

**THE INFLUENCE OF USING GUIDED QUESTIONS TOWARDS
STUDENTS' DESCRIPTIVE TEXT WRITING ABILITY AT
THE FIRST SEMESTER OF THE EIGHTH GRADE OF
MTs N 2 BANDAR LAMPUNG IN THE ACADEMIC
YEAR OF 2020/2021**



A Thesis

**Submitted as a Partial Fulfillment of
the Requirements for S1**

By

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Study Program: English Education

**TARBIYAH AND TEACHER TRAINING FACULTY
RADEN INTAN STATE ISLAMIC UNIVERSITY
OF LAMPUNG 1442H/2020M**

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ABSTRACT

THE INFLUENCE OF USING GUIDED QUESTIONS TOWARDS STUDENTS' DESCRIPTIVE TEXT WRITING ABILITY AT THE FIRST SEMESTER OF THE EIGHTH GRADE OF MTs N 2 BANDAR LAMPUNG IN THE ACADEMIC YEAR OF 2020/2021

One of the most important skills in English is writing. It is often considered as the most difficult skill by the students. This problem was also faced by the students of the eighth grade of MTsN 2 Bandar Lampung. Based on the preliminary research, the students' score of writing of the eighth grade of MTsN 2 Bandar Lampung are low. Most of them, 73 %, got score under the criteria of minimum mastery (KKM), 75. Some techniques were needed by teacher to overcome that problem. One of the techniques is Guided Questions. Guided questions is a technique that is used in teaching writing by giving guidance and helping the students in order to find out what they should do or write. The objective of this research is to know whether there is significant influence of using Guided Questions towards students' descriptive text writing ability at the first semester of the eighth grade of MTsN 2 Bandar Lampung in the academic year of 2020/2021 or not.

The design of this research was quasi experimental design. The population of this research was the students of regular class of MTsN 2 Bandar Lampung at the eighth grade. The writer chose the sample randomly by using cluster random sampling technique. The researcher used Guided Questions in Experimental class as a treatment and lecturing technique in control class. In collecting the data, the writer used instrument in written form. The instrument was used for pre test and post test. The researcher did the pre test to find out the students' descriptive text writing ability before conducting the treatment and did the post test to find out the students descriptive text writing ability after conducting the treatments. Before analyzing the data, the writer did test for normality and homogeneity to know whether the data had normal distribution and the variance of the data was homogenous or not. The result of the data had normal distribution and the variance of the data had homogenous. Therefore, to analyze the data, the writer used independent sample t-test.

After giving the post test, the writer analyzed the data by using independent sample t-test. It was found out that result of Sig (Pvalue) = $0.004 < \alpha = 0.05$. It means that H_0 is rejected and H_a is accepted. To sum up, the use of Guided Questions toward students' descriptive text writing ability had significant influence. The conclusion of this research is Guided Questions is effective to be used toward students' descriptive text writing ability.

Keywords: Guided Questions, Descriptive Text, Quasi Experimental, Students' Writing Ability

DECLARATION

This thesis entitled *The Influence of Using Guided Questions towards Students' Descriptive Text Writing Ability at the First Semester of the Eighth Grade of MTsN 2 Bandar Lampung in the Academic Year of 2020/2021* is entirely individual accomplishment. Even though, several statements and theories from various sources were cited and adopted responsibly.

Bandar Lampung, 20 September 2018

Declared by,

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WRITING ABILITY AT THE FIRST SEMESTER OF
THE EIGHTH GRADE OF MTs N 2 BANDAR
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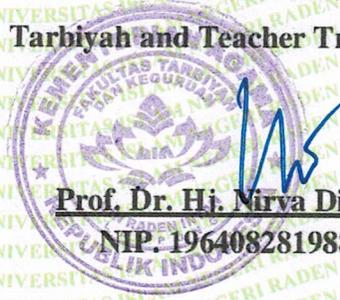
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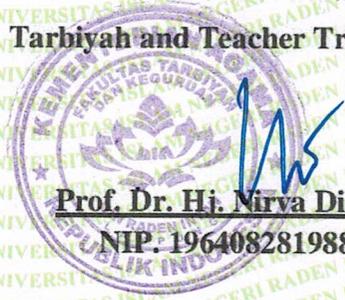
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MOTTO

مَنْ عِلْمٍ لَيْسَ كَمَنْ لَمْ يَعْلَمْ

Who is knowledgeable is not like someone who has no knowledge.

-Imam Fudhail bin Iyadh



DEDICATION

This thesis is dedicated to:

1. My beloved parents, Waryitno and Nur Jannah who already prayed, supported and guided me to be success in my study and my life.
2. My sister, Lia Anjar Wati who always provide the support to immediately complete this thesis
3. My dear friend Ayu Warda Eka Lia, S. Pd who always taught me how to do this thesis with great patience and enthusiasm.
4. My dear friend Farah Mulyawatiperson who always provide important information about the thesis so that this thesis has convenience.
5. My dear friend Futihatul Jannah a person who makes me full of spirit to finish this thesis
6. My lecturers and almamater of UIN RadenIntan Lampung.

CURRICULUM VITAE

Khoti Isnaeni was born in Beringin Kencana March 28th 1997. Being the second child of a harmonious couple, Waryitno and Nur Jannah, and the sister of Lia Anjar Wati, Leli Sulis Tiana, Diana Kamila and Trio Amirudin.

MI Mathla'ul Anwar Rawa Selapan is her primary education which started in 2004 and graduated in 2010. She pursued her study in MTs Mathla'ul Anwar Rawa Selapan. After she graduated from Junior High School in 2013, she continued her study to MAN 1 Bandar Lampung in 2013 and graduated in 2016. In 2016, she registered as a student of English Education Study Program of Tarbiyah and Teacher Training Faculty from SPAN-PTKIN program in Raden Intan State Islamic University of Lampung (UIN).

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During the completion of this thesis, I received a lot of valuable help and support from people around. Therefore the highest appreciation is addressed to:

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Finally, it must be admitted that nothing is perfect and there are still many flaws in this thesis. Therefore, criticism and suggestions from readers are expected to improve the quality of this thesis. Furthermore, I hope this thesis can be useful especially for those who are involved in the English teacher profession.

Bandar Lampung, 20 September 2020

Acknowledged by,

Khoti Isnaeni

TABLE OF CONTENT

	Page
COVER	i
ABSTRACT	ii
DECLARATION	iii
APPROVAL	iv
ADMISION	v
MOTTO	vi
DEDICATION	vii
CURRICULUM VITAE	viii
ACKNOWLEDGMENT	ix
TABLE OF CONTENT	xi
LIST OF APPENDICES	xii

CHAPTER I : INTRODUCTION

A. Background of the Problem	1
B. Identifcation of the Problem	6
C. Limitation of the Problem	6
D. Formulation of the Problem	7
E. Objective of the Research	7
F. Significance of the Reseach	7
G. Scope of the Research	8
1. The Subject of the Research	8
2. The Object of the Research.....	8
3. The Place of the Research.....	8
4. Time of the Research	8

CHAPTER II : THEORICAL FRAMEWORK

A. Concept of Teaching English as Foreign Language	9
B. Concept of Writing	10
1. Definition of Writing.....	10
2. Concept of Process of Writing	12
3. Concept of Writing Ability	13
C. Concept of text	15
1. Definition of Text.....	15
D. Concept of Descriptive Text	17
1. Definition of Descriptive Text	17
2. Generic Structure of Descriptive Text	18
3. Lexicogrammatical Features of Descriptive Text	20
4. Concept of Descriptive Writing Ability.....	20

