test $0.103 > 0.05$ and post-test $0.129 > 0.05$, It can be
concluded that both data are normally distributed because each
score has a significant value of more than 0.05.

c. Homogeneity Test

Before carrying out the T-test, researcher first carry out a Homogeneity test to find out whether two or more samples from different populations have the same distribution of variance or characteristics.

Table 4. 5 Test of Homogeneity

Test of Homogeneity of Variance

		Levene Statistic	df1	df2	Sig.
Hasil	Based on Mean	1.093	1	55	.300
	Based on Median	1.093	1	55	.300
	Based on Median and with adjusted df	1.093	1	47.855	.301
	Based on trimmed mean	.988	1	55	.325

The significance value is based on mean 0.300, based on median 0.300, based on median and with adjusted df 0.301 and based on trimmed mean 0.325 or grater than 0,05. So the data is homogen.

d. The Hypothesis Test

After the data is declared normal and homogeneous, the next step is to conduct a hypothesis test to test whether there is a significant difference in influence on writing ability between the experimental class and the control class after being given treatment. The hypothesis test in this study used Paired Sample T-Test and Independent Sample T-Test test using the SPSS version 22 application.

1) Paired Sample T-Test

The paired sample t-test is a statistical test used to compare the means of two related samples to determine whether there is a significant difference between them. These paired sample t-test usually come from the same

subject, but are measured under two different conditions, such as before and after a treatment.

Table 4. 6 **Paired Sample T-test Experimental Class**

Paired Samples Test Pre-Test and Post-Test Experimental Class

		Paired Differences							
					95% Confidence Interval of the Difference				
		Mean	Std. Deviation	Std. Error Mean	Lower	Upper	t	df	Sig. (2-tailed)
Pair 1	Pretest - Posttest	-24.643	11.701	2.211	-29.180	-20.106	-11.145	27	.000

The results of the test explain that Sig. (2tail) is 0.000. The result gives (2 tailed) table is lower than the level of significant . Then, the hypothesis (H1) was accepted and the null hypothesis (H0) was rejected. Which means that the use of guiding questions technique can improve students' descriptive text writing skills in class VIII MTs Ma'arif NU Sokaraja.

2) Independent Sample T-Test

Independent sample t-test is one of the statistical tests used to compare the means of two unrelated or independent groups. This test aims to determine whether there is a statistically significant difference between the means of the two groups.

Independent Samples Test
Post-Test of Experimental and Control Class

		Levene's Test for Equality of Variances		t-test for Equality of Means						
		F	Sig.	t	df	Sig. (2-tailed)	Mean Differenc e	Std. Error Differenc e	95% Confidence Interval of the Difference	
									Lower	Upper
Hasi l	Equal variances assumed	2.71 9	.105	- 7.344	55	.000	-15.825	2.155	-20.144	-11.506
	Equal variances not assumed			- 7.302	48.94 0	.000	-15.825	2.167	-20.181	-11.470

Table. 4. 7 Independent Sample Test

The results of the independent sample t-test on the equal variances assumed shown that (H1) was accepted and the null hypothesis (H0) was rejected. Which means that the use of guiding questions technique can improve students' descriptive text writing skills in class VIII MTs Ma'arif NU Sokaraja.

B. Discussion

The discussion of this research was based on the research questions which is to explain the effectiveness of guiding questions technique to teach descriptive text writing to the eighth-grade students of MTs Ma'arif NU 1 Sokaraja in the academic year of 2023/2024. According to Rob Traver (1998) guiding questions is a teaching technique that is used by using some questions to help the student to generate their idea when they are writing the answer to the questions can be an outline of their writing before generating ideas into the paragraph. He also stated that choosing the right questions can lead students to

higher and get more achievement. From the result, the use of guiding questions made the students easier to compose the text since they just needed to answer the questions. It helps the students generate their ideas in the writing process. They also looked enjoy the writing and less stress. It because the teacher gave an interesting topic using a series of pictures as media.

According to Taylor (2009) in his book, there are several questions can be used to outline writing before generating ideas into the paragraph. Based on the observation in MTs Ma'arif NU 1 Sokaraja, some questions were used as guiding questions to generate students' ideas in writing. The first thing is **what**. This question has multiple purposes. It may first inquire as to whether a term or name and an item or phenomenon are related. And **who** is the second. It may request the identity of an individual or group of individuals. While **whom** asks for the individuals who are impacted by an event or action, **who** needs the identity of the people who carry out such acts. The prepositions to, for, by, with, and among can come after the word **whom**. **Where** and **when** come in third. Because every event has a setting that determines where and when it has taken place, these types of queries inquire about the location, time, and duration of objects as well as events. **How** comes in fifth. This query has multiple applications. Initially, it has the ability to request a description of a procedure as opposed to an event or an item. Secondly, it might be an inquiry for various characteristics or qualities. Lastly, it has the option to ask for clarification. Why comes last. It can be applied in a variety of ways and is typically a request for a hypothesis and explanation.

This research is an experimental research conducted at MTs Ma'arif NU 1 Sokaraja, Banyumas Regency. The population for this research was the eight grade of MTs Ma'arif NU 1 Sokaraja, Banyumas Regency. Which has 3 classes and the total of it is 92 students. The researcher taking samples of two classes from the population of grade 8A as an controlled class and 8B as a experimental class. In this research, students in the experimental class was learning descriptive text using guiding question technique, where as students in the control group learning descriptive text without using guiding question

technique. The researcher applied t-test to know how effective the use of guiding question technique.

Data analysis shows that the pre-test average of the control group or the class that did not get the learning with guiding question technique was 46,03 with the highest score 65 and the lowest score is 30. The post-test average is 70,86 with the best score is 85 and the lowest score is 55. Experimental group students who learning with guiding question technique treatment had an average pre-test score 50 with the highest score being 65 and the lowest score being 35, and the average post-test score was 74,64 the best score is 90 and the lowest score is 50. The difference between the pre-test and post-test average the score in the control group was smaller than difference in the pre-test and post-test mean scores in the experimental group. The experimental group is greater than the control group.

After getting the data from the pretest and post-test values of both classes, this research conducted a prerequisite test, namely a normality test to determine whether the observed data was normally distributed or not, and a homogeneity test to determine whether the data was homogeneous or not. In the experimental class score it got a value of pre-test $0.160 > 0.05$ and post-test $0.234 > 0.05$, and the control class got a significant value of pre-test $0.103 > 0.05$ and post-test $0.129 > 0.05$, It can be concluded that both data are normally distributed because each score has a significant value of more than 0.05.

In the homogeneous test, based on the output, it is known that the Based on Mean significance value is $0.300 > 0.05$, so it can be concluded that the variance of the experimental class post-test data and the control class post-test data is homogeneous.

This research uses the independent sample test formula. To test parametrics are used to determine whether there is a difference in average learning results between the control group and the experimental group. Researche using SPSS software. Pre-test and post-test results are intermediate classes that were given treatment using guiding question technique. The T-test results have a significance value of 0.000. so, it could happen decides that H0

is rejected, then H1 can be accepted. This decision proves that there is a gap between the control group and the experimental group on writing class. From the result of the study, the enhancement of students after being given writing treatment using the guiding questions technique can improve students' writing skill. The use of this technique can be a means to teach students to write. These results are in line with research conducted by (Frilia, 2022) through this technique students are easier to catch the main point of the topic to the written, also this technique can stimulate students' thinking to generate ideas by answering questions. From all the discussion of the results that have been presented, the writer concludes that the use of guiding questions technique can improve students writing skill at class VIII of MTs Ma'arif NU 1 Sokaraja.

CHAPTER 5

CONCLUSION

A. Conclusion

The students difficulty in writing descriptive text is caused by some problems. There are lack of vocabulary among students, students also have no writing experience, some of them didn't even understand basic knowledge in English. Thus, the researcher applied guiding question technique to make students easier to start writing. Guiding question technique gave a chance to students to organize their ideas before writing descriptive text in paragraph.

Through the results of the tests conducted on the pre-test and post-test scores of students in the experimental class, the writer used the t-test to test the hypothesis. The results of the t-test stated that Sig. (2-tailed) is 0.000, which means the result is that Sig. (2-tailed) in the table is lower than the level of significance. So, the alternative hypothesis (H1) is accepted and the null hypothesis (H0) is rejected. Therefore, it can be concluded that the use of guiding questions technique can improve the writing skills of class VIII students at MTs Ma'arif NU 1 Sokaraja in the first semester of the 2023/2024 academic year.

B. Limitation

Based on the study that was conducted, most students still lack vocabulary, so it takes quite a lot of time to understand the material, especially descriptive text.

C. Suggestion

Based on the conclusions of the study above, the researcher has several suggestions :

1. For students, the use of guiding questions technique can be used in learning to write. This technique will make it easier for students to find ideas or points to be written so that it can make it easier to write a text.

