GUIDED QUESTIONS TO INCREASE STUDENTS' WRITING ABILITY IN DESCRIPTIVE TEXT

(An Experimental Study at The Eighth Grade of SMP I Miftahul Huda Jepara In Academic Year 2018/2019)

THESIS

Submitted in Partial Fulfillment of the Requirement

for Degree of Bachelor of Education in English Language Education

WALISONGO

By:

ALIFFIA NUR ARIFAH

1403046078

EDUCATION AND TEACHER TRAINING FACULTY

WALISONGO STATE ISLAMIC UNIVERSITY

SEMARANG

2019

THESIS STATEMENT

I am, the student of the following identity:

Name : Aliffia Nur Arifah
Student Number : 1403046078
Department : English Language Education
State, that the thesis entitled :

Guided Questions to Increase Students' Writing Ability in Descriptive Text (An Experimental Study at The Eighth Grade of SMP I Miftahul Huda Jepara In Academic Year 2018/2019)

is definitely my own work, I am completely responsible for the content of this thesis. Other writers' opinions or findings included in the thesis are quoted or cited in accordance with official standards.

Semarang, January 2019
The Writer

Aliffia Nur Arifah
1403046078

ii

RATIFICATION

Thesis with the following identity:

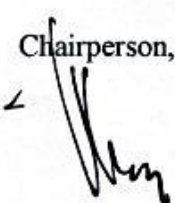|	
Tittle	: **Guided Questions to Increase Students' Writing Ability in Descriptive Text** (An Experimental Study at The Eighth Grade of SMP I Miftahul Huda Jepara In Academic Year 2018/2019)
Name of Students	: Aliffia Nur Arifah
Student Number	: 1403046078
Department	: English Department
Field of Study	: English Education

Had benn ratified by the board of examiner of Education and Teacher Training Faculty of Walisongo Islamic State University and can be received as one of any requirement for gaining the Bachelor Degree of English Language Education.

Semarang, 22 January 2019

THE BOARD OF EXAMINERS

Chairperson,

Dr. H. Ikhrom, M.Ag.
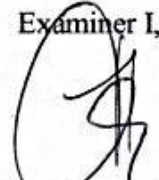NIP. 196503291994031002

Secretary,
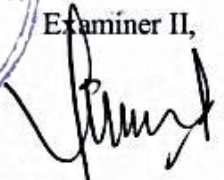
Dra.Nuna Mustikawati Dewi, M.Pd.
NIP. 196506141992032001

Examiner I,

M. Nafi Annury, S.Pd, M.Pd
NIP. 197807192005011007

Examiner II,

Lulut Widyaningrum. M.Pd.
NIP. 198008032009012010

KEMENTERIAN AGAMA REPUBLIK INDONESIA
UNIVERSITAS ISLAM NEGERI WALISONGO
FAKULTAS ILMU TARBIYAH DAN KEGURUAN
Jl. Prof. Dr. Hamka (Kampus II) Ngaliyan Semarang
Telp/Fax (024) 7601295, 7615387 www. walisongo.ac.id

ADVISOR NOTE

Semarang, 7th January 2019

To
The Dean of Education and Teacher Training Faculty
Walisongo Islamic State University Semarang
Assalamualaikum Wr. Wb
I inform that I have given guidance, briefing, and correction to whatever extent of the following thesis identification:

Title : Guided Questions to Increase Students' Writing Ability in Descriptive Text (An Experimental Study at The Eighth Grade of SMP I Miftahul Huda Jepara In Academic Year 2018/2019)
Name of Student : Aliffia Nur Arifah
Student Number : 1403046078
Department : English Language Education Department

I state that the thesis is ready to be submitted to English Education and Teacher Training Faculty of Education and Teacher Training Walisongo State Islamic University Semarang to be examined at Munaqosah session.

Wassalamu'alaikum wr. wb.