E.	Concept of Guided Question Technique	21
1.	Definition of Guided Questions	21
2.	Kinds of Questions	22
3.	Procedure of Technique	24
4.	Advantage of Guided Questions	27
5.	Disadvantages of Guided Question.....	28
F.	Concept of Lecturing Technique	28
1.	Definition of Lecturing Technique.....	28
2.	Procedure of Lecturing Technique	29
3.	Advantages of Lecturing Technique	30
4.	Disadvantage of Lecturing Technique	31
G.	Concept of Online Learning	31
H.	Advantages of Online Learnig	32
I.	Concept of E-learning	36
1.	Definition of E-Learning.....	36
2.	Advantages og E-Learning	37
3.	Disadvantages of E-learning	37
J.	Frame of Thinking	37
K.	Hyphoteses	39

CHAPTER III: RESEACRH METHODOLOGY

A.	Research Design.....	40
B.	Variable of Research.....	41
C.	Operational Definition of Variable	41
D.	Population, Sample, and Sampling Technique of the Research	42
1.	Popuation	42
2.	Sample.....	43
3.	Sampling Technique.....	43
E.	Research Procedure.....	44
1.	Finding the subject of research	44
2.	Designing the instruments of the research	44
3.	Readability to the Test	45
4.	Administering the Pre-test	45
5.	Conducting Treatments	45
6.	Administrating the Post-test.....	45
7.	Analizing the Result of Pre-test and Post-test.....	46
F.	Data Collecting Technique.....	46
1.	Pre test.....	46
2.	Post test	46
G.	Research Instrument.....	47
H.	Scoring Rubric	48
I.	Validity, Reliability, and Readability of the Test	53
1.	Validity of the Test.....	53
2.	Reliability of the Test	55
3.	Readability of Test	58
J.	Data Analysis	59

1. Fulfillment of the Assumptions.....	60
a. Normality test.....	60
b. Homogeneity Test.....	60
c. Hypothetical Test.....	61
CHAPTER VI : RESULT AND DISCUSSION	
A. Research Procedure.....	63
B. Data Description.....	64
1. Description of the First Treatment.....	65
2. Description of the Second Treatment.....	66
3. Description of the Third Treatment.....	66
C. Result of the Research.....	67
1. Result of Pre Test in Experimental Class.....	67
2. Result of Pre-test in Control Class.....	70
3. Result of Post-test in Experimental Class.....	72
4. Result of Post-test in Control Class.....	74
D. Data Analysis.....	76
1. Fulfillment of the Assumptions.....	76
a. Result of Normality Test.....	76
b. Result of Homogeneity Test.....	77
c. Result of Hypothetical Test.....	78
E. Discussion.....	80
CHAPTER V : CONCLUSION AND SUGGESTION	
A. Conclusion.....	84
B. Suggestion.....	84
REFERENCES.....	86
APPENDICES.....	89

LIST OF APPENDICES

	Page
1. Appendix 1: Students' Score of Writing.....	89
2. Appendix 2:The Interview for the Teacher.....	101
3. Appendix 3: Students' Questionnaires	104
4. Appendix 4: Syllabus SMP/MTs	106
5. Appendix 5 : RPP Control Class.....	112
6. Appendix 6 : RPP Experimental Class	118
7. Appendix 7: Instrument for Pre-Test	124
8. Appendix 8: Instrument for Post-Test.....	125
9. Appendix 9:Expert Validation for Writing Test	126
10. Appendix 10 : Readability of the Writing Test	128
11. Appendix 11: The Result of Readability of the Writing	129
12. Appendix 12: The Name Of Students In Experimental Class	131
13. Appendix 13: The Assessment Scale of Writing Work.....	134
14. Appendix 14: Pre-Test Score Of Students In Experimental Class	136
15. Appendix 15: Pre-Test Score Of Students In Control Class.....	138
16. Appendix 16 Post-Test Score Of Students In Experimental Class	140
17. Appendix 17: Post-Test Score Of Students In Control Class	142
18. Appendix 18: The Result of Reliability for Pre-Test in Experimental Class Based on Two Raters.....	144
19. Appendix 19: The Result of Reliability for Post-Test in Experimental ClassBased on Two Raters.....	145

20. Appendix 20: The Result of Reliability for Pre-Test in Control Class Based on Two Raters	146
21. Appendix 21: The Result Of Reliability For Post-Test In Control Class Based On Two Raters	147
22. Appendix 22: The Result Of Normality Test.....	148
23. Appendix 23: The Result Of Homogeneity Test	149
24. Appendix 24: The Result Of Hyphotethical Test.....	150
25. Appendix 25: The Analysis Of Students' Score Of Pre-Test In Experimental Class	151
26. Appendix 26: The Analysis Of Students' Score Of Post-Test In Experimental Class	153
27. Appendix 27: The Analysis Of Students' Score Of Pre-Test In Control Class.....	155
28. Appendix 28: The Analysis Of Students' Score Of Post-Test In Control Class.....	157
29. Appendix 29: DOCUMENTATION OF THE RESEARCH.....	159

CHAPTER I INTRODUCTION

A. Background of the Problem

Writing is the last basic language skill that considered being the most difficult one and it is also more complex than other skills because the writer must have the ability to express the ideas and use appropriate vocabulary and accurate grammar so the readers will be easy to understand the language used in written communication. ¹Heaton also says that writing skills is complex and sometimes difficult to teach, requiring mastery not only grammatical and rhetorical device but also conceptual and judgemental elements.²It means that writing is occasionally hard subject for English teachers because teaching writing is also teach vocabulary, grammar and how to express the students' idea into the text.

Raimes states that writing is a skill which expressess the ideas, feelings and thoughts that are arranged in words, sentences and paragrapghs using eyes, brain and hand.³Harmer alsonotes that proces writing is a way of looking at what people do when they compose written text.⁴In addition, Richards states that there is no doubt

¹Jacobs. Et. al in Hariyanto, "The Influence of Using Guided Questions Technique Towards Students' Procedure Text Writing Ability". *Journal of Research & Method in Education*, vol. 8 (August 2018), p.77-82

²J.B. Heaton, *Writing English Language Tests*(1st Ed) (New York: Longman Inc, 1975), p. 13.

³Ann Raimes, *Techniques in Teaching Writing* (New York: Oxford University Press, 1983), p.76.

⁴ Jeremy Harmer, *How to Teach Writing* (6th Ed) (Edinburgh Gate: Pearson Education Limited, 2004), p. 12

that writing is the most difficult skill for learners to master. The difficulties are not only in generating and organizing ideas but also in translating these ideas into readable texts.⁵ Thus, writing is basically the process of expressing ideas and thoughts of the writer using knowledge of structure and vocabulary to combine the writer's ideas as means of communication. Spekova and Hurt did the research about the teachers' attitude to writing and process in Portugal and Latvia. They said that writing is the difficult skill than the other skill.⁶ This constraint could be seen that the most of teachers around 75% in Latvia and 80% in Portugal chose writing as the hardest skill. This problem is also faced by the students at MTsN 2 Bandar Lampung when the researcher did the preliminary research.