2. For teachers, English teachers can try to use guiding questions technique in improving students' writing skills in their English class, so that students can practice making texts instead of telling them to stick to textbooks. Also, the results of this study provide input for teachers in teaching writing texts using guiding question techniques and as an alternative technique to enrich their teaching techniques.

3. For the future researchers, this study is expected to be an important input and motivation in solving problems or difficulties experienced by students in writing.
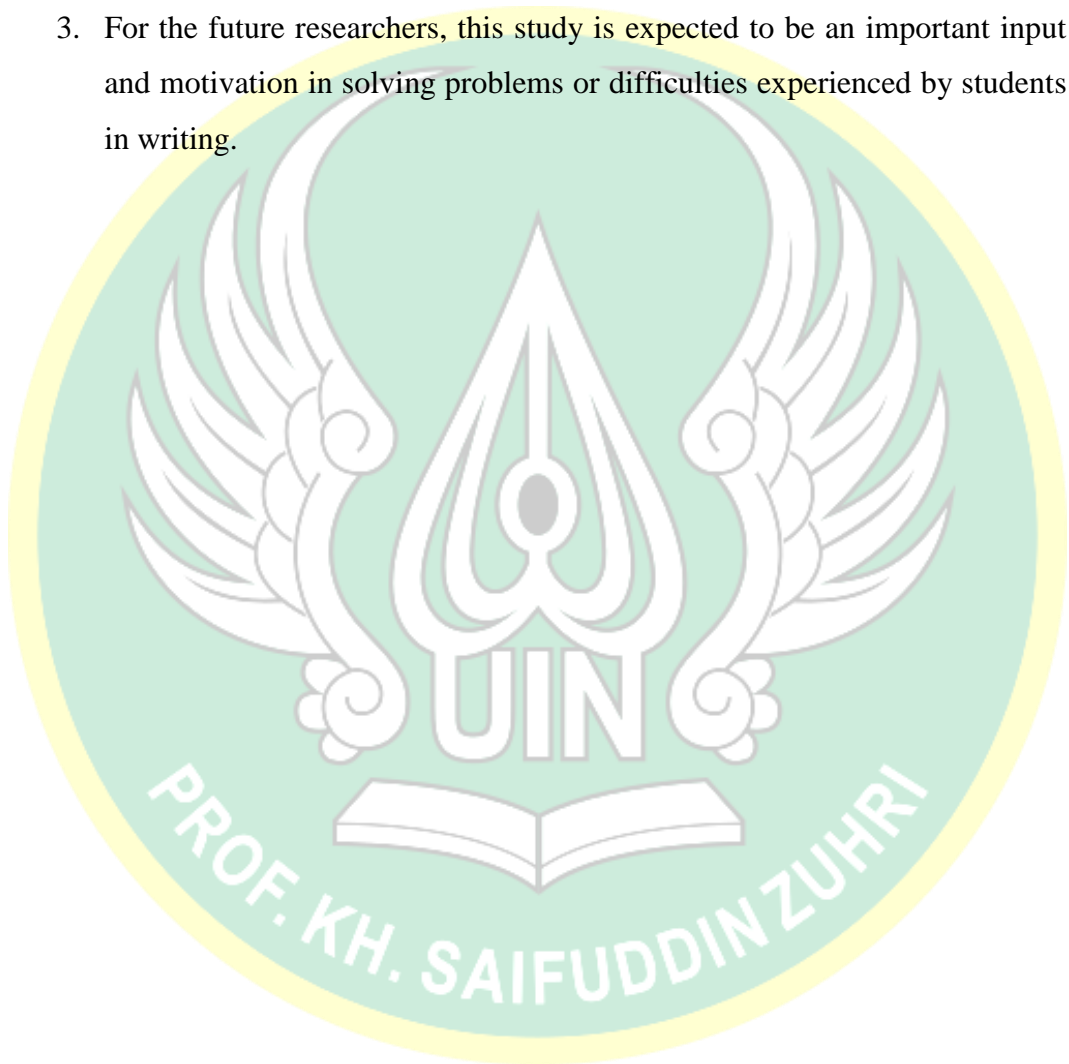
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APPENDICES

Appendix 1. Research Permission Letter

KEMENTERIAN AGAMA REPUBLIK INDONESIA
UNIVERSITAS ISLAM NEGERI
PROFESOR KIAI HAJI SAIFUDDIN ZUHRI PURWOKERTO
FAKULTAS TARBIYAH DAN ILMU KEGURUAN
Jalan Jenderal A. Yani, No. 40A Purwokerto 53126
Telepon (0281) 635624 Faksimili (0281) 636553
www.ftik.uinsaizu.ac.id

Nomor	: B.m.5235/Un.19/D.FTIK/PP.05.3/10/2024	15 Oktober 2024
Lamp.	: -	
Hal	: **Permohonan Ijin Riset Individu**	

Kepada
Yth. Kepala MTs Ma'arif NU Sokaraja
Kec. Sokaraja
di Tempat

Assalamu'alaikum Wr. Wb.
Diberitahukan dengan hormat bahwa dalam rangka pengumpulan data guna penyusunan skripsi, memohon dengan hormat saudara berkenan memberikan ijin riset kepada mahasiswa kami dengan identitas sebagai berikut :

1. Nama : Ayudya Fauzia Nur Aulia
2. NIM : 2017404088
3. Semester : 9 (Sembilan)
4. Jurusan / Prodi : Tadris Bahasa Inggris
5. Alamat : Jl. Puskesmas Sokaraja wetan rt 02/03
6. Judul : The Effectiveness of Guiding Question Technique on Students Writing Skill at 8th Grade MTs Ma'arif NU Sokaraja Banyumas

Adapun riset tersebut akan dilaksanakan dengan ketentuan sebagai berikut :

1. Objek : Siswa
2. Tempat / Lokasi : MTs Ma'arif NU Sokaraja
3. Tanggal Riset : 16-10-2024 s/d 16-12-2024
4. Metode Penelitian : Kuantitatif

Demikian atas perhatian dan ijin saudara, kami sampaikan terima kasih.
Wassalamu'alaikum Wr. Wb.

An. Dekan
Ketua Jurusan Tadris

Maria Ulpah

Tembusan :

1. Kepala sekolah MTs Ma'arif NU Sokaraja

Appendix 2. Research Place Letter

LEMBAGA PENDIDIKAN MA'ARIF NU PCNU KABUPATEN BANYUMAS

MTs. MA'ARIF NU 1 SOKARAJA
(TERAKREDITASI B)

Jalan Kyai Ahmad Mursyid Sokaraja Lor, Kec. Sokaraja, Kab. Banyumas – 53181
Telp. (0281) 6442187 Email : mts.sokaraja@gmail.com

SURAT KETERANGAN
Nomor : 197/LPM/33.25/MTs-34/G/XI/2024

Yang bertanda tangan di bawah ini :

Nama	: Drs. Mahbub Iskandar
NIP	: 196605171997031002
Jabatan	: Kepala Madrasah
Unit Kerja	: MTs Ma'arif NU 1 Sokaraja

Dengan ini menerangakan dengan sesungguhnya, bahwa :

N a m a	: AYUDYA FAUZIA NUR AULIA
N I M	: 2017404088
Program Studi	: Tadris Bahasa Inggris
Semester	: 9 (sembilan)
Nama Perguruan Tinggi	: Universitas Islam Negeri Kyai Haji Saifuddin Zuhri Purwokerto

Nama tersebut diatas benar-benar telah melakukan penelitian di MTs Ma'arif NU 1 Sokaraja, guna penyusunan skripsi mulai tanggal 16 Oktober s.d 11 November 2024 dengan judul : **"The Effectiveness of Guiding Question Technique on Students Writing Skill at 8th Grade MTs Ma'arif NU 1 Sokaraja".**

Demikian Surat Keterangan ini dibuat untuk dapat dipergunakan sebagaimana mestinya.

Sokaraja, 12 November 2024
Kepala Madrasah,

Drs. MAHBUB ISKANDAR
NIP. 196605171997031002

Appendix 3. Expert Judgement

LEMBAR VALIDASI AHLI

INSTRUMEN PENELITIAN

Nama : Ayudya Fauzia Nur Aulia

NIM : 2017404088

Jurusan/Prodi : FTIK/TBI

Judul Penelitian : The Effectiveness of Guiding Question Technique on Students Writing Skill at 8th Grade MTs Ma'arif NU Sokaraja Banyumas

Petunjuk :

a) Bapak / Ibu validator dimohon memberikan penilaian dengan memberikan tanda cek ☑ pada kolom skor penilaian yang tersedia. Deskripsi skala penilaian sebagai berikut:

1 = Tidak Sesuai

2 = Kurang Sesuai

3 = Sesuai

4 = Sangat Sesuai

b) Apabila menurut bapak/ibu validator instrument ini perlu adanya revisi, mohon ditulis pada bagian komentar dan saran guna perbaikan.