Advisor I,

Daviq Rizal, M.Pd
NIP. 19711025200701

KEMENTERIAN AGAMA REPUBLIK INDONESIA
UNIVERSITAS ISLAM NEGERI WALISONGO
FAKULTAS ILMU TARBIYAH DAN KEGURUAN
Jl. Prof. Dr. Hamka (Kampus II) Ngaliyan Semarang
Telp/Fax (024) 7601295, 7615387 www. walisongo.ac.id

ADVISOR NOTE

Semarang, 7th January 2019

To

The Dean of Education and Teacher Training Faculty
Walisongo Islamic State University Semarang
Assalamualaikum Wr. Wb

I inform that I have given guidance, briefing, and correction to whatever extent of the following thesis identification:

Title : Guided Questions to Increase Students' Writing Ability in Descriptive Text (An Experimental Study at The Eighth Grade of SMP I Miftahul Huda Jepara In Academic Year 2018/2019)

Name of Student : Aliffia Nur Arifah
Student Number : 1403046078
Department : English Language Education Department

I state that the thesis is ready to be submitted to English Education and Teacher Training Faculty of Education and Teacher Training Walisongo State Islamic University Semarang to be examined at Munaqosah session.

Wassalamu'alaikum wr. wb.

Advisor II,

Dra.Nuna Mustikawati Dewi, M.Pd
NIP. 196506141992032001

ABSTRACT

Title : Guided Questions to Increase Students' Writing Ability in Descriptive Text (An Experimental Study at The Eighth Grade of SMP I Miftahul Huda Jepara In Academic Year 2018/2019)

Writer : Aliffia Nur Arifah

NIM : 1403046078

This study aimed to find out the effect of guided question technique on students' writing skill of descriptive text at the eighth-grade students of *SMP I MIFTAHUL HUDA* Jepara. The method used in this research was quantitative research and the design was an experimental study. The sample of this research was two classes which were divided into the experimental class and controlled class. VIII-A as the experimental class consisted of 28 students and VIII-C as the controlled class consisted of 29 students. The experimental class was taught by using guided question technique while the controlled class was taught using communication language teaching. In collecting data, the researcher conducted a writing test which was divided into pre-test and post-test. The data collected were analyzed using t-test. After analyzing, the result of this research showed that there was a significant difference between students score in writing descriptive text by using guided question technique and without guided question technique. According to the result of statistical calculation, it could be seen that t_{count} was 3,23 and t_{tabel} was 2,00. It means that t_{count} was higher than t_{tabel} (3,23 > 2,00). Thus, the alternative hypothesis (Ha) is accepted and the null hypothesis (H0) is rejected. In conclusion, using guided question technique is effective on students' writing skill of descriptive text.

Keywords: *Guided questions, Writing, Descriptive text*

MOTTO

‘‘Telling the truth is a simple way to have a peaceful of life’’

‘‘Telling the truth is a simple way to have a peaceful of life’’

DEDICATION

In the name of Allah the Beneficent and the Merciful, this thesis is dedicated to my beloved Parents (Udi Hartono and Nur Ismiyati), my lovely brother (Riski Akbar Ramadhan), and my beloved grandmother (Sukanah), who always support me with prayer, love and patience.

ACKNOWLEDGMENT

First and foremost, I would like to express gratitude to Allah SWT, the almighty God for this blessing in leading me to accomplish this thesis entitled Guided Questions to Increase Students' Ability in Descriptive (An Experimental Study at The Eighth Grade of SMP I Miftahul Huda Jepara In Academic Year 2018/2019).

Shalawat and salam is dedicated to the prophet Muhammad who has brought us from the darkness to the brightness.

I realize that I cannot complete this thesis without help from others. Many people have helped me during writing this thesis and it would be impossible to mention all of them. In this chance, I would like to express my deep appreciation to:

1. Dr. H. Raharjo, M.Ed.st as both the dean of Tarbiyah Faculty Walisongo state University for Islamic Studies Semarang.
2. Dr. H. Ikhrom, M. Ag as the Head and Sayyidatul Fadlilah, M. Pd as the secretary of English Education Department.
3. Daviq Rizal, M.Pd and Dra. Nuna Mustikawati Dewi, M.Pd as my advisors for best guidance and precious suggestions in completing this thesis.
4. Lulut Widyaningrum, M.Pd as my guardian lecturer, and give her best guidance and suggestions in this thesis.
5. All the lectures of English Education Department who has provided me with skill and knowledge.
6. Hisyom Iswanto, M.Pd as a headmaster and Ahmad Mubaits, M.Pd as an English teacher in SMP I Miftahul Huda Jepara who have given permission to conduct the research.
7. The deepest gratitude for my lovely parents (Udi Hartono and Nur Ismiyati), my little brother (Riski Akbar Ramadhan), and my one and only grandmother (Sukanah) who always give me the endless support, motivation and prayer.
8. My partner Muhammad Rifqi Muhibbudin, thank you for giving love, prayer, and support unconditionally.
9. Alif Elya, Aryani Medinatul, Maulida Fatkhia, Kirana Devi, thank you for the warm love, and time you guys have provided unconditionally.
10. All of my beloved friends Dewi Fitriani, Elsa Fentrian, Ana Asrini, Nurul Lailatir R, Zulfa Nur Layla, thank you for the support and accompany in every moment.
11. Dearest friends, PBI 2014 especially for B class who have given me wonderful memories in my life.
12. All my teaching internship friends (PPL) at MAN Kendal, and KKN REGULAR 70 Posko 13 Pilang Wetan. Thank you for the great experiences.
13. The last but not least, those who cannot be mentioned one by one, who has supported the writer to finish this thesis.

Finally, I realize that this thesis is still far from the being perfect; therefore, I will happily accept constructive criticism in order to make it better. I hope that this thesis would be beneficial to everyone, Amin.

TABLE OF CONTENT

page

CHAPTER I : INTRODUCTION

CHAPTER II : REVIEW OF RELATED LITERATURE

List of Tables

CHAPTER I

INTRODUCTION

This chapter discusses the background of the study, the question of research, the objective of the research, and the significance of the research.

A. Background of the Study

Language is the only way for communication with others. It can help us express our feeling to communicate. Furthermore, in doing complete communication people must mastering a passive and receptive skill, if only mastering one of the skills is not adequate for people because it cannot make them more active in communication. Therefore, speaking and writing are important to be mastered.[1]

People need to learn some new languages in order to facilitate mastering communication such as English. English belongs to the second language. So, English is one of the most important languages that people learned because it is the only language that we used to communicate with foreigners. It is supported by Jack C. Richards and Theodore S. Rodgers in their book, "Latin was most widely studied as a foreign language five

---

[1]Dita Golkova and Sarka Hubackova, *Productive skills in second language learning,* Journal of Procedia - Social and Behavioral Sciences143, 2014, p. 477.

hundred years ago. However, English has become the most widely studied foreign language today".[2]

As an international language, many people in Indonesia are used and learned English. Therefore, in teaching learning English, students learn several skills, there are speaking, listening, reading, and writing. If only learn about how to speak so they can communicate with foreigners, it is not comprehensively. In order to interact with English speakers, there are some skills that students have to master. As the productive skills, there are speaking and writing involve language production. As receptive skills there are listening and reading, on the other hand, involve receiving messages.[3]

The focus skill in this research is writing. It is because in current days writing has been a central issue and become an important skill for learning English. Writing is also one of the products in teaching and learning process. In the writing process, there are some skills involved such as thinking skill and creative skill. Writing is a never a one-step action. It means that the people have already been thinking about what people are going to say and how people are going to say it when people first write something

---

[2] Jack C. Richards and Theodore S. Rodgers, *Approaches and Methods in Language Teaching*, New York: Cambridge University Press, 1986, p. 1.
[3] Jeremy Harmer, *The Practice of English Language Teaching*, New York: Longman Group, Ltd, 2004, p. 17.

down. Then after people have finished writing, people read it and make a correction of it.[4]

According to John Langan, Writing is a process a discovery that involves a series of steps, and those steps are very often a zigzag journey.[5]However, it is not easy to make a piece of good writing. Therefore, writing needs a process. Students must write well by following some rules in order to make a good, where students continuously improve their writing because writing cannot be done instantly in order to have a better paragraph or essay, which is according to Jeremy Harmer in his book, he said that the writing process that is a stage a writer goes through in order to produce something in its final written form.[6]

Based on the 2013 Curriculum, junior high school students are taught about writing texts in English. The students are expected to be able to write sentences and generate them into paragraphs, then develop the paragraphs into several kinds of text. One of the texts which are taught in the second grade of junior high school is descriptive text. Descriptive text is a text which says what a person or a thing is like. Its purpose is to describe a particular person, place, or thing.