The researcher did her preliminary research at MTsN 2 Bandar Lampung by interviewing the teacher and giving the questionnaires to the students. Based on the interview section with the English teacher, Isnaini, the researcher got data showed problems in students' writing. She told that the students' ability in writing is still under average because of some reasons; (1) the students still got difficulties in finding ideas to write, (2) the students did the students due to lack of vocabularies, (3) the students had low motivation in learning English.⁷ The researcher also asked the students' score to the teacher. The scores were taken by the teacher in daily

⁵ Richards, J.C. and Renandya, W.A, *Methodology in language Teaching: An Anthology of Current Practice* (Eds) (Cambridge: Cambridge University Press, 2002), p. 30

⁶ Innelsa Spelkova and Nicholas Hurst, *Teachers' Attitudes to Skill and Writing Process in Latvia and Portugal*, Available on <http://web.letras.up.pt/nrhurst/Writing%20Article%20for%20APPI%20Journal.pdf> (access on Friday, October 12, 2014)

⁷ Isnaini, an interview with an English teacher, MTsN 2 Bandar Lampung, Lampung, 25 September 2019. Unpublished.

assessment of descriptive text. The teacher also said that there were many students who did not pass the minimum score, 75. The table below shows the scores of students' writing descriptive text.

Table 1
Students' Score of Writing Descriptive Text at Regular Class of the Eighth Grade of MTsN 2 Bandar Lampung in the Academic Year of 2020/2021

No	Students' Score	Number of Students	Percentage
1	≥ 75	58	27%
2	< 75	158	73 %
Total		216	100%

Source: English Teacher in MTsN 2 Bandar Lampung

From the table above, it can be concluded that the test score from 216 students of regular class of the eighth grade of MTsN 2 Bandar Lampung, there are 158 students (73%) got score under 75. Because the minimum achievement criteria of English subject in regular class of the eighth grade at the school is 75. It indicates that most of the students are facing the difficulties in mastering English.

Based on the questionnaires that the researcher gave to the students, the researcher also found several factors of the students' problems in learning English specially writing descriptive text. The students' problems were they got difficulties in starting to write, got difficulties in developing the paragraph that is suitable with the context and teachers' way in teaching English that was less interesting⁸

To overcome the problems above, the researcher recommended guided questions technique in teaching descriptive text. The guided questions is a teaching technique which is conducted by giving students questions in order to direct in learning.

⁸Students of MTsN 2 Bandar Lampung, 8th grade, on September 25th, 2019. Unpublished.

According to Traver, guiding questions is the basic questions that direct students for understanding.⁹ It shows us that this technique will make sure students' understanding. For example, when the students are still confusing about generating ideas or making their opinion into paragraph, the teacher can lead the students by giving the questions. The questions are information questions. In giving these questions, the students can find what should be written. Since using this technique is a good way to make students' understanding, it can be the best solution in conducting writing learning process in the class.

There are several previous studies that related the researcher's research. The first research is from Hariyanto. He investigated Teaching Procedure Text Writing Ability by Using Guided Questions to SMA Taman Siswa Teluk Betung Bandar Lampung at the eleventh grade. His research shows that the use of guided questions towards students' procedure text writing ability had significant influence in students' writing.¹⁰ The second previous studies was conducted by Nawawi. He investigated about Improving Students' Writing Skill of Descriptive Text through Guided Questions. This Technique is also effective in enhancing the students' writing skill of descriptive text because it makes students easier in making descriptive paragraph and makes them easier in exploring their idea in making paragraph. The

⁹ Rob Traver, Educational Leadership ASCD (<http://smallschollproject.org>, accessed in June 15th 2015 at 3:51 p.m), p. 1.

¹⁰ Hariyanto, "The Influence of Using Guided Questions Technique Towards Students' Procedure Text Writing Ability". *Journal of Research & Method in Education*, vol. 8 (August 2018), p.77-82

technique could also improve students' achievement significantly in writing skill of descriptive paragraph.¹¹

In addition, Yulia, et. al, conducted a research about Improving Recount Text Writing Ability by Guided Questions-word can help and guide the students in writing more than without any directions. Giving the students several question-words could help and guide the students to write more, particularly important in descriptive text.¹² From three previous studies above, it can be concluded that guided questions is effective to be applied in teaching writing because it can handle students' writing ability and help the students in exploring the ideas in writing.

During COVID 19, the researcher conducted the research by using E-learning of MTs N 2 Bandar Lampung. The researcher focused on writing descriptive text by using guided questions technique and taught the students in Video Conference. The researcher took the writing descriptive text because it is suitable with the materials in English Curriculum for Junior High School and also the students' descriptive writing ability that was low.

The difference between the previous research and this research were the researcher made the technique use guided questions on pictures and focused on describing 3 things. They were people, animals and things.

¹¹ Muhammad Bagus Nawawi, *S1 Thesis: Improving Students' Writing Skill of Descriptive Text Through Guided Questions at the Eight grade of SMP PGRI Ciputat Kota Tangerang Selatan*, (Jakarta: UIN Syarif Hidayatullah Jakarta, 2011), Unpublished, p.66

¹² Yulia, Albert Rufinus, Dewi Novita, *Improving Recount Text Writing Ability by Guided Question-Word Questions at SMP Negeri 6 Pontianak*, Journal (Pontianak: FKIP Tanjungpura University, 2012), Unpublished, p.13 available on <http://jurnal.untan.ac.id/index.php/jdpdp/article/download/1151/pdf> (Accessed on March 20, 2015)

Based on the statements above, the title that was conducted in this research is “The Influence of Using Guided Questions towards Students’ Descriptive Text Writing Ability at the First Semester of the Eighth Grade of MTsN 2 Bandar Lampung in the Academic Year of 2020/2021”

B. Identification of the Problem

By looking at the background of the study above, such problems experienced by students in writing could be identified as follows:

1. The students still got difficulties in finding ideas to write
2. the students did mistakes due to lack of vocabularies
3. The students had low motivation in learning English
4. The students got difficulties in starting to write
5. The students got difficulties in developing the paragraph that is suitable with the context
6. Teacher’s teaching way that was less interesting.

C. Limitation of the Problem

Based on the identification of problem above, this research was focused on the influence of using guided questions towards students’ descriptive text(people, animals and things) writing ability at the first semester of the regular class of the eighth grade of MTsN 2 Bandar Lampung in the academic year of 2020/2021.

D. Formulation of the Problem

Based on the background above, the problem was formulated as follows: : Is there any influence of using guided questions towards students' descriptive text writing ability at the first semester of the eighth grade of MTsN 2 Bandar Lampung in the academic year of 2020/2021?

E. Objective of the Research

The objective of this research was to know whether there is a significant influence of using guided questions towards students' descriptive text writing ability at the regular class of the eighth grade of MTsN 2 Bandar Lampung in the academic year of 2020/2021 or not.

F. Significance of the Problem

The results of this study are expected to provide useful information for students, teachers and researcher.

1. For the students: these results of the study are expected to increase the students' interest in writing and to make the process of teaching writing easier.
2. For the teachers: these results are hoped giving the advantages. The teacher could take the advantage of this influence of the use guided questions in teaching writing. They could take those informations as a way of teaching technique and they could evaluate whether this technique is better to be implemented in the class or not.

3. The results of this research also would give informations to the future researcher about the influence of using guided questions technique in teaching descriptive text or another text. This result can be the references if the use of the guided question technique is effective in students' writing skills.

G. Scope of the Problem

The scopes of this research are as follow:

1. The subject of the Research

The subject of this research was the first semester of the regular class of the eighth grade students of MTsN 2 Bandar Lampung in the academic year of 2020/2021.