No	Aspek yang Divalidasi	Penilaian			
		1	2	3	4
1	Kalimat pada soal mudah dipahami				✓
2	Kalimat menggunakan bahasa yang baik dan benar				✓
3	Soal sudah sesuai dengan materi pembelajaran				✓

Komentar dan Saran

Diperbaiki bagian keterangan waktu

Kesimpulan

Berdasarkan penilaian di atas, lembar instrument soal ini dinyatakan:
a. Layak digunakan   b. Tidak layak digunakan

Dosen Pembimbing

Purwokerto, 9 Oktober 2024

Yulian Purnama, S.Pd.,M.Hum

NIP. 197607102008011030

Desi Wijayanti Ma'rufah, M.Pd

NIP. 199212152018012003

Appendix 4. Research Instrument

Pre-test

Name	
Class	
Time	**45 minutes of writing time**

Instruction   :

1. Choose one of the following topic and write a descriptive text, at least 10 sentences.

  - My Bestfriend

  - My Cutest Kitten

  - My New Bag

_____

_____

_____

_____

_____

_____

_____

_____

_____

Post-test

Name	
Class	
Time	**45 minutes of writing time**

Instruction   :

1. Choose one of the following topic and write a descriptive text, at least 10 sentences.

   - My Favorite Teacher

   - My Lovely Rabbit

   - My New Hoodie

_____

_____

_____

_____

_____

_____

_____

_____

_____

_____
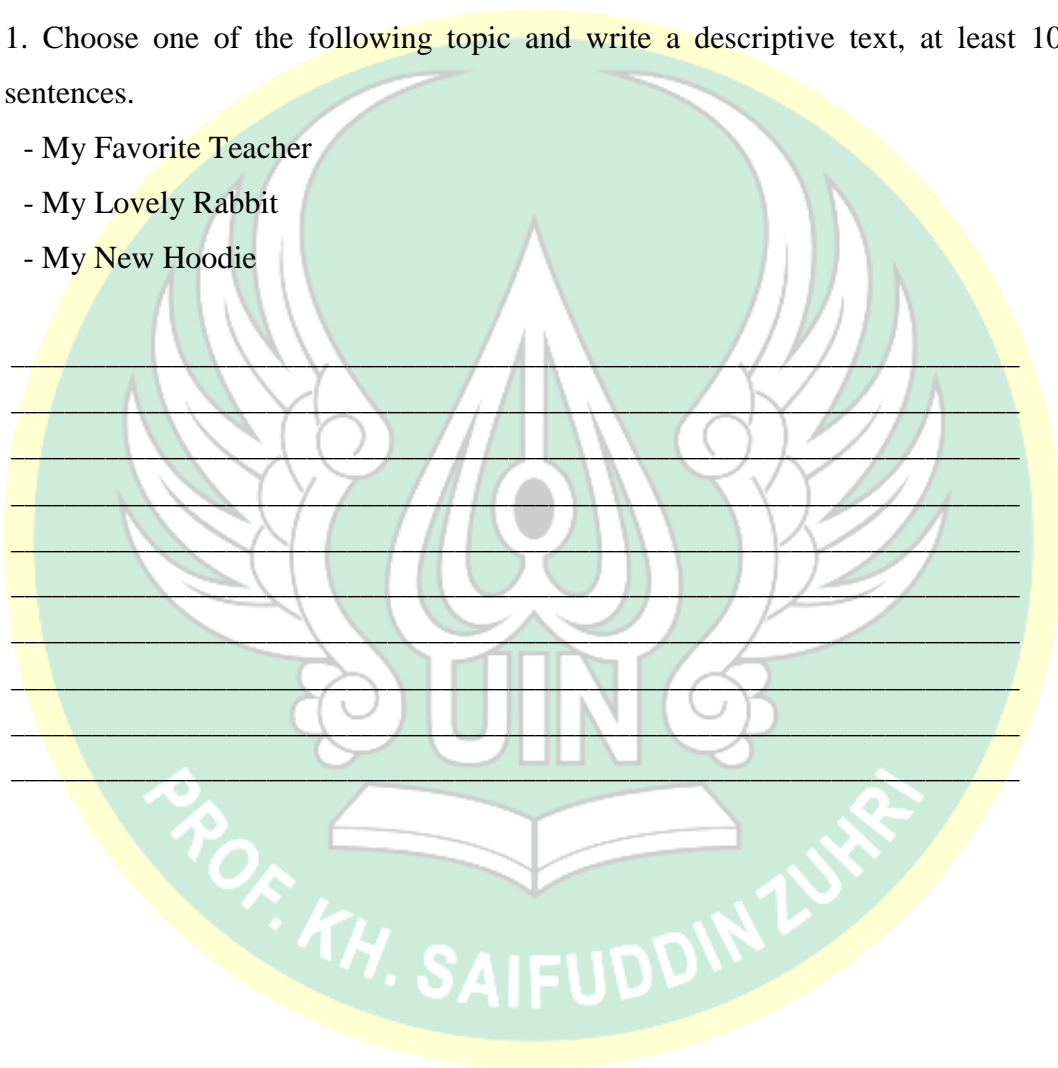
Appendix 5. Lesson Plan Experimental Group

MODUL AJAR	
INFORMASI UMUM	
I.	**IDENTITAS MODUL**
	Nama Penyusun : Ayudya Fauzia Nur Aulia
	Nama Institusi : MTs Ma'arif NU 1 Sokaraja
	Satuan Pendidikan : SMP/MTs
	Kelas/Fase : VIII (Delapan B)
	Mata Pelajaran : Bahasa Inggris (Descriptive Text)
	Alokasi Waktu : 2 x 40 Menit JP
	Tahun Penyusunan : 2024
	KOMPONEN INTI
II.	**CAPAIAN PEMBELAJARAN FASE D**
	Fase Capaian Pembelajaran (CP)
	Pada akhir fase D, peserta didik menggunakan teks lisan , tulisan dan visual dalam bahasa inggris untuk berinteraksi dan berkomunikasi dalam konteks yang lebih beragam dan dalam situasi formal dan informal. Peserta didik dapat menggunakan berbagai jenis teks seperti narasi, deskripsi, prosedur, teks khusus (pesan singkat, iklan) dan teks otentik menjadi rujukan utama dalam mempelajari bahasa inggris di fase ini. Peserta didik menggunakan bahasa inggris untuk berdiskusi dan menyampaikan keinginan/perasaan. Pemahaman mereka terhadap teks tulisan semakin berkembang dan keterampilan inferensi mulai tampak ketika memahami informasi tersirat. Mereka memproduksi teks tulisan dan visual dalam bahasa inggris yang terstruktur dengan kosakata yang lebih beragam. Mereka memahami tujuan dan pemirsa ketika memproduksi teks tulisan dan visual dalam bahasa inggris.
	Elemen / Domain CP
	Elemen Membaca-Memirsa
	By the end of Phase D, students independently read and respond the

	familiar and unfamiliar texts containing predictable structures and
	familiar vocabulary. They locate and evaluate main ideas and specific information in texts of different genres. These texts may be in the from of print or digital texts, including visual, multimodal or interactive texts. They identify the purpose of texts and begin to make inference to comprehend implicit information in the text.
	Elemen Menulis
	By the end of Phase D, students communicate their ideas and experiences through simple, structured paragraphs, showing progress in using specific vocabulary and simple sentence structures. Using examples, they plan, write, and present informational, imaginative, and persuasive texts using simple and compound sentences to construct arguments and explain or defend an opinion.
	Tujuan Pembelajaran • Peserta didik mampu menyusun descriptive text about describing people, secara tertulis sesuai dengan konteks dengan memperhatikan fungsi sosial, struktur teks, dan unsur kebahasaan.
	Pengetahuan dan/atau Keterampilan atau Kompetensi Prasyarat • Memahami simple present tense • Dapat memproduksi kalimat sederhana dengan menggunakan simple present tense
III.	**KRITERIA PENGUKURAN KETERCAPAIAN TUJUAN PEMBELAJARAN DAN ASESMEN (ASESMEN FORMATIF)**
	Penilaian Kompetensi atau Kemampuan serta Pengetahuan