---

[4] Alice Oshima and Anne Hogue, *Introduction to Academic Writing Third Edition*, New York: Pearson Education Inc.,2007, p.2.
[5] John Langan, *College Writing Skills, Media Edition*, New York: McGrraw-Hill Companies. 2003, p. 13.
[6] Jeremy Harmer, *How to Teach Writing*, (England: Pearson Education Limited. 2004), p. 4.

The generic structure of descriptive text introduction and description. The introduction is the part of the paragraph that introduces the character, and description is the part of the paragraph that describes the character. The students usually hard to organize their ideas. Furthermore, there are many students that made some mistakes and faced some difficulties to build and develop their imagination.

Based on the statement above, teachers must be able to organize learning-teaching activities. To make the students understand, the teacher has to master the materials, methods and also technique or strategy and apply more writing practices. The teacher must have a creative technique to help students' difficulties. To comprehend and mastering the lesson. A good technique can help the students understand easier. There are a lot of methods and techniques to get English teaching effectively. The teacher must be smart and creative in choosing the teaching technique because an unsuitable method or technique in the teaching-learning process is one of the teaching failures.

Even the students know about the descriptive text and they are taught about the descriptive text, most of them still have several difficulties and they get the low achievement in the ability to write the text. These are several difficulties that the students got based on the writer's experience during teaching practice at SMP I Miftahul Huda Jepara. The first, there are students, who did not know how to start writing. They did not know what the first

sentence that they were going to write was. To start the writing just doing nothing made wasted their time. Although they had written several lines, to continue the writing they mostly found difficulties such as less vocabulary and idea. This is like what Axelrod and Cooper stated in their book entitled *The St.Martin's Guide to writing* that to start the first sentence is the hardest part in writing. There are several ways when the writer finds some problems in the middle of writing. The writer can start writing and keep going on about what they write and keep build their imagination.[7] The problem happened because of some problems faced by students when they did not know how to organize the correct sentences. They got difficulty in generating and organizing their ideas into the well-organized paragraph.

Moreover, there is another factor that influenced students' difficulty in writing descriptive text. Most of the students did not know and use any technique that can guide them in developing and organizing their ideas and put them in a written form. To overcome this problem, the teacher should use an appropriate technique to guide students and make them easier in writing descriptive text. According to Hyland, to help students' build up strategies for generating, drafting, and refining ideas the teacher

---

[7] Rise, B. Axelrod, and Charles R. Cooper, *The St. Martin's Guide to Writing*, (New York: St. Martin's Press, Inc: 1985), p. 5.

has an important position to guide the students in the writing process.[8]

Thus, in teaching descriptive text the teacher needs to use and introduce the technique which can guide students. There are many techniques actually in teaching writing and one of them is guided question technique. Guided question is the basic question that directs students for understanding.[9] This technique can lead students to find and create the ideas of writing and then develop students' ideas. Using this technique can also guide and help students in organizing and generating their ideas. Besides, by answering the questions given, it makes their writing will be better organized. Students can express their ideas easily.

Cox and Griffith (2007), the UK based educational trainers, also argue that to develop active and independent learners using integrating questioning in the classroom is essential. They identify six categories of questions: getting students to clarify their thinking, challenging students about assumptions, evidence as a basis for argument, alternative viewpoints and perspectives, implications and consequences, and question the question.[10]

---

[8] Ken Hyland, *Second Language Writing,* (New York: Cambridge University Press, 2003),p. 12.

[9] Rob Traver, *Educational Leadership ASCD March 1998*, (http://smallschoolproject.org, accessed on August 20th, 2018 at 10:16 a.m), p. 1.

[10]Atika Etemadzadeha &Samira Seifi & Hamid Roohbakhsh Far, "*The Role of Questioning Technique in Developing Thinking Skills: The Ongoing Effect on Writing Skill*", p.1026

The guided question not only can develop students' ideas and also lead students in order to choose the idea. This technique also guides and helps students in organizing and generating their ideas. Besides, students can express their ideas easily by answering the questions and make their writing will be better organized and easier.

In addition, there are some advantages in teaching writing descriptive text by using guided questions. It may motivate and increase students' creative thinking to write well because they are guided to develop. It may also explore their ideas into a written paragraph. Furthermore, guided questions are a simple technique that brings innovation in teaching the writing especially the descriptive text. It makes students pay more attention in the learning process and it can guide them to build up their ideas in writing activity.