2. The object of the Research

The objects of the research were the use of guided questions and students' descriptive text writing ability.

3. The Place of the Research

The place of research was conducted at MTsN 2 Bandar Lampung in the academic year of 2020/2021.

4. Time of the Research

The research was held in the first semester in the academic year of 2020/2021.

CHAPTER II

THEORETICAL FRAMEWORK

A. Concept of Teaching English as Foreign Language

Teaching is an activity in which we as teachers are urged to guide and facilitate learning, ensure all students to learn, and overcome classroom conditions to learn well. Teaching success is sometimes very dependent on the ability of the teacher in managing the class, how the teacher optimizes teaching skills and understands the four competencies of the teacher that must be mastered. The four competencies are personal, pedagogical, professional, and social competences. Personality competence is a moral and behavior that must be possessed by teachers. This is a very important competency because they are role models for all the students they teach in school. Pedagogic competence is the teacher's ability to recognize how to teach and how to educate students. Professional competence is about how teachers prepare appropriate materials, strategies, techniques, and assessments during teaching achievement. Finally, teachers must be able to ensure good social relations between themselves and their students, staff and stakeholders in achieving learning goals.

Unlike Malaysia or India, which uses English as a second language. Indonesia considers English as a foreign language. Setiyadi stated that in Indonesia English is learned in schools and the community does not use the language in their daily life. Here, language students in Indonesia use English not for communication between

others but only to focus on learning English as a lesson in school. Thus, English is very important to be learned by learners of elementary school up to university.

According to Harmer, “English as a foreign language is generally taken to apply to the learners who are studying general English at the schools and institutes in their own country or transitory visitors in a target-language country”.¹³ End-to-end, the learners only have time to practice English at school and institution. In this case the teachers are required to encourage learners to practice English in their daily activities.

Thus, teaching English as foreign language means facilitate the learners to grasp the language as a tool of communication after the first language and not as primary language. In teaching English as foreign language, the teacher should assist, guide, show and provide the knowledge to the learners in mastery of the material in order to encourage learners to practice English every time in their daily activities.

B. Concept of Writing

1. Definition of Writing

Writing becomes an important thing because it can be one of the ways to transfer the information or message from the writer to the readers. Therefore, it connects both the reader and the writer in the process of communication. Siahaan states that writing skill aims to communicate information from the writer to readers. It is one of the language productive skills.¹⁴ It means that writing will be the way for making communication.

¹³ Jeremy Harmer, *The Practice of English Language Teaching*, (Singapore: Longman Group UK Limited, 1991), p.39.

¹⁴ Sanggam Siahaan, *the English Paragraph* (Yogyakarta: Graha Ilmu, 2008), p.2.

Writing is also a way to share the writers' point of view. They can reveal something that they are feeling about or produce the big idea that is really important to be known. Hyland says that writing is a way of sharing personal meanings and writing courses emphasize the power of individual to construct her or his view on a topic.¹⁵ Consequently, writing is used for sharing someone's meaning in which she/he is encouraged to set their ideas into written form.

Writing is also difficult productive skill because it needs a lot of carefulness. When someone is trying to convey the idea, she/he does not only need hands to write but also the eyes to see, the brain to think and after they should organize the whole idea in well paragraph. According to Rimes, writing is a skill in which we express ideas which are arranged in words, sentences and paragraphs by using eyes, brain, and hand.¹⁶ It means that writing needs carefulness of observation or work.

Accordingly, when we write, we actually present our feelings through symbols letter that arranged to be word forms and the wordshare arranged to be sentence forms. Hence, by writing the writers can give the informations or tell the readers concerning what they felt and thought

By looking at the statements above, it can be said what writing is one of productive language skill that can express our ideas through written form. Our statements that appear in mind will show and state on the paper by using the correct

¹⁵ Ken Hyland, *Second Language Writing* (1stEd) (New York: Cambridge University Press, 2003), p.9.

¹⁶ Ann Raimes, *Technique in Teaching Writing* (London: Oxford American English, 1983), p.3.

procedure and also mechanical components like spelling, handwriting, punctuation, in order to make the written text becomes a well-structured and understandable as well.

2. Concept of Process of Writing

We need some processes when we are doing writing activity because it will make us to think about it appropriately and carefully. Almgot states that the processes of writing activity are particularly long and progressive.¹⁷ It means that writing activity takes time and does not stop at one step at all. It needs several steps to produce written work. Consequently, writing is not fast activity but it needs some ways processes that must be done by the writer.

Harmer states that there are several processes of writing, they are:

a. Planning

Experienced writers plan what they are going to write. Before starting to write or type, they try and decide what they are going to say. For some writers this may involve making detailed notes.

b. Drafting

We can refer to the first version of piece of writing as a draft. As the writing process into editing, a number of drafts may be produced on the way the final version.

¹⁷Dennis Almgot, *the Models of Writing*(Amsterdam: Springer Netherlands, 2001), p.185

c. Editing (reflecting and revising)

Once writer has produced a draft they then usually read through what they have written to see where it works and where it doesn't. Perhaps the way something is written is ambiguous confusing. They may use a different forms or words for particular sentence.

d. Final Version

Once writers have edited their draft, making changes they consider to be necessary, they produce their final version..¹⁸

Based on the explanations above, the researcher resumes that there are many steps related in process of writing. It does not only need one step but it uses several steps to make sure that the written form has looked perfect,

3. Concept of Writing Ability

There are several aspects include in written work so it is described as troubled skill for some people. In writing, the writer does not only focus about how she/he conveys the idea but the important thing, the writer must understand about language aspects as well. Raimes says that writing also reinforces the grammatical structures, idioms and vocabulary.¹⁹ Therefore, writing is ability in expressing the ideas that writer has but also the ability in understanding the grammatical structures, idioms, and vocabulary when expressing the ideas itself. Writing is long activities. It

¹⁸Jeremy Harmer, *How to Teach Writing* (6th Ed)(Edinburgh: Pearson Education Limited, 2007), pp. 4-5

¹⁹Ann Raimes, *Technique in Teaching Writing* (Oxford: Oxford University Press, 1983),p. 3

needs several process to generate written work. Yi says that writing ability as the ability to initiate and involve ideas then use certain revising and editing practices to develop them maturity in a given context.²⁰ Thus, writing is a process in which the students are encouraged to have ability for initiating and involving their ideas then edit and revise their written work.

From those theories, it can be concluded that if the students want to produce an excellent written work, they should pay attention on their writing ability. To know the student's writing ability, the teachers should make a decision what kind of aspect or indicator that will be used to evaluate and measure the students' writing ability. In this case, the Tribble scale assessment was used to evaluate and measure students' writing ability. There are five aspects to evaluate writing proposed by Tribble as follow:

a. Content

Content is about the ideas that re used by the students to elaborate the topic. This aspect consider whether the ideas is relevant to the topic or not, whether the ideas is detail or not and whether the students use much varieties of ideas or not.

b. Organization

This aspect considers how the students organize their ideas. It is related to coherence and cohesion.

²⁰ Jyi-Yeon Yi, "Defining Writing Ability for Classroom Writing Assessment in High Schools", *Journal of Pan-Pacific Association of Applied Linguistics*, Vo. 13, No. 1, 2009, p. 60

c. Vocabulary

This aspect is related to how the students choose the word/idiom and whether the students use many vocabularies or not.

d. Language

This aspect considers about grammar and structure such as agreement, tense, number, word order, articles, pronoun, and prepositions.

e. Mechanics

This aspect is related to use spelling, punctuation, capitalization and layout.²¹

Based on the explanation above, the researcher concludes that there are five aspects to measure student's writing ability. They are content, organization, vocabulary, language and mechanics.