	1. Peserta didik dapat mengidentifikasi *social function* of descriptive text.
	2. Peserta didik dapat mengidentifikasi *generic structures* of descriptive text.
	3. Peserta didik dapat mengidentifikasi *language features* of descriptive text.
	4. Peserta didik mampu menyusun descriptive text berdasarkan topik dan sesuai dengan *social function, generic structure dan language features*.
	Cara Melakukan Asesmen
	Tertulis
	Produk
	Teks descriptive
IV.	**PROFIL PELAJAR PANCASILA**
	Profil Pelajar Pancasila yang berkaitan
	1. Beriman, bertaqwa kepada Tuhan Yang Maha Esa, dan berakhlak mulia
	2. Mandiri
	3. Bergotong royong
	4. Bernalar kritis
	5. Kreatif.
V.	**SARANA DAN PRASARANA**
	Fasilitas Buku LKS
VI.	**PESERTA DIDIK**

	Kategori Peserta Didik	
	Peserta didik reguler	
	Jumlah Peserta Didik	
	30 Peserta didik	
VII.	**MODEL DAN METODE PEMBELAJARAN**	
	Model Pembelajaran	
	Tatap Muka	
	Metode Pembelajaran	
	*Cooperative Learning/*diskusi kelompok	
VIII.	**ASESMEN**	
	Cara Penilaian	
	Rubrik asesman individu	
	Jenis Assesman	
	Formatif dalam bentuk tertulis	
IX.	**MATERI AJAR, ALAT DAN BAHAN**	
	Materi Ajar	
	a) Definition of descriptive text	
	b) Social function of descriptive text	
	c) Generic structure text	
	d) Language features of descriptive text	

	Alat dan Bahan Teks bacaan. **Media Pembelajaran** Papan tulis, spidol	
	KEGIATAN PEMBELAJARAN	
X.	**URURTAN KEGIATAN PEMBELAJARAN**	
	PERTEMUAN KE 1	
	Kegiatan Pendahuluan 1. Guru mengucapkan salam 2. Guru mengecek kehadiran siswa 3. Guru memembangun apersepsi, dengan pertanyaan interaktif tentang orang 4. Guru menyampaikan tujuan pembelajaran **Kegiatan Inti** - Guru menyampaikan judul materi yang akan di bahas - Guru menjelaskan tentang descriptive text mulai dari pengertian, tujuan, struktur teks dan pengertian guiding questions - Guru memberikan contoh descriptive text "My Favorite Person" dengan menggunakan teknik guiding questions - Dengan bimbingan guru, siswa mengidentifikasi fungsi sosialnya, struktur teks (termasuk gagasan utama dan informasi rinci), dan unsur kebahasaan dari setiap teks tersebut. - Guru memberikan kesempatan kepada siswa untuk bertanya tentang hal yang belum mereka pahami dari penjelasan dari teks yang telah disimak, baik tentang struktur dan unsur kebahasaan	

	dari descriptive text maupun tentang kosa kata dalam teks yang belum mereka ketahui.
	• Guru mengenalkan kosa kata baru yang mungkin akan ditemukan pada teks deskriptif yang akan dibahas berikutnya.
	• Guru memberi kesempatan siswa untuk bertanya tentang materi yang mereka anggap kurang jelas
	• Guru memberikan contoh gambar karakter fiksi dengan menggunakan teknik guiding question.
	• Siswa dan guru bersama sama menyebutkan nama dan ciri-ciri fisik dari karakter fiksi tersebut.
	• Setiap siswa menulis ciri-ciri fisik dipapan tulis.
	• Siswa memperoleh balikan (feedback) dari guru dalam bentuk komentar.
	Kegiatan Penutup
	1. Guru memberikan review pada pembelajaran hari ini.
	2. Siswa dan guru melakukan refleksi pembelajaran.
	3. Guru menyampaikan agenda materi untuk pertemuan berikutnya
	4. Siswa dan guru berdoa untuk menutup pembelajaran.
	REFLEKSI
	Refleksi Guru
	1. Apakah kegiatan pembelajaran sesuai dengan rencana?
	2. Apakah peserta didik dapat mengikuti pembelajaran dengan baik?
	3. Apakah peserta didik mengikuti pembelajaran dengan antusias?

4. Apa kesulitan yang ditemui saat melaksanakan pembelajaran ini?

5. Apa hal yang dilakukan untuk memperbaiki proses pembelajaran?

Refleksi Peserta Didik

1. Bagian mana yang menurutmu paling sulit pada pembelajaran ini?

2. Dalam skala 1-10 berapa poin yang kamu berikan untuk pemahamanmu dalam pelajaran ini?

3. Jika poinmu kurang dari 10, apa yang akan kamu lakukan agar kamu dapat memahami pembelajaran kali ini secara penuh?

	PERTEMUAN KE 2
	Kegiatan Pendahuluan 1. Guru mengucapkan salam 2. Guru mengkonfirmasi kehadiran siswa 3. Guru mereview kembali materi tentang definition, social function dan generic structure of descriptive text. 4. Guru menjelaskan tujuan dan manfaat kegiatan pembelajaran hari ini **Kegiatan Inti** • Guru memberikan pertanyaan pemantik kepada siswa terkait materi yang akan diajarkan yaitu tentang kata sifat. 1) Apakah kaliat tau apa itu kata sifat? • Guru meminta siswa untuk menyebutkan beberapa kata sifat. • Siswa mengamati teks deskriptif tentang hewan "Eagle" dibagikan oleh guru. • Siswa diminta membaca teks deskriptif yang telah diberikan oleh

guru.

- Siswa mengamati kata adjective yang terdapat dalam teks deskriptif.
- Guru memberikan kesempatan kepada peserta didik untuk bertanya tentang kata adjective yang belum mereka pahami
- Guru mengingatkan kembali tentang kegiatan belajar yang akan mereka lakukan melalui teknik guiding question
- Siswa diminta untuk membuat kelompok (masing-masing kelompok terdiri dari 5-6 siswa), dan setiap siswa harus menyiapkan kertas lembar dan alat tulis.
- Guru memberikan selembar kertas yang berisi gambar hewan "My Dog, Max"
- Siswa diminta untuk menyusun descriptive text, mendeskripsikan ciri-ciri atau karakteristik hewan yang terdapat dalam gambar menggunakan kata adjective.
- Masing-masing siswa di setiap kelompok menyebutkan ciri- ciri dan karakteristik gambar hewan yang terdapat dalam gambar berdasarkan guiding questions yang diberikan oleh guru.
- Setelah masing - masing kelompok selesai menyebutkan ciri-ciri pada gambar, setiap siswa diminta untuk menyusun kalimat adjective yang telah dibuat, sehingga menjadi paragraf deskriptif pendek dan sederhana.
- Setiap kelompok mempresentasikan ciri- ciri dan karakteristik gambar hewan didepan teman yang lain
- Dengan arahan guru, setiap kelompok diminta untuk menganalisis dan mengoreksi hasil temannya dengan fokus pada struktur dan unsur kebahasaan dari teks deskriptif.
- Setiap kelompok memperoleh balikan (feedback) dari kelompok lain dan guru dalam bentuk komentar dan analisa kesalahan pada tulisan.

	• Setelah setiap kelompok mempresentasikan hasil kerjaannya, setiap siswa dalam kelompok diminta melakukan proses 'revising' dan 'editing' atau menuliskan teks kembali dalam buku mereka masing – masing berdasarkan 'feedback' yang telah diberikan • Setelah melakukan proses revising dan editing, setiap siswa mengumpulkan tugasnya kepada guru **Kegiatan Penutup** 1. Guru memberikan review pada pembelajaran hari ini. 2. Siswa dan guru melakukan refleksi pembelajaran. 3. Guru menyampaikan agenda materi untuk pertemuan berikutnya 4. Siswa dan guru berdoa untuk menutup pembelajaran.
	REFLEKSI
	Refleksi Guru 1. Apakah kegiatan pembelajaran sesuai dengan rencana? 2. Apakah peserta didik dapat mengikuti pembelajaran dengan baik? 3. Apakah peserta didik mengikuti pembelajaran dengan antusias? 4. Apa kesulitan yang ditemui saat melaksanakan pembelajaran ini? 5. Apa hal yang dilakukan untuk memperbaiki proses pembelajaran? **Refleksi Peserta Didik** 1. Bagian mana yang menurutmu paling sulit pada pembelajaran ini? 2. Dalam skala 1-10 berapa poin yang kamu berikan untuk pemahanmu

	dalam pelajaran ini?
	3. Jika poinmu kurang dari 10, apa yang akan kamu lakukan agar kamu dapat memahami pembelajaran kali ini secara penuh?
	PERTEMUAN KE 3
	Kegiatan Pendahuluan
	1. Guru mengucapkan salam
	2. Guru mengkonfirmasi kehadiran siswa
	3. Guru mereview kembali materi tentang definition, social function dan generic structure of descriptive text.
	4. Guru menjelaskan tujuan dan manfaat kegiatan pembelajaran hari ini
	Kegiatan Inti
	- Siswa mengamati descriptive text tentang benda "My New Bag", yang diberikan oleh guru dengan menggunakan teknik guiding question. - Siswa diminta membaca descriptive text yang telah diberikan oleh guru. - Dengan bimbingan guru, siswa mengidentifikasi fungsi sosialnya, struktur teks (termasuk gagasan utama dan informasi rinci), dan unsur kebahasaan dari setiap teks tersebut. - Guru memberikan kesempatan kepada siswa untuk bertanya tentang hal yang belum mereka pahami dari penjelasan dari teks yang telah disimak, baik tentang struktur dan unsur kebahasaan dari descriptive text maupun tentang kosa kata dalam teks yang belum mereka ketahui.