Based on the case above, the researcher is interested to conduct research entitled: "Guided Questions to Increase Students' Writing Ability in Descriptive Text".

B. Research Questions

Based on the background of the study above, the researcher formulates the problems as follow:

1. How do the students increase their writing ability in the descriptive text by using guided questions?
2. How are learning outcomes of students using guided questions as a medium in writing descriptive texts?

C. Objectives of the Study

Based on the research question, the objective of this study as follows:

1. To explain the increase in students' writing ability in the descriptive text by using guided questions.
2. To find out the result of using guided question on increasing writing skills of eighth students of SMP I Miftahul Huda Jepara in Academic Year 2018/2019).

D. Significances of the Study

1. Theoretically

   The findings of the study can give information about new knowledge about guided questions on increasing students' writing ability in descriptive text in junior high school.

2. Pedagogically

   The result of the study can give information of knowledge about an alternative teaching method that can be used for improving the students' ability in writing descriptive text.

3. Practically:

   a. For students:

   The application of guided questions can make students interested in the teaching-learning process. Moreover, it helps them improve their skill in writing

descriptive text. These results of the study are expected to make the process of learning writing is easier for them and increase their interest in writing.

b. For English teachers:

These results are hoped to give the advantages. They can take advantage of this effect of the guided question in teaching writing. They can take its information as a kind of teaching technique and they can evaluate whether this technique is better to be applied in the classroom or not.

c. For the researcher:

The result of this research would give information to the next researcher about guided questions to students' writing ability in descriptive. This result can be a future reference if the use of guided questions is effective for students' writing skill.

E. **Limitation of the Study**

Based on the identification of the problem above, the writer would like to limit the study by focusing on guided questions effect on increasing students' writing ability in descriptive text. The study was conducted at the grade eight students of SMP I Miftahul Huda Jepara In Academic Year 2018/2019.

CHAPTER II
REVIEW OF RELATED LITERATURE

This chapter discussed review previous research and theory of the framework.

A. Review of Previous Research

This research is not first research, the writer found some researches about this research. Then, the writer chooses some researches as references and comparisons of the authentic research.

1. A journal entitled "*The role of questioning technique in developing thinking skills: The ongoing effect on writing skill*." Written by AtikaEtemadzadeha, Samira Seifi, and Hamid Roohbakhsh Far, Department of Language Academy, Universiti Teknologi Malaysia (UTM), Skudai, Johor, Malaysia, 2012. The journal attempts to investigate whether asking questions prior to writing will improve the quality of students' writing. The design of this study was based on experimental research. By implementing the questioning technique in teaching students writing skills especially in this journal, students' critical thinking skills in writing develop have been developed.[1]

---

[1]Atika Etemadzadeha & Samira Seifi & Hamid Roohbakhsh Far, "*The role of questioning technique in developing thinking skills*, Procedia - Social and Behavioral Sciences 70 (2013) p 1024

The similarities between this journal and the writer's research are using the technique to teach writing skills and help students to write easier and the other hand, both of them writing descriptive text. There are also some differences, first is question technique in the previous journal as a technique to build thinking skills on writing skills, so there are two skills on the journal. However, on this research guided questions as a technique to build students' ability in writing descriptive text.

2. The Undergraduate thesis entitled "*The Effectiveness of Guided Question Technique on Students' Writing Skill of Recount Text (A Quasi-Experimental Study at the Eighth Grade Students of MTs. Negeri 13 Jakarta)*", written by Amalia (112014000049) from Department of English Education Faculty of Educational Sciences UIN Syarif Hidayatullah Jakarta, 2017. This study aimed to find out the effectiveness of guided question technique on students' writing skill of recount text at the eighth-grade students of *MTs. Negeri* 13 Jakarta. The method used in this research was quantitative research and the design was a quasi-experiment. The result of this research showed that there was a significant difference between students score in

writing recount text by using guided question technique and without guided question technique. In conclusion, using guided questions technique is effective on students' writing skill of recount text.[2]

The similarities are focusing on students' ability in writing skills and using guided questions as a technique to teach writing skills. Then another similarity is chosen eighth-grade of junior high school as the data participant. However, there is also a difference. It is the text that we used is different, on previous research use recount text and this research use descriptive text.