C. Concept of Text

1. Definition of Text

In general, text is divided into two types. According to Siahaan Shinoda a text is a meaningful linguistic unit in a context, it is both a spoken and written text.²²

A text is a combination of several words including meanings that can be produced verbally or in writing. Thus, text is a collection of words that are arranged or combined to become meaningful units. It can be conveyed orally or in writing..

²¹Christopher Tribble, *Language Teaching Writing* (New York:Oxford University Press, 1996), p.130.

²²Sanggam Siahaan and Kisno shinoda, *Generic Text Structure* (Yogyakarta: Graha Ilmu, 2008), p.1

Hyland says that a text has a structure, they are orderly arrangements of words, clauses and sentences and by following grammatical rules writers can encode a full semantic representation of their intended meaning..²³ it means that we can produce the text, but in the form of written text. We should write the meanings by arranging them based on words, clauses, and sentences that follow grammar rules. Thus, the text will look complete with full of meaning. Moreover, based on Knap and Watgins statement a text is organized as a cohesive unit that is used as the language communication system. Furthermore, based on Knap and Watgins statement, “text is organized as a cohesive unit that is used as the language communication system.”²⁴ Therefore, text is used as a language communication system composed of words, clauses, and sentences following grammatical rules.

There will be many types of text, as the students of Junior High School, we owe to understand them. According to Purnama the texts that should be mastered are descriptive, narrative, recount, procedure, report, anecdote and short functional text.²⁵ It means that descriptive text is one of the type of the text that should be mastered in Junior High School.

Based on the description above, it can be said that text is a language unit that is meaningful either in spoken or written form which is regulated by following

²³Ken Hyland, *Teaching and Researching Writing* (2nd Ed) (Edinburgh Gate: Pearson, 2009), p.8

²⁴Peter Knap and Megan Watkins, *Genre, Text, Grammar: Technologies for Teaching and Assessing Writing* (Sidney: University of New South Wales Press Ltd, 2005), p.29

²⁵Puji Purnama, *Cara Cepat Menguasai Bahasa Inggris SMP Kelas VII, VIII, IX* (Jakarta : Pelangi Indonesia, 2011), p. 84-85

grammatical rules and structures, thus the readers will understand the meaning of the text and descriptive text is one of written text.

D. Concept of Descriptive Text

1. Definition of Descriptive Text

Sometimes, we as the human often describe something that we see. Normally, we will use descriptive text in describing something.. as Sanggam and Siahaan state that descriptive text is a written English text in which the writer describes an object. It can be a person, or an animal, or a tree, or a house, or a camping. It can be about any topics.²⁶

From that explanation, it can be concluded that descriptive text is a text that is used to explain what is actually the things we see, what does it look like. When describing an object, we will show our thought about how something sounds, looks, and tastes. As Kane says that description is about sensory experience how something looks, sounds and tastes..²⁷

In describing an object, we should present the detail information or in a form of specific and concrete. As Oshima and Hogue say that descriptive writing appeals to the sense, so it tells how something looks, feels, smells, tastes, and/or sounds. A good description is a word picture; the reader can imagine the object, place, or person in

²⁶Sanggam Siahaan and Kisno Shinoda, *Op. Cit.*, p. 89

²⁷Thomas S. Kane, *Essential Guide to Writing* (New York: Oxford University Press, 2000),

his or her mind.²⁸ It can be said that when we describe an object. It describes about the detail, factual and all information that is really specific description of an object, thus the reader can understand your description in their mind and the object you described has been being described. In short, descriptive text is a text that is used to describe the characteristic of people, places, animals or things on how its look, sound and taste with factual, detail and specific descriptions. However, this research had been focused on describing three things. They are people, animals and things. It is because based on the syllabus and time availability of the eighth grade.

2. Generic Structure of Descriptive Text

Like the other text, descriptive text also has the language features, generic structure and social function. Every text or genre has its own generic structure. Paltridge says that generic structure describes a structure of the text based on pattern of rhetorical organization.²⁹ It means that the generic structure of text will be used to construct a text based on the aim of its text. Therefore, the text should be made systematically following the generic structure of the text. Descriptive text has two generic structures. They are identification and description. Wardiman says about the two of generic structures as follow :

²⁸Alice Oshima and Ann Hogue, *Introduction to Academic Writing* (3rd Ed)(New York: Pearson Education, Inc, 2007), p.61

²⁹Brian Paltridge, "Genre, Text Type, and The language Learning Classroom", *Journal of English Language Teaching*, Vol. 50 no.3, 1996, p. 241

1) Identification

Identification identifies phenomenon to be described. It is the general statement that introduces subject to describe. It is usually in the first paragraph or in the first sentences. It can also give the readers brief explanation about when, where, who or what of the subject.

2) Description

Description is the more explanation of the object. It describes parts, qualities and characteristics. .³⁰

Based on the explanation above, it can be said that descriptive text has two generic structures, the first is identification and the second is description. The example of descriptive text.³¹

Reno

Identification	Hi friends! This is my friend Reno. He comes from Jakarta.
Description	He was born in jombang on September 4, 1986. His hobbies are singing and reading. He also likes writing a novel very much. He lives at 21 Jalan Pembangunan. He lives together with his parents and two brothers. They are Mr. and Mrs. Subroto, Jefri, and Johny. Reno studies at Universitas Negeri Surabaya. His older brother has been working as bank manager, and his younger brother is still in elementary school. They all love each other.

³⁰Artono Wardiman, *et. al. English in Focus, for grade VII Junior High School (SMP/MTs)* (Jakarta: Pusat Pembukuan, Departemen Pendidikan Nasional, 2008), p. 121

³¹Puji Purnama, *Cara Cepat Menguasai Bahasa Inggris SMP Kelas VII, VIII, IX* (Jakarta : Pelangi Indonesia, 2011), p. 84-85

3. Lexicogrammatical Features of Descriptive Text

Lexicogrammatical features is the last aspect of descriptive text. It is also important thing in making descriptive text. Pardiyono says that it often performs with present tense, but not at all. The students must know well about it in using conjunction, punctuation, and capitalization properly.³² Gerot and Wignell also add that descriptive text usually include the lexicogrammatical features such as : focuse on spesific participants, use of attributive and identifying processes, frequent use of epithet and classifiers in nominal groups, use of simple present tense..³³

Hence, in making good descriptive text, the writer should also use lexicogrammatical features because we will not only use present tense but also the other aspect. For intance, the use of Ephithet and Classifiers in nominal groups, it will make the better result when describing the characteristic of the object and also the use of conjunction, punctuation, and capitalization should be considered by the descriptive text writer.

4. Concept of Descriptive Writing Ability

Descriptive text is a text that describes about particular person, place or thing. As mentioned by Sanggam and Siahaan, “descriptive is a written English text in which the writer describes an object. It can be a person, or an animal, or a tree, or a house,

³²Pardiyono, *Pasti Bisa Teaching Genre Based Writing* (Yogyakarta: CV Andi Offset, 2007), p.34

³³ Linda Gerot and Peter Wignell, *Op.Cit.*, p.165

or a camping. It can be about any topic.”³⁴ However, as said before in previous point that the objects of descriptive text in this research are about people, animals and things. Hence, the students must be creative to make a good descriptive text about people, animals and things.