	- Guru mengenalkan kosa kata baru yang mungkin akan ditemukan pada teks deskriptif yang akan dibahas berikutnya.
	- Guru memberi kesempatan siswa untuk bertanya tentang materi yang mereka anggap kurang jelas.
	- Guru memberikan contoh gambar benda dengan menggunakan teknik guiding question.
	- Siswa dan guru bersama sama menyebutkan nama dan ciri-ciri dari benda tersebut.
	- Siswa memperoleh balikan (feedback) dari guru dalam bentuk komentar.
	Kegiatan Penutup 1. Guru memberikan review pada pembelajaran hari ini. 2. Siswa dan guru melakukan refleksi pembelajaran. 3. Guru menyampaikan agenda materi untuk pertemuan berikutnya 4. Siswa dan guru berdoa untuk menutup pembelajaran.
	REFLEKSI
	Refleksi Guru 1. Apakah kegiatan pembelajaran sesuai dengan rencana? 2. Apakah peserta didik dapat mengikuti pembelajaran dengan baik? 3. Apakah peserta didik mengikuti pembelajaran dengan antusias? 4. Apa kesulitan yang ditemui saat melaksanakan pembelajaran ini? 5. Apa hal yang dilakukan untuk memperbaiki proses pembelajaran?

	Refleksi Peserta Didik
	1. Bagian mana yang menurutmu paling sulit pada pembelajaran ini?
	2. Dalam skala 1-10 berapa poin yang kamu berikan untuk pemahamanmu dalam pelajaran ini?
	3. Jika poinmu kurang dari 10, apa yang akan kamu lakukan agar kamu dapat memahami pembelajaran kali ini secara penuh?
	PERTEMUAN KE 4
	Kegiatan Pendahuluan
	1. Guru mengucapkan salam
	2. Guru mengkonfirmasi kehadiran siswa
	3. Guru mereview kembali materi tentang definition, social function dan generic structure of descriptive text.
	4. Guru menjelaskan tujuan dan manfaat kegiatan pembelajaran hari ini
	Kegiatan Inti
	• Siswa di berikan arahan oleh guru tentang permainan *guessing game*
	• Siswa dibagi menjadi 2 kelompok
	• Setiap siswa secara bergiliran mengambil kartu dengan deskripsi karakter fiksi yang telah disiapkan oleh guru
	• Setiap kelompok harus menebak siapa orang tersebut berdasarkan deskripsi yang diberikan
	• Tim yang menebak dengan benar mendapatkan point
	• Setelah selesai, guru bersama siswa mengulang semua materi yang

	telah diajarkan
	Kegiatan Penutup
	1. Guru dan siswa bersama-sama menyimpulkan dan merangkum materi pembelajaran.
	2. Siswa melakukan refleksi pembelajaran.
	REFLEKSI
	Refleksi Guru
	1. Apakah kegiatan pembelajaran sesuai dengan rencana?
	2. Apakah peserta didik dapat mengikuti pembelajaran dengan baik?
	3. Apakah peserta didik mengikuti pembelajaran dengan antusias?
	4. Apa kesulitan yang ditemui saat melaksanakan pembelajaran ini?
	5. Apa hal yang dilakukan untuk memperbaiki proses pembelajaran?
	Refleksi Peserta Didik
	1. Bagian mana yang menurutmu paling sulit pada pembelajaran ini?
	2. Dalam skala 1-10 berapa poin yang kamu berikan untuk pemahamanmu dalam pelajaran ini?
	3. Jika poinmu kurang dari 10, apa yang akan kamu lakukan agar kamu dapat memahami pembelajaran kali ini secara penuh?

Lesson Plan Control Group

MODUL AJAR	
INFORMASI UMUM	
I.	**IDENTITAS MODUL**
	Nama Penyusun : Ayudya Fauzia Nur Aulia
	Nama Institusi : MTs Ma'arif NU Sokaraja
	Satuan Pendidikan : SMP/MTs
	Kelas/Fase : VIII (Delapan A)
	Mata Pelajaran : Bahasa Inggris (Descriptive Text)
	Alokasi Waktu : 2 x 40 Menit JP
	Tahun Penyusunan : 2024
	KOMPONEN INTI
II.	**CAPAIAN PEMBELAJARAN FASE D**
	Fase Capaian Pembelajaran (CP)
	Pada akhir fase D, peserta didik menggunakan teks lisan , tulisan dan visual dalam bahasa inggris untuk berinteraksi dan berkomunikasi dalam konteks yang lebih beragam dan dalam situasi formal dan informal. Peserta didik dapat menggunakan berbagai jenis teks seperti narasi, deskripsi, prosedur, teks khusus (pesan singkat, iklan) dan teks otentik menjadi rujukan utama dalam mempelajari bahasa inggris di fase ini. Peserta didik menggunakan bahasa inggris untuk berdiskusi dan menyampaikan keinginan/perasaan. Pemahaman mereka terhadap teks tulisan semakin berkembang dan keterampilan inferensi mulai tampak ketika memahami informasi tersirat. Mereka memproduksi teks tulisan dan visual dalam bahasa inggris yang terstruktur dengan kosakata yang lebih beragam.

Mereka memahami tujuan dan pemirsa ketika memproduksi teks tulisan dan visual dalam bahasa inggris.

Elemen / Domain CP

<u>Elemen Membaca-Memirsa</u>

By the end of Phase D, students independently read and respond the familiar and unfamiliar texts containing predictable structures and

familiar vocabulary. They locate and evaluate main ideas and specific information in texts of different genres. These texts may be in the from of print or digital texts, including visual, multimodal or interactive texts. They identify the purpose of texts and begin to make inference to comprehend implicit information in the text.

Elemen Menulis

By the end of Phase D, students communicate their ideas and experiences through simple, structured paragraphs, showing progress in using specific vocabulary and simple sentence structures. Using examples, they plan, write, and present informational, imaginative, and persuasive texts using simple and compound sentences to construct arguments and explain or defend an opinion.

Tujuan Pembelajaran

- Peserta didik mampu menyusun descriptive text about describing people, secara tertulis sesuai dengan konteks dengan memperhatikan fungsi sosial, struktur teks, dan unsur kebahasaan.

Pengetahuan dan/atau Keterampilan atau Kompetensi Prasyarat

- Memahami simple present tense

	• Dapat memproduksi kalimat sederhana dengan menggunakan simple present tense
III.	**KRITERIA PENGUKURAN KETERCAPAIAN TUJUAN PEMBELAJARAN DAN ASESMEN (ASESMEN FORMATIF)**
	Penilaian Kompetensi atau Kemampuan serta Pengetahuan 1. Peserta didik dapat mengidentifikasi *social function* of descriptive text. 2. Peserta didik dapat mengidentifikasi *generic structures* of descriptive text. 3. Peserta didik dapat mengidentifikasi *language features* of descriptive text. 4. Peserta didik mampu menyusun descriptive text berdasarkan topik dan sesuai dengan *social function, generic structure dan language features*. **Cara Melakukan Asesmen** Tertulis **Produk** Teks descriptive tentang descrbing people
IV.	**PROFIL PELAJAR PANCASILA**
	Profil Pelajar Pancasila yang berkaitan 1. Beriman, bertaqwa kepada Tuhan Yang Maha Esa, dan berakhlak mulia 2. Mandiri 3. Bergotong royong

	4. Bernalar kritis
	5. Kreatif.
V.	**SARANA DAN PRASARANA**
	Fasilitas
	Buku LKS
VI.	**PESERTA DIDIK**
	Kategori Peserta Didik
	Peserta didik reguler
	Jumlah Peserta Didik
	31 Peserta didik
VII.	**MODEL DAN METODE PEMBELAJARAN**
	Model Pembelajaran
	Tatap Muka
	Metode Pembelajaran
	*Cooperative Learning/*diskusi kelompok
VIII.	**ASESMEN**
	Cara Penilaian
	Rubrik asesman individu
	Jenis Assesman
	Formatif dalam bentuk tertulis
IX.	**MATERI AJAR, ALAT DAN BAHAN**
	Materi Ajar

a) Definition of descriptive text

b) Social function of descriptive text

c) Generic structure text

d) Language features of descriptive text

Alat dan Bahan

Teks bacaan.