3. The undergraduate thesis entitled, "*The Influence of Think-Talk-Write (TTW) Strategy toward Students' Writing Skill on Recount Text (An Experimental Research at the Eighth Grade of SMP Muhammadiyah 7 Yogyakarta 2015/2016)*", written by Pradita Marlia Aziz (123411013) from English Language Education of Education and Teacher Training Faculty (FITK), Walisongo State Islamic University Semarang, 2016. The background of the study was the students of eighth grade SMP

---

[2] Amalia, *The effectiveness of Guided Question Technique on Students'Writing Skill of Recount Text (A quasi-experimental Study at Eighth Grade Students of Mts. Negeri 13 Jakarta)*, 2017, Jakarta: UIN SyarifHidayatullah, page.v

Muhammadiyah 7 Yogyakarta have the problem to understand their English learning, especially in writing. They were lack of vocabulary. Their comprehension can be recognized through their way of writing. The researcher uses Think-Talk-Write as a strategy to teach writing skill. The researcher concluded that Think-Talk-Write as a teaching strategy influenced in teaching writing recount text at SMP Muhammadiyah 7 Yogyakarta in the academic year of 2015/2016. The design of this study was based on experimental research[3]

There are some differences between previous and this research. The first is the teaching technique that we used is different, on previous research use Think-Talk-Write strategy to teach writing skills and this research use guided questions. Second is, in the previous research use recount text and this research use descriptive text. The similarity both of them the group participant is the eighth grade of junior high school.

---

[3]PraditaMarlia Aziz, *The Influence of Think-Talk-Write (TTW) Strategy toward Students' Writing Skill on Recount Text (An Experimental Research at the Eighth Grade of SMP Muhammadiyah 7 Yogyakarta 2015/2016),* 2016, Semarang: UIN Walisongo, page.v

B. **Theoretical Review**

1. **Guided Question**

   a. Definition of guided question

   Guided question is one of teaching technique that is conducted by giving students some questions in order to direct them in learning. According to Traver's book that guiding question is the basic question that will direct students for understanding. It means that the question that is an overview of the written communication will facilitate students' ideas in writing. This outline will facilitate the students do the primary step within the writing method. It is exploring their topic in writing.[4]

   Bloom's Taxonomy provides a crucial framework for teachers to use to concentrate on higher order thinking. By providing a hierarchy of levels, this taxonomy will assist teachers in planning the performance tasks, the crafting questions for conferring with students, and providing feedback on student work.[5]

---

[4]H. Douglas Brown, *Language Assessment Principles and Classroom Practices*, California: Longman, 2003, p. 235.

[5] Veronika PrajaSintaMbiaWae, *Analysis of High Order Thinking Skill (Hots) Student in Class Xi in Ende District Reviewed From School Location*, Proceedings of International Conference on Innovation in Education Science and Culture, 2017, p.252

Bloom's Taxonomy is split into totally different levels each with keywords that exemplify the level and questions that concentrate on that same critical thinking level. Furthermore, Anderson and Krathwohl in their books revise that the bloom taxonomy as the following: remembering, understanding, applying, analyzing, evaluating, and creating. In its development, remembering, understanding, applying are categorized as low order thinking skills. So, the high order thinking skills is a result of cognitive learning at the level of research learning result, evaluation, and creating.[6]

From the explanations above, it will be finished that guided question may be a teaching technique that is employed used by giving the students questions according to Bloom's taxonomy so as to direct students to generate their ideas and details after they are writing. When students answered the questions, the answers can be an outline of their writing before making into corrects a paragraph.

b. Kinds of Question

Questions related with six thinking skills in Bloom's Taxonomy are purposely created to confirm

[6] Anderson, Lorin W & Krathwohl, David R. *Pembelajaran, pengajaran dan assesmen.* (Terjemahan Agum Prihantoro). New York: Addison Wesley Longman, Inc. 2007, p.78

students are stimulated to respond at all levels of the cognitive domain, especially the higher levels.

Thinking skills may be classified into two major groups; low-order thinking skills (LOTS), and higher order thinking skills (HOTS). LOTS are the primary three aspects of taxonomy bloom, that are remembering, understanding, and applying. HOTS are the last three aspects of taxonomy bloom namely analyzing, evaluating, and creating.[7] In other words, HOTS is that the highest partof Bloom's taxonomy of the cognitive domain.