When the students write the descriptive text, the students must express the idea or topic of the text by focusing on the generic structure of descriptive text. After that, in producing good written work about descriptive text, the students have to keep attention about five aspects of writing (Content, Organization, Vocabulary, Language and Mechanic)

Based on the explanation above, it can be said that writing ability is an ability to produce a text. The students describes briefly several kinds of objects such as person, animal and thing which fulfills good understanding of aspects of writing. They are content, organization, vocabulary, language and mechanics.

E. Concept of Guided questions Technique

1. Definition of Guided questions

Guided questions is a technique that is used in teaching writing. We use some questions that can help the students to find the ideas when they are writing the text. Cooper and Axelord say that asking the questions about the problem or topic is a way to learn about it and decide what to do or say.³⁵ It means that guided questions is a

³⁴Sanggam and Siahaan, *Loc. Cit.*

³⁵Rise B. Axelord and Charles R Cooper, *The ST, Martins' Guide to Writing* (New York :ST. Marten Press, 1985), P. 475

technique that is used in teaching writing by giving guidance and helping to the student in order to find out what they should do or write in their writing process.

Additionally, this technique can help the students in doing the first step in writing process. That is planning the topic or the idea in writing. Guided questions technique will help the students in deciding the topic or idea. Raymond says that questions can be a way to help exploring idea in writing skill. Asking questions can be a way of playing with material before what you want to make of its shape.³⁶ In other word, by using this technique, the teacher will help the students to explore the topic by using information questions in order to generate the topic in well paragraph. Then, the writer can think about the answers of each question and decide which information would be the most important to the readers that should be written on the papers.

2. Kinds of Questions

There are several questions that is used as a guided questions to direct the students in writing process. According to Taylor, these some questions can be used to open up lines of thought. They are:³⁷

a. What

This question word has several functions. First, it can ask for a connection between a name or word and object or phenomenon. Second, it may ask a

³⁶ James C. Raymond, *Writing (Is an Unnatural Act)* (New York: Harper & Row Publisher, 1980), p. 16.

³⁷ Gordon Taylor, *A Student's Writing Guide How to Plan and Write Successful Essay* (New York: Cambridge University Press, 2010), pp. 28-33.

description of a particular object, process or idea. Moreover, 'what' can be used to look for more generalized or universal definitions and theories.

b. Who, Whom

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

c. Where, When

These kinds of question word ask for the location, time and duration of events and objects because every event has the setting where and when it happened. This also can establish detailed issues of frequency, distribution, extent, regularity and other important topics.

d. How

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

e. Why is often a request for an explanation and a theory. It can be used in several ways. First, it can be used for asking causal explanation which means the causes of some events or phenomenons. Second, why can ask for purposive explanation such as reasons, aims and purposes of those responsible for some actions, events or phenomenons. Third, why can be a request for

functional explanation for asking what function does something have or what role does it play. The last, why can be a request for deductive explanation which asks what combinations of conditions people to infer a logical conclusion.

From the explanation above, it can be concluded that what, who, where, when, why and how are kinds information questions which can open up students line of thoughts. These questions can be used as guided questions which the questions are given to the students when the students are writing the descriptive text to help them in writing and also generate their ideas.

3. Procedure of Guided Questions

To achieve the purpose of learning in applying guided questions, teachers need appropriate or obvious steps. According to Taylor there are several steps in doing this technique.

1. Choose an essay topic because it interests you. Such a topic is more likely to be one about which you might already have a few questions or ideas.
2. Ask questions of the topic: try to work out what it is driving at, what is meant by various words or phrases in it, and what kinds of connection there may be between the various issues it raises. Do no more reading (or better, 'consulting' of a few very basic source books) than is necessary to suggest possible answers to your questions.

3. Propose to yourself a few likely answers to the question raised by the topic and write them down in no more than a sentence or two. Then choose which seems to be the best. Discussing the topic with friends is very useful at this stage.
4. Develop this answer into a paragraph which, so far as you can, lists the reasons for choosing the answer you did or some of the facts and ideas that you think might support it.
5. Regard this paragraph as no more than a hypothesis about, a proposal for, or a forecast of, your eventual answer. It might well lay the foundations of the opening paragraph of your essay, but it will need to be tested out (and probably changed) by your detailed reading – which should not begin until now.³⁸

For other theory of procedures in this technique, Axelrod and Cooper have several ways in using guided questions for discovery. They are :

1. Thinking about the writer' subject. Subject means that something the writers want to write such as idea, event, person, problem, etc.
2. Starting from the first question then move to the next. The writer should follow the questions from the first then answer it to make their writing organize well.

³⁸ Gordon Taylor, *A Student's Writing Guide How to Plan and Write Successful Essay* (New York: Cambridge University Press, 2009), p. 22

3. Writing the writers responses quickly without much planning. They should write as quick as possible to anticipate for forgetting about the answer. Besides, the usage of the question in teaching writing is also explained by.³⁹

Based on the procedures of guided questions that are explained by Taylor, Axelrod and Cooper are combined by the researcher. The researcher combined those techniques because they are different one another. The technique by Taylor is more detail while the technique by Cooper and Axelrod is more simple. the differensies are also in implementing these techniques. The technique by Taylor in point 4 is about developing the answer into paragrapgh while the technique by Cooper and Axelrod does not mention the procedure about developing the answer into paragrapgh. Then, there are the similarity between them. The technique by Taylor in point 1, 2, 3 are same as the technique by Cooper and Axelrod in point 1, 2, 3. Thus, to solve these differensies and also the similarity, the researcher modified the procedures in order to be easy in applicating them. As a result the procedures that are used are as follow:

1. The teacher will give the students about the picture that represent the topic. For example: if the topic is about people, the teacher can give the picture of artist or father.

³⁹ Rise B. Axelrod and Charles R. Cooper, *The ST. Martin's guide to writing*(New York: ST. Martin press, 1985), p. 475.

2. Starting from the first question then move to the next. The writer should follow the questions from the first then answer it to make their writing organize well.(taken by Axelrod and Cooper's theory)
3. The teacher will ask the students to write their answer in a piece of paper.
4. Develop this answer into a paragraph which, so far as you can, lists the reasons for choosing the answer you did or some of the facts and ideas that you think might support it. (taken by Taylor's theory)
5. After all questions are answered, the students should make the answers of guided questions become a paragraph writing on the paper. The students need some conjunctions that will be used to connect the sentence. The sentences of the answers are connected become the paragraph. The paragraph should be based on the generic structure of the descriptive text. It can be said that the students need to consider where the identification and description of the text are. The students may add more ideas related to the answers as a supporting detail for the sentence.

4. Advantages of Guided questions

By applying guided questions technique before starting the writing activities.

There will be some advantages. According to Gould the advantages are :

1. Guided questions move the writer from observing simple physical details to discovering complexities inherent in a topic and its environment.