Media Pembelajaran

Papan tulis, spidol

	KEGIATAN PEMBELAJARAN
X.	**URURTAN KEGIATAN PEMBELAJARAN**
	PERTEMUAN KE 1
	Kegiatan Pendahuluan 1. Guru mengucapkan salam 2. Guru mengecek kehadiran siswa 3. Guru memembangun apersepsi, dengan pertanyaan interaktif tentang orang 4. Guru menyampaikan tujuan pembelajaran **Kegiatan Inti** • Guru menyampaikan judul materi yang akan di bahas. • Guru menjelaskan tentang descriptive text mulai dari pengertian,

tujuan, struktur teks.

- Guru memberikan contoh descriptive text "My Favorite Person"

- Dengan bimbingan guru, siswa mengidentifikasi fungsi sosialnya, struktur teks (termasuk gagasan utama dan informasi rinci), dan unsur kebahasaan dari setiap teks tersebut.

- Guru memberikan kesempatan kepada siswa untuk bertanya tentang hal yang belum mereka pahami dari penjelasan dari teks yang telah disimak, baik tentang struktur dan unsur kebahasaan dari descriptive text maupun tentang kosa kata dalam teks yang belum mereka ketahui.

- Guru mengenalkan kosa kata baru yang mungkin akan ditemukan pada teks deskriptif yang akan dibahas berikutnya.

- Guru memberi kesempatan siswa untuk bertanya tentang materi yang mereka anggap kurang jelas.

- Guru memberikan contoh gambar karakter fiksi.

- Siswa dan guru bersama sama menyebutkan nama dan ciri-ciri fisik dari karakter fiksi tersebut.

- Setiap siswa menulis ciri-ciri fisik dipapan tulis.

- Siswa memperoleh balikan (feedback) dari guru dalam bentuk komentar.

Kegiatan Penutup

1. Guru memberikan review pada pembelajaran hari ini.

2. Siswa dan guru melakukan refleksi pembelajaran.

3. Guru menyampaikan agenda materi untuk pertemuan berikutnya

4. Siswa dan guru berdoa untuk menutup pembelajaran.

REFLEKSI

Refleksi Guru

1. Apakah kegiatan pembelajaran sesuai dengan rencana?

2. Apakah peserta didik dapat mengikuti pembelajaran dengan baik?

3. Apakah peserta didik mengikuti pembelajaran dengan antusias?

4. Apa kesulitan yang ditemui saat melaksanakan pembelajaran ini?

5. Apa hal yang dilakukan untuk memperbaiki proses pembelajaran?

Refleksi Peserta Didik

1. Bagian mana yang menurutmu paling sulit pada pembelajaran ini?

2. Dalam skala 1-10 berapa poin yang kamu berikan untuk pemahamanmu dalam pelajaran ini?

3. Jika poinmu kurang dari 10, apa yang akan kamu lakukan agar kamu dapat memahami pembelajaran kali ini secara penuh?

PERTEMUAN KE 2
Kegiatan Pendahuluan   1. Guru mengucapkan salam   2. Guru mengkonfirmasi kehadiran siswa   3. Guru mereview kembali materi tentang definition, social function dan generic structure of descriptive text.   4. Guru menjelaskan tujuan dan manfaat kegiatan pembelajaran hari ini   **Kegiatan Inti**

- Siswa mengamati teks deskriptif tentang hewan "Eagle" dibagikan oleh guru

- Siswa diminta membaca teks deskriptif yang telah diberikan oleh guru

- Siswa mengamati kalimat adjective yang terdapat dalam teks deskriptif

- Guru memberikan kesempatan kepada peserta didik untuk bertanya tentang kalimat adjective yang belum mereka pahami

- Siswa diminta untuk membuat kelompok (masing-masing kelompok terdiri dari 5-6 siswa), dan setiap siswa harus menyiapkan kertas lembar kecil dan alat tulis.

- Guru memberikan selembar kertas yang berisi gambar hewan "My Dog, Max"

- Siswa diminta untuk menyusun descriptive text, mendeskripsikan ciri-ciri atau karakteristik hewan yang terdapat dalam gambar menggunakan kalimat adjective

- Masing-masing siswa di setiap kelompok menyebutkan ciri- ciri dan karakteristik gambar hewan yang terdapat dalam gambar

- Setelah masing - masing kelompok selesai menyebutkan ciri-ciri pada gambar, setiap siswa diminta untuk menyusun kalimat adjective yang telah dibuat, sehingga menjadi paragraf deskriptif pendek dan sederhana

- Setiap kelompok mempresentasikan ciri- ciri dan karakteristik gambar hewan didepan teman yang lain

- Dengan arahan guru, setiap kelompok diminta untuk menganalisis dan mengoreksi hasil temannya dengan fokus pada struktur dan unsur kebahasaan dari teks deskriptif.

- Setiap kelompok memperoleh balikan (feedback) dari kelompok lain dan guru dalam bentuk komentar dan analisa kesalahan pada tulisan.

- Setelah setiap kelompok mempresentasikan hasil kerjaannya, setiap siswa dalam kelompok diminta melakukan proses 'revising' dan 'editing' atau menuliskan teks kembali dalam buku mereka masing – masing berdasarkan 'feedback' yang telah diberikan
- Setelah melakukan proses revising dan editing, setiap siswa mengumpulkan tugasnya kepada guru

Kegiatan Penutup

1. Guru memberikan review pada pembelajaran hari ini.

2. Siswa dan guru melakukan refleksi pembelajaran.

3. Guru menyampaikan agenda materi untuk pertemuan berikutnya

4. Siswa dan guru berdoa untuk menutup pembelajaran.

REFLEKSI

Refleksi Guru

1. Apakah kegiatan pembelajaran sesuai dengan rencana?

2. Apakah peserta didik dapat mengikuti pembelajaran dengan baik?

3. Apakah peserta didik mengikuti pembelajaran dengan antusias?

4. Apa kesulitan yang ditemui saat melaksanakan pembelajaran ini?

5. Apa hal yang dilakukan untuk memperbaiki proses pembelajaran?

Refleksi Peserta Didik

1. Bagian mana yang menurutmu paling sulit pada pembelajaran ini?

2. Dalam skala 1-10 berapa poin yang kamu berikan untuk pemahamanmu

dalam pelajaran ini?

3. Jika poinmu kurang dari 10, apa yang akan kamu lakukan agar kamu dapat memahami pembelajaran kali ini secara penuh?

PERTEMUAN KE 3

Kegiatan Pendahuluan

1. Guru mengucapkan salam

2. Guru mengkonfirmasi kehadiran siswa

3. Guru mereview kembali materi tentang definition, social function dan generic structure of descriptive text.

4. Guru menjelaskan tujuan dan manfaat kegiatan pembelajaran hari ini

Kegiatan Inti

- Siswa mengamati descriptive text tentang benda "My New Bag", yang diberikan oleh guru.
- Siswa diminta membaca descriptive text yang telah diberikan oleh guru.
- Guru memberikan kesempatan kepada siswa untuk bertanya tentang hal yang belum mereka pahami dari penjelasan dari teks yang telah disimak, baik tentang struktur dan unsur kebahasaan dari descriptive text maupun tentang kosa kata dalam teks yang belum mereka ketahui.
- Guru mengenalkan kosa kata baru yang mungkin akan ditemukan pada teks deskriptif yang akan dibahas berikutnya.
- Guru memberi kesempatan siswa untuk bertanya tentang materi yang mereka anggap kurang jelas.
- Guru memberikan contoh gambar benda

- Siswa dan guru bersama sama menyebutkan nama dan ciri-ciri dari benda tersebut.
- Siswa memperoleh balikan (feedback) dari guru dalam bentuk komentar.