HOTS are one of the important aspects of teaching and learning. In the academic process thinking skill is the keyword. A students' thought will have an effect on the ability, speed, and effectiveness of learning[8]

In this case, the questions for the guided question is concerning to thinking skill in taxonomy bloom. It is supported on the 2013 curriculum more increase students' thinking skills.

---

[7] Moore, B., & Stanly, T. *Critical thinking and formative assessments.*Larchmount, New York: Eye on Education, Inc, 2010, p.54

[8]BenidiktusTanujaya, *The Relationship between Higher Order Thinking Skills and Academic Performance of Student in Mathematics Instruction,* Canadian Center of Science and Education, 2017, p.78

Table 2.1

Here is kind of questions that will use as questions in guided questions.

Lower-order thinking skills	Higher-order thinking skills
1.REMEMBERING - What is…? - How is…? -Where is…? -When did…happen? -How would you describe…? -What are there…? -What is the definition	4.ANALYZING - What are the parts or features of…? - How is…related to…? - Why do you think…? - What is the theme…? - What ideas justify…? - How would you classify…? - What is the function of…?
2.UNDERSTANDING - How would you classify the type of.? - What facts or ideas show…? -Which statement support…? - What can you say about…? - How would you summarize…?	5. EVALUATING - What is your opinion of.? - What would you recommend.? - How would you rate or evaluate the...? - How would you prioritize…? - What choice would you

- What is the main idea of…?	have made…? - Why was it better than…?
3.APPLYING - How would you use…? - What examples can you find to…? -How would you show your understanding of…? - What approach would you use to…? - What another way would you plan to…? - What would result if…? -What facts would you select to show…?	6. CREATING - How would you improve…? - How can you invent…? -What wat would you design.? - What would happen if…? - What changes would you make to slow…? - What is an original way for the...?

c. Teaching Writing by Using Guided Question

From the idea stated previously, it will be being known that guided question may be a teaching technique that is employed by giving the students questions in order to direct students to help build students' ideas and details after they are writing a story. The answers of the questions will be an outline

of their writing before creating into a paragraph. Thus, the questions will be used as a guide in writing.

There are some steps of the employing of the question in teaching writing is also explained by Taylor in his book. The first is selecting an interesting topic for the writer. Such a topic that the writer already has an inspiration about that. The second is asking some questions about the topic. Then answer the question and write down the answer. The next is develop the answer becomes the good paragraph. The last is considering the paragraph as a short answer before the writer's ultimate answer.[9]

Based on the steps explained by the expert above, the writer during this research used many steps by assortment the steps from the expert in using guided question in teaching writing. The first, teacher gave a picture as a writing topic to the students. After that, the students must give thought to the topic. Second, the teacher gave some questions about the picture to the students. The students need to answer the questions from the first to the last question. Third, students should answer every question in the sentence on the paper. Every the answer of the question that

---

[9] Gordon Taylor, *A Student's Writing Guide How to Plan and Write Successful Essay*, New York: Cambridge University Press, 2010, pp.22

students' write can become an outline of the paragraph to make a descriptive text. The last, after students answer the question, they have to make paragraph writing based on their answer on the paper. The paragraph should be supported the organization of the descriptive text. It means that students can differentiate the identification, description, and conclusion. The students also might add some sentences that related to the topic.

The steps are going to be continued as many as treatment given during this research until the students make the guided questions as their habit before they writing descriptive text. When students get the habit of using guided question they will organize the descriptive text in good writing.

2. Descriptive Text

a. Definition of Descriptive Text

Descriptive text is a kind of text that has a purpose to convey the information. The context of this text is the description of the particular thing, animal, person, or others, for instance: our beloved mother or a building. It means that when we make descriptive text we are able to describe several kinds contain thing,

animal, person characteristic and will give any information to the readers.[10]

Descriptive text gives, however, somebody or something appearance. A process paragraph explains how something is completed. It means that the descriptive text explains the character of someone or something with mentioned their characteristic specifically.[11]

Based on the explanation above it can be concluded that the descriptive text is a piece of text that aims to explain or describe the outstanding figure, thing, or a particular place. By writing a descriptive text the writer trying to tell the messages observation and feeling to the reader. Besides that, the writer of descriptive text can make their writing become information for the readers.