2. Guided questions encourage the writer to reevaluate the writers' understanding of a topic and see it from differently.
3. The writer can generate materials of writing.
4. The writer can see the topic from different point of view.
5. Guided questions may help the writer to clarify our position in a topic.⁴⁰

5. Disadvantages of Guided questions

According to Hariyanto, He suggested that there is a problem of using guided questions. The problem usually happens when using this technique is because the questions are too difficult for the students. To solve it, the researcher must prepare the guided questions as well and the questions must be suitable with the students' level.⁴¹

F. Concept of Lecturing Technique

1. Definition of Lecturing Technique

Lecturing technique is a traditional technique because this technique has used as the tool of oral communication between the teachers and the students in teaching learning process.⁴² It can be said that lecturing technique is adequate old technique in

⁴⁰ Gould in Hariyanto, "The Influence of Using Guided questions Technique Towards Students' Procedure Text Writing Ability". *Journal of Research & Method in Education*, Vol. 8, Issue 4 Ver. II (August 2018), p. 77-82.

⁴¹Hariyanto, "The Influence of Using Guided questions Technique Towards Students' Procedure Text Writing Ability". *Journal of Research & Method in Education*, Vol. 8, Issue 4 Ver. II (August 2018), p. 77-82.

⁴²Saiful Bahri Djamarah, "Strategy Belajar Mengajar (Jakarta: Rhineka Cipta,2010), p.97, Cited by Miftahul Jannah, *The Effectiveness of Using Clustering Technique Toward Students' Writing Ability in Narrative Text at The First Semester of The Tenth Grade of SMA Negeri 2 Pringsewu in The Academic Year of 2018/ 2019*" (Available on: <http://repository.radenintan.ac.id/5676/> Accessed on August 15th 2019.

teaching and learning process because the teacher will use oral presentation in teaching the students a particular thing. This technique is one language teaching technique. It focused on teacher-centered. Thus, the teacher gives some materials to the students as the guided or speaker and the students as listener.⁴³ it can be said that lecturing technique is the technique where the teacher will explain the material by using oral presentation while the students will be a listener. From this explanation, the researcher concludes that this technique is the technique where the teacher would be focused in explaining the material to the students with oral presentation.

2. Procedure of Lecturing Technique

There some procedures of lecturing technique, they are :

1. Presenting information, in the learning process the teacher is as the central for the students to get information. The teacher explains what they will learn.
2. Clarifying topics and issues, the teacher tells the students what descriptive text is by encouraging students to think about the text.
3. The teacher asks the students to write a descriptive text.
4. Finally, the teacher will ask the students to collect their work.⁴⁴

⁴³Sarwitri, "The Effectiveness of Sequence Picture Technique and Lecturing To Teach Writing Skills of Recount Text of The Eighth Grade Students of MTS Yaspi Pakis In The Academic Year of 2017/2018" (Available on: <http://e-repository.perpus.iainsalatiga.ac.id/1829/> Accessed on August 22nd 2019.

⁴⁴Kori Raudhatul Jannah, "The Influence of Using Mind Mapping Technique Towards Students' Descriptive Text Writing Ability At The First Semester of The Eighth Grade of MTS N 2 Bandar Lampung In The Academic Year of 2016/2017") Available on: <http://repository.radenintan.ac.id/4615/> Assessed on September 10th 2019

Based on the description above, the researcher concludes that there are several steps that can be followed by many teacher when teaching descriptive text by using lecturing technique. These steps can guide the teachers in teaching.

3. Advantages of Lecturing Technique

There are many advantages of lecturing technique, they are :

1. It is efficient and economical because it can be repeated from one semester to the next, reducing planning, preparation and reviewing.
2. It can be given in large or small groups and varied in length
3. It can be controlled, instructor can control of study totally
4. It is flexible because adjustments to content can be easily made.
5. The content can be tailored to students' interest and background personality.
6. It gives motivation to the students. The teacher conveyed students' anthusiasm and helping to stimulate students' interest.
7. Teacher can be served as role model
8. Timely, teacher can present sew and unpublished material.⁴⁵

From some of the the advantages above, it can be concluded that the lecturing technique is a good technique to use in teaching writing skill, especially for large groups. But, there are several weaknesses in applying this technique, it is because this technique will place the students in passive. In the end, it will cause one

⁴⁵*Ibid*, p. 30.

waycommunication. When the students become passive in learning writing, the learning process will be difficult to be measured.

4. Disadvantages of Lecturing Technique

There are many disadvantages of lecturing technique, they are :

1. Experts are not always good teachers.
2. Places students in passive
3. Communication in one way
4. Learning is difficult to gauge⁴⁶

To overcome these problems, when a teacher uses this technique, the teacher must master the material to be taught properly. Not only that, a teacher also needs to prepare the material as well as possible and a teacher must be able to make the class feel interesting as well. By providing the interesting things in the learning process, the students being taught are not too passive anymore.

G. Concept of Online Learning

This learning is usually done face to face but the process of learning could also be done by online depending on the conditions. Meanwhile, Carliner states that defined online learning as educational material that is presented via a computer.⁴⁷ Online learning is education that takes place over the internet. It is referred to as “e-learning” among other terms. In addition, online learning is just one type of distance learning.

⁴⁶ *Ibid*

⁴⁷ S, Carliner. *An Overview online learning* (2nd ed) (Armherst, MA: Human Resource Development Press, 2004). p. 19

As we know that there are many web or application that we can use for online learning such as Whatsapp, Google Classroom, Google Meet, Zoom, Weblog, Facebook and others.

H. Advantages of Online Learning

Online learning is a learning process that utilizes the internet and digital media in the delivery of the material. Online learning is considered a boon due to the reasons given below:⁴⁸

a. Accessibility

Online learning provides accessibility because a student can learn from anywhere in the world. No matter where the student lives and what they want to learn. Students' learning options are not limited by their geographical location.

b. Personalized Learning

Online Learning system enables a student to determine and process his or her learning style, content, aim, current knowledge and individual skills. Therefore, person-specific education could be provided through creating individual learning styles. Online learning enables the individual to plan and direct his or her own learning. It has the potential to motivate, develop confidence and self-esteem, and overcome many barriers that learners encounter, personalize the learning experience, widen access and improve the learning experience.

⁴⁸ Mehra, V. *Teachers' Attitude Towards computer use implications for Emerging Technology Implication in ET*, Journal of Teacher Education and Research, Noida, Vol.2, No.2, December 2007. p.1. <https://www.researchgate.net/publication/332833360> accessed on 8th July 2020.

c. Develops cognitive abilities

In a study, it was found that online learning might be effective in developing the teacher's cognitive abilities. A student can find unlimited information they can access with just the click of a button. Students can take courses or online learning as it can help to develop cognitive abilities.

b. Cost effectiveness

Online learning is cost effective because less money is spent in travelling and buying books or spending money in college context. Students who want to through this mode need to have access to the necessary computer hardware as well as paying often substantial fees for access to an internet service provider.

c. Promotes research

Students are excited to publish their work when they produce something of extremely high quality. With the permission of their teachers, they post the work on the web as examples for current and future students.

d. Basic computer skills

Both on and off campus students who choose to study online have an opportunity to gain technical skills in using information communication technology (ICT). These skills are likely to be useful to them in their professional life and all future endeavors which may be in themselves marketable features of their education.

e. Equal Opportunity to all

All students are equal, they are not treated differently based upon caste, creed, race, sex, religion, and disability, etc. Rather online learning is a boon for learners who are disabled and face problems in commuting and for those sections of the society who live at far off places where the schools/colleges are at a distant place.

f. Self-Pacing

Due to individual differences, all learners are not able to complete the work assignments at a given time due to which they have to face difficulties. Online learning allows students to work and learn at their own pace without the time restriction. The learner is free to complete the course work according to his own will and he can take as much time as he requires without being termed as slow by the peers.

g. Globalization

Internet connects people all over the globe, therefore, it is vital to experiment with electronic learning situations wherein students share ideas and resources, access information about current events and historical archives, interact with experts, and use online databases.⁴⁹

⁴⁹ Prof. Indira Dhull & MS. Sakshi. *Online Learning*. Journal Research Paper. E-ISSN No. 2454-9916 Vol: 3 Issue:8 Aug 2017, p.2..
<https://www.researchgate.net/publication/332833360> accessed on 8th July 2020.