Kegiatan Penutup

1. Guru memberikan review pada pembelajaran hari ini.

2. Siswa dan guru melakukan refleksi pembelajaran.

3. Guru menyampaikan agenda materi untuk pertemuan berikutnya

4. Siswa dan guru berdoa untuk menutup pembelajaran.

REFLEKSI

Refleksi Guru

1. Apakah kegiatan pembelajaran sesuai dengan rencana?

2. Apakah peserta didik dapat mengikuti pembelajaran dengan baik?

3. Apakah peserta didik mengikuti pembelajaran dengan antusias?

4. Apa kesulitan yang ditemui saat melaksanakan pembelajaran ini?

5. Apa hal yang dilakukan untuk memperbaiki proses pembelajaran?

Refleksi Peserta Didik

1. Bagian mana yang menurutmu paling sulit pada pembelajaran ini?

2. Dalam skala 1-10 berapa poin yang kamu berikan untuk pemahamanmu dalam pelajaran ini?

3. Jika poinmu kurang dari 10, apa yang akan kamu lakukan agar kamu

	dapat memahami pembelajaran kali ini secara penuh?
	PERTEMUAN KE 4
	Kegiatan Pendahuluan 1. Guru mengucapkan salam 2. Guru mengkonfirmasi kehadiran siswa 3. Guru mereview kembali materi tentang definition, social function dan generic structure of descriptive text. 4. Guru menjelaskan tujuan dan manfaat kegiatan pembelajaran hari ini **Kegiatan Inti** - Siswa di berikan arahan oleh guru tentang permainan *guessing game* - Siswa dibagi menjadi 2 kelompok - Setiap siswa secara bergiliran mengambil kartu dengan deskripsi karakter fiksi yang telah disiapkan oleh guru - Setiap kelompok harus menebak siapa orang tersebut berdasarkan deskripsi yang diberikan - Tim yang menebak dengan benar mendapatkan point - Setelah selesai, guru bersama siswa mengulang semua materi yang telah diajarkan **Kegiatan Penutup** 1. Guru dan siswa bersama-sama menyimpulkan dan merangkum materi pembelajaran. 2. Siswa melakukan refleksi pembelajaran.
	REFLEKSI

Refleksi Guru

1. Apakah kegiatan pembelajaran sesuai dengan rencana?

2. Apakah peserta didik dapat mengikuti pembelajaran dengan baik?

3. Apakah peserta didik mengikuti pembelajaran dengan antusias?

4. Apa kesulitan yang ditemui saat melaksanakan pembelajaran ini?

5. Apa hal yang dilakukan untuk memperbaiki proses pembelajaran?

Refleksi Peserta Didik

1. Bagian mana yang menurutmu paling sulit pada pembelajaran ini?

2. Dalam skala 1-10 berapa poin yang kamu berikan untuk pemahamanmu dalam pelajaran ini?

3. Jika poinmu kurang dari 10, apa yang akan kamu lakukan agar kamu dapat memahami pembelajaran kali ini secara penuh?

1. Penilaian Kemampuan Menulis

Aspect	Score	Performance Descriptive
Content (C) - Topic - Detail	4	The topic is complete and clear and the details are relating to the topic
	3	The topic is complete and clear and the details are almost relating to the topic
	2	The topic is complete and clear, but the details are not relating to the topic

	1	The topic is not complete and clear and the details is not relating to the topic
Organization (O)	4	Identification is complete and descriptions are arranged with proper connectives
- Identification	3	Identification is almost complete and descriptions are arranged with almost proper connectives
- Description	2	Identification is not complete and descriptions are arranged with few misuse of connective
	1	Identification is not complete and descriptions are arranged with misuse of connective
Grammar (G)	4	Very few grammatical or agreement inaccuracies
	3	Few grammatical or agreement inaccuracies but not effect on meaning
	2	Numerous grammatical or agreement inaccuracies
	1	Frequent grammatical or agreement inaccuracies
Vocabulary (V)	4	Effective choice of words and word forms
	3	Few words and word forms inaccuracies but not effect on meaning
	2	Limited range confusing words and word forms
	1	Very poor knowledge or words, word forms, and not understandable

Mechanics (M)	4	It uses correct spelling, punctuation and capitalization
- Spelling - Punctuation - Capitalization	3	It has occasional errors of spelling, punctuation and capitalization
	2	It has frequent errors of spelling, punctuation and capitalization
	1	It is dominated by errors spelling, punctuation and capitalization

Appendix 6. Student Worksheet

Worksheet 1

Diskusi Kelompok

The Guiding Question :

1. What kind of the animal?

2. Who is his name?

3. What are the main physical characteristics of dog?

4. Where is the dog lives?

5. How is the characterisctics of dog?

6. When do dogs eat?

"My Dog, Max"

Worksheet 2

Guessing game

Appendix 7. Student Worksheet
Pre-test and Post-test Experimental Class

Pre – Test

Name	AINI ROFI'AH.
Class	VIII B (8B)
Time	45 minutes of writing time

Instruction :

1. Choose one of the following topic and write a descriptive text, at least 10 sentences.

- My Bestfriend

- My Cutest Kitten

- My New Bag

65

My Bestfriend name is ptio, she is my bestfriend she is very kind. she is a currently 13 years old. We live on jln peltu soegiarto no.39 (banyumas. she has a thin body with long skin and has a beautiful face, wavy black hair, round eyes, and beautiful smile. I really like my bestfriend because my bestfriend is a strong woman, never give up, and also patient. she motivates me with she way she thinks, acts, and behaves which really amazes me. she sacrificed her education because of limitations economy.

C : 8
O : 8
G : 8
V : 2
M : 2

Post – Test

Name	AINI ROFI'AH.
Class	VIII B.
Time	45 minutes of writing time

Instruction :

1. Choose one of the following topic and write a descriptive text, at least 10 sentences.

- My Favorite Teacher

- My Lovely Rabbit

- My New Hoodie

75

My Favorite Teacher is bu neni, she live in Banyumas. she is twenty five years old. she teaches javanese language material.
She teaches well, she is beautiful and not too fiere, she is friendly, she is liked by many people because she is kind and beautiful. she is different from other teacher. She also teaches other subjects. She doesn't have a family and she doesn't have children. she hobby is often observing prayer wherever she is. she goes to school by motorbike.

C : 4
O : 4
G : 2
V : 3
M : 3

Post-test and Pre-test Control Class

Pre – Test

Name	Devin arasta / jeeri nichol
Class	VIII – A
Time	45 minutes of writing time

Instruction   :

1. Choose one of the following topic and write a descriptive text, at least 10 sentences.

 - My Bestfriend

 - My Cutest Kitten

 - My New Bag

50

MY. Bestfriend

I have A Bestfriend. his name is dwi muzakir. he is a curently 14 years old. we live on Jln karang tengah. he as a thin body with tan skin and has a beautiful face with vy blackhair, round eyes, and beatiful smile. Strong woman, never give up and also pantient. we have been friend For two years. I like him because he always give me snack.

C : 2
O : 2
G : 2
V : 2
M : 2

Post – Test

Name	Devin arasta
Class	VIII – A / 8A
Time	45 minutes of writing time

Instruction   :

1. Choose one of the following topic and write a descriptive text, at least 10 sentences.

 - My Favorite Teacher

 - My Lovely Rabbit

 - My New Hoodie

55.

MY Lovely Rabbit

I have a rabbit named sugeng. he likes to eat grass in the field and sugeng has a friend named zizah. they like to play in the field. sugeng has a large body and silver fur. whide zizah hasa small body and black fur. my rabbit likes to running away. he used to jump everywhere and hard to catch. I dont wanna lost my rabbit because he very cute.

C : 3
O : 2
G : 2
V : 2
M : 2

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Appendix 8. The Result Pre-test and Post-test of Experimental Group

No.	Students Initial	Score		Gained
		Pre-test	Post-test	
1.	AR	65	75	10
2.	AKR	55	65	10
3.	AF	60	85	25
4.	AK	40	75	35
5.	AFA	55	80	25
6.	CKAS	50	90	40
7.	CA	55	75	20
8.	DAP	50	60	10
9.	EAP	45	80	35
10.	FRY	50	50	0
11.	FZR	60	75	15
12.	HPA	45	70	25
13.	HN	45	85	40
14.	IS	60	75	15
15.	IDA	50	70	20
16.	JPA	60	70	10
17.	MAR	45	65	20
18.	MFF	40	75	35
19.	NR	45	60	15
20.	RA	45	70	25
21.	RNF	60	90	30
22.	R	35	65	30
23.	RAS	55	90	35
24.	SR	40	90	50
25.	SAB	50	70	20
26.	TR	55	80	25

No.	Students Initial	Pre-test	Post-test	Gained
27.	VZA	45	85	40
28.	YMM	40	70	30

The Result Pre-test and Post-test of Control Group

No.	Students Initial	Score		Gained
		Pre-test	Post-test	
1.	AR	40	60	20
2.	AHM	50	60	10
3.	AAF	60	80	20
4.	AEP	40	65	25
5.	BNS	65	80	15
6.	DA	50	55	5
7.	DMN	30	75	45
8.	DR	55	75	20
9.	ZMR	55	80	25
10.	EFA	50	65	15
11.	FCR	50	70	20
12.	FJU	50	80	30
13.	FKA	55	75	20
14.	FNA	40	65	25
15.	FHA	40	70	30
16.	INA	40	70	30
17.	JS	50	80	30
18.	KH	40	70	30
19.	KAP	35	75	40
20.	KEA	40	75	35
21.	LNA	45	60	15
22.	NKP	30	65	35
23.	NAP	55	85	30
24.	RA	40	65	25