b. The Purpose of Descriptive Text

The writer who writes descriptive text is to give a description of an object. There are two components within the purpose of the descriptive text; the first is to

---

[10]M Mursyid PW," *English Learning Handout for Grade VIII Learning Descriptive Text",*2011, p.4

[11] Dorothy E Zemach and Lisa A Rumisek, *Academic Writing From Paragraph Essay*, (New York: Macmilan, 2005), p. 25

explain current activities or events. The second is to explain activities in the picture and topic[12]

 From the explanation above, the researcher concluded that the purpose of the descriptive text is to describe a particular person, place and, thing. When the writer describes the object, they also mention the characteristic specifically.

c. The Language Features of descriptive text

 To write a descriptive text that contains good paragraph and use correct grammar, the descriptive text also has structure and linguistic features. It is can also reduce the students' writing error. Students should understand and recognize the language features to make descriptive text correctly.

i. Generic Structure of descriptive text

 The generic structure of descriptive text are identification and description. Identification is identify the phenomenon to describe. Description is describe features in order of importance such as: first, parts/things including physical appearance. Second, the quality including degree of beauty, excellence or worth /value. The last is other

---

[12] Murkato, et al, *English on Sky 2 For Junior High Students Year VIII*, (Jakarta: Erlangga, 2007), p.19

characteristics including a prominent aspect that is unique.

ii. Generic features of the descriptive text.

The generic features are to help students write with correct grammatical. Descriptive text has some generic features that students should understand. First, the use of simple present tenses. Second, use of "be (is, are)" for the identification and showing qualities. Third, use of "verb (has/have) to explain the more detailed description of the object's features. Next, the use of action verb that related to the topic. Especially when describing behaviors or personalities (for a person). The last, use of the adjective in describing the objects, especially the qualities.[13]

3. The Nature of Writing

a. Definition of Writing

Students should be mastered writing in the academic process. Writing also one of the methods to communicate with each other, it means of ideas and emotional expression. Usually, people feel easier if expresses or describe their feeling in written form. Then students can

---

[13]M Mursyid PW," *English Learning Handout for Grade VIII Learning Descriptive Text",* 2011, p.5

make their own product based on their ideas.[14] On the other hand, when students have some creative ideas or emotions they can express them on paper in their best way.

According to Harmer, writing is one of the ways to express an idea, feeling, and opinion and also produce language. Furthermore, he stated that writing is a process that what people write is often commonly influenced by the limitations of genres, and then these parts have should be presented in learning activities.[15]

Writing is a process to produce language. In express the ideas and feelings, the writer are able to take the longest time to think and choose the right and suitable words. We have a tendency to create a revision if it is not clear to express what the writer will write. The writing was a skill that was the exclusive domain of scribes and students in academic institutions. Today, the ability of writing has become an important skill in our global literate community that should students master.[16]

Another definition of writing by Richard, he said that for the second language learner writing is the most difficult

---

[14]Maslichah & Siti Tarwiyah, *Enhancing Students' Ability in Writing Descriptive Text through Graphic Organizers,* Jurnal Vision vol.6 number 2, 2017, p. 10

[15] Jeremy Harmer, *How to Teach Writing*, Longman: Pearson Education Limited, 2004, p. 31.

[16] Douglas Brown, *Language Assessment Principles and Classroom Management*, USA: Longman, 2004, p.218

skills that must be mastered in generating the series of grammatically correct sentences. It can be said that writing is often distinguished from different skills as the most difficult one. There are some factors that influencing writing to be good ones like grammatical, vocabularies, punctuation, and spelling knowledge. They are integrated into a paragraph.[17]

The main purpose of writing is to convey the messages to the reader with a specific purpose, but mastering writing detail is more important. Most of the writing contains things such as to inform, explain and present an argument. Writing effectively involves discovering what you would like to express, organizing and presenting them within the most reasonable. This lesson discusses all of these problems.[18]

From the explanations above, it can be concluded that to produce language and expressing ideas, feelings, and opinions in the form of letters, symbols, or words into written form is easier. Writing is also distinguished as difficult skills because it is a complex process. Writing needs the students to use grammar