2. Disadvantages of Online Learning

It is well said that technology is a good slave but bad master. Online learning also shows its other not so good as follows:

a. Feeling isolated

Technological advances in the modern era, the social development of a child has taken the back seat. Students remain in touch with their online friends sitting at far off places through whatsapp, Instagram & Facebook, Google Meet, Zoom, Weblog but fail to meet and greet a person sitting just next door to them. This tendency leads to a feeling of isolation.

b. Lack of funds

Points out that technology's downsides include cost, hardware issues, internet problems, production of course materials and worry about availability of funds.

c. Poor accessibility in Remote Areas

Hardware, software and connectivity facilities are pre requisites that enable online teaching and learning. In the absence of anyone of these, Online learning cannot achieve its objective some people do not have ready access to a computer and internet connection, and some who do have the required equipment feel ill-equipped to use it.⁵⁰

⁵⁰ *Ibid.* p.3

I. Concept of E-learning

1. Definition of E-learning

E-learning is the learning process by using digital electronic as the media in teaching the students. According to Hoppe E-learning is the learning supported by digital electronic tools and media.⁵¹ According to Duderstadt e-learning is used in the study environments to learn with a special importance of the web to describe a wide range of applications of electronic technologies, namely, TV, radio, CD-ROM, DVD, cell phone, Internet, etc.⁵² Sharma and Kitchens stated that e-learning includes learning with the help of a web-based training facilities such as virtual universities and classrooms that allows digital collaboration and technology assisted distance learning.⁵³ It means that e-learning can be defined as the methodological e-learning forms that can be used by using any digital technology.

In this study, the researcher used E-learning which is used by MTsN 2 Bandar Lampung when presenting pre-test, treatment and also post test. The researcher used e-learning because of the conditions that made it impossible to carry out research offline due to the presence of COVID 19.

⁵¹ Hoppe in Basak, "E-learning, M-learning and D-learning: Conceptual Definition and Comparative Analysis". *Journal of E-Learning and Digital Media 2018*, Vol. 15(4) 191–216. p. 194

⁵² Duderstadt in Basak, "E-learning, M-learning and D-learning: Conceptual Definition and Comparative Analysis". *Journal of E-Learning and Digital Media 2018*, Vol. 15(4) 191–216. p. 196

⁵³ Kitchens in Basak, "E-learning, M-learning and D-learning: Conceptual Definition and Comparative Analysis". *Journal of E-Learning and Digital Media 2018*, Vol. 15(4) 191–216. p. 196

2. Advantages of E-learning

There some advantages of the use of e-learning according to Bahera. They are as follows.⁵⁴

- a. Different learnig style
- b. Flexibility
- c. Motivating and interesting
- d. Live interaction
- e. Efficient and cost effective strategy

3. Disadvantages of E-learning

There are some disadvantages of the use of e-learning according to Bahera.⁵⁵ They are:

- a. Required knowledge and skills
- b. Lack of equipment
- c. Missing social contact
- d. Technical defect

J. Frame of Thinking

English is the language of the world that is used in almost countries including Indonesia. As an internasional language, English is very important to be mastered by

⁵⁴Bahera in Basak, "E-learning, M-learning and D-learning: Conceptual Definition and Comparative Analysis". *Journal of E-Learning and Digital Media* 2018, Vol. 15(4) 191–216. p. 207

⁵⁵Bahera in Basak, "E-learning, M-learning and D-learning: Conceptual Definition and Comparative Analysis". *Journal of E-Learning and Digital Media* 2018, Vol. 15(4) 191–216. p. 207

both young people and adults. Nowadays, most children even begin to know, understand and love English well. Parents are now starting to realize the importance of English thus many parents register English course to their children in order to improve the childrens' skills.

Writing is one of the skills in English. It is also very important to be mastered by every English learners. But, many people say that writing skill is difficult enough. The reason is that to have good writing, we have to understand many aspects well like the vocabulary, content, grammar that we must be familiar with, that way, we can produce perfect writing that is useful for readers. The question is, how can a writer provide something useful to the reader through her-his written text if the reader does not understand what our written means.

In writing, the writers need to look the topic, though, from different lens in improving their writing. In making descriptive text, the students should find the idea to write and develop it. Guided questions is the solution that can help the students to find the idea or the topic in writing. The students can get the guidance by using guided questions in making descriptive text. Thus, they will know what they have to write and decide what they have to develop in their writing when their mind is open by using guided questions that will be used by them. .

By using guided questions, the students can learn more effective and efficient. It is because when the students get difficulties in producing the written work. The students will get the idea easier to decide what they have to make in their writing. Thus, the students use the guidance while it makes them effortless in learning and

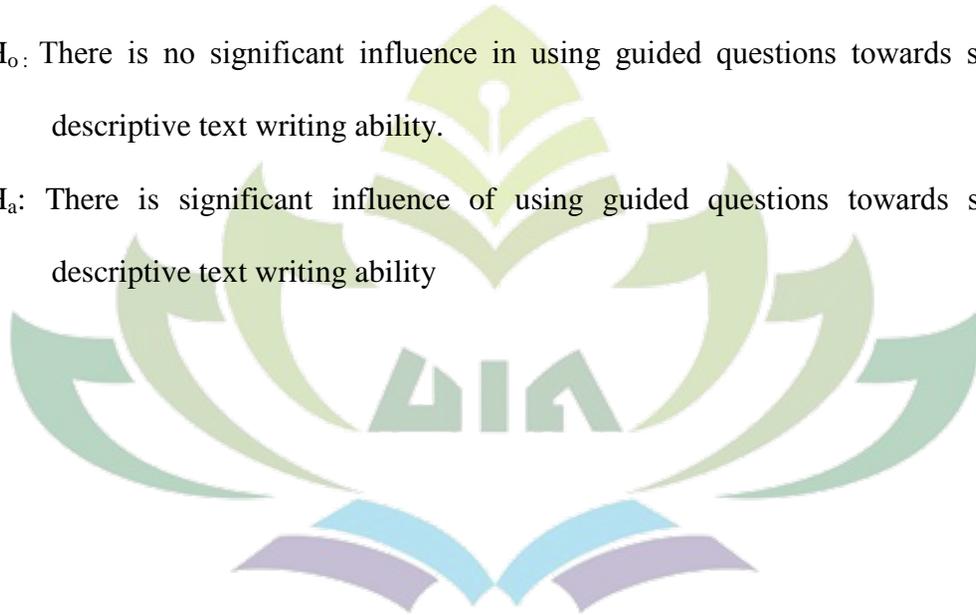
doing the writing process. We can yield materials of writing in using guided questions. Consequently, guided questions is useful for the students because it can help them in bringing out the idea that will appear in their writing.

K. Hyphoteses

The researcher formulated the hypotheses of this research as follows:

H_o: There is no significant influence in using guided questions towards students' descriptive text writing ability.

H_a: There is significant influence of using guided questions towards students' descriptive text writing ability



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