25.	RF	50	80	30
26.	S	45	65	20
27.	TR	65	75	10
28.	TH	40	70	30
29.	AZA	30	65	35

Appendix 9. Documentation
Meeting 1

Meeting 2

Meeting 3

Meeting 4

Appendix 10. Proposal Seminar Certificate

KEMENTERIAN AGAMA REPUBLIK INDONESIA
UNIVERSITAS ISLAM NEGERI
PROFESOR KIAI HAJI SAIFUDDIN ZUHRI PURWOKERTO
FAKULTAS TARBIYAH DAN ILMU KEGURUAN
Jalan Jenderal A. Yani, No. 40A Purwokerto 53126
Telepon (0281) 635624 Faksimili (0281) 636553
www.uinsaizu.ac.id

SURAT KETERANGAN

SEMINAR PROPOSAL SKRIPSI

No. B- 2863.Un.19/FTIK.TBI/PP.00.9/7/2024

Yang bertanda tangan dibawah ini, Koordinator Program Studi Tadris Bahasa Inggris pada Fakultas Tarbiyah dan Ilmu Keguruan (FTIK) UIN Profesor Kiai Haji Saifuddin Zuhri Purwokerto menerangkan bahwa proposal skripsi berjudul :

"The Effectiveness of Guiding Question Technique on Students Writing Skill at 8th Grade MTs Ma'arif NU Sokaraja"

Sebagaimana disusun oleh :

Nama	:	AYUDYA FAUZIA NUR AULIA
NIM	:	2017404088
Jurusan/Prodi	:	Tadris Bahasa Inggris

Benar-benar telah diseminarkan pada tanggal : 14 Juni 2024

Demikian surat keterangan ini dibuat dan dapat digunakan sebagaimana mestinya.

Purwokerto, 4 Juli 2024
Koordinator Prodi Tadris Bahasa Inggris

Desi Wijayanti Ma'rufah, M.Pd.
NIP. 199212152018012003

Appendix 11. Certificate of Passing Comprehensive Examination

KEMENTERIAN AGAMA REPUBLIK INDONESIA
UNIVERSITAS ISLAM NEGERI
PROFESOR KIAI HAJI SAIFUDDIN ZUHRI PURWOKERTO
FAKULTAS TARBIYAH DAN ILMU KEGURUAN
Jalan Jenderal A. Yani, No. 40A Purwokerto 53126 Telepon (0281)
635624 Faksimili (0281) 636553 www.uinsaizu.ac.id

SURAT KETERANGAN
No. B-3238/Un.19/WD1.FTIK/PP.05.3/8/2024

Yang bertanda tangan di bawah ini Wakil Dekan Bidang Akademik, menerangkan bahwa :

Nama   : Ayudya Fauzia Nur Aulia
NIM   : 2017404088
Prodi   : TBI

Mahasiswa tersebut benar-benar telah melaksanakan ujian komprehensif dan dinyatakan LULUS pada :

Hari/Tanggal   : Senin, 05 Agustus 2024
Nilai   : 92 / (A)

Demikian surat keterangan ini kami buat untuk dapat digunakan sebagaimana mestinya.

Purwokerto, 6 Agustus 2024
Wakil Dekan Bidang Akademik,

Prof. Dr. Suparjo, M.A.
NIP. 19730717 199903 1 001

Appendix 12. BTA/PPI Certificate

IAIN PURWOKERTO

KEMENTERIAN AGAMA REPUBLIK INDONESIA
INSTITUT AGAMA ISLAM NEGERI PURWOKERTO
UPT MA'HAD AL-JAMI'AH
Jl. Jend. A. Yani No. 40A Purwokerto, Jawa Tengah 53126, Telp:0281-635624, 628250 | www.iainpurwokerto.ac.id

SERTIFIKAT
Nomor: In.17/UPT.MAJ/19096/05/2022

Diberikan oleh UPT Ma'had Al-Jami'ah IAIN Purwokerto kepada:

NAMA : AYUDYA FAUZIA NUR AULIA
NIM : 2017404088

Sebagai tanda yang bersangkutan telah LULUS dalam Ujian Kompetensi Dasar Baca Tulis Al-Qur`an (BTA) dan Pengetahuan Pengamalan Ibadah (PPI) dengan nilai sebagai berikut:

# Tes Tulis	:	97
# Tartil	:	88
# Imla`	:	82
# Praktek	:	80
# Nilai Tahfidz	:	82

Purwokerto, 31 Mei 2022

ValidationCode

Appendix 13. Arabic Language Sertificate

الشهادة

الرقم: ان.١٧/ UPT.Bhs/ PP.٠٠٩/ ٢٤٩٣٧/٢٠٢١

منحت الى

الاسم : أيوديا فوزية نور أولياء

المولودة : بانيوماس، ١٧ يونيو ٢٠٠٢

الذي حصل على

فهم المسموع : ٤٧

فهم العبارات والتراكيب : ٤٥

فهم المقروء : ٤٧

النتيجة : ٤٦٢

في اختبارات القدرة على اللغة العربية التي قامت بها الوحدة لتنمية اللغة في التاريخ ٤ فبراير ٢٠٢١

بورووكرتو، ٢٩ يوليو ٢٠٢١
رئيس الوحدة لتنمية اللغة،

الحاج أحمد سعيد، الماجستير
رقم التوظيف: ١٩٧٠٠٦١٧٢٠٠١١٣١٠٠١

ValidationCode

Appendix 14. English Language Sertificate

EPTIP CERTIFICATE

(English Proficiency Test of IAIN Purwokerto)

Number: In.17/UPT.Bhs/PP.009/24937/2021

This is to certify that

Name	:	**AYUDYA FAUZIA NUR AULIA**
Date of Birth	:	**BANYUMAS, June 17th, 2002**

Has taken English Proficiency Test of IAIN Purwokerto with paper-based test, organized by Language Development Unit IAIN Purwokerto on January 4th, 2021, with obtained result as follows:

1. Listening Comprehension : 59
2. Structure and Written Expression : 53
3. Reading Comprehension : 57

Obtained Score : **562**

The English Proficiency Test was held in IAIN Purwokerto.

Purwokerto, July 29th, 2021
Head of Language Development Unit,

H. A. Sangid, B.Ed., M.A.
NIP: 19700617 200112 1 001

ValidationCode

Appendix 15. KKN Certificate

Sertifikat
Nomor Sertifikat : 1345/K.LPPM/KKN.52/09/2023

Lembaga Penelitan dan Pengabdian kepada Masyarakat (LPPM)
Universitas Islam Negeri Prof. K.H. Saifuddin Zuhri Purwokerto menyatakan bahwa:

    Nama Mahasiswa : **AYUDYA FAUZIA NUR AULIA**
    NIM   : **2017404088**

Telah mengikuti Kuliah Kerja Nyata (KKN) Angkatan ke-52 Tahun 2024,
dan dinyatakan **LULUS** dengan nilai **91 (A)**.

Certificate Validation

Appendix 16. PPL Certificate

KEMENTERIAN AGAMA
UIN PROF. K.H. SAIFUDDIN ZUHRI PURWOKERTO
LABORATORIUM FAKULTAS TARBIYAH DAN ILMU KEGURUAN
Alamat : Jl. Jend. A. Yani No. 40A Telp. (0281). 635624 Psw. 121 Purwokerto 53126

Sertifikat

Nomor : B. 032 / Un.19/K. Lab. FTIK/ PP.009/ X / 2023

Diberikan Kepada :

AYUDYA FAUZIA NUR AULIA
2017404088

Sebagai bukti yang bersangkutan telah melaksanakan
kegiatan Praktik Pengalaman Lapangan (PPL) II Tahun Akademik 2023/2024
pada tanggal 4 September - 14 Oktober 2023

Purwokerto, 27 Oktober 2023
Laboratorium FTIK
Kepala,

Dr. Nurfuadi, M.Pd.I.
NIP. 19711021 200604 1 002

Appendix 17. Biography

   A. Personal Identity

      Name   : Ayudya Fauzia Nur Aulia

      Student Number   : 2017404088

      Date of Birth   : Banyumas, 17th June 2002

      Addres   : Sokaraja wetan, Sokaraja, Banyumas

   B. Educational Background

      Formal Education

         1. SDN 1 Sokaraja Wetan (2013)

         2. SMPN 3 Sokaraja (2016)

         3. MAN 1 Banyumas (2020)

         4. UIN Prof. K.H. Saifuddin Zuhri Purwokerto

      Informal Education

         1. Pondok Pesantren Darussalam, Dukuhwaluh, Purwokerto (2017-2023)

   C. Organization Experiences

         1. Koordinator Putri Sarana dan Prasarana Pondok Pesantren Darussalam : 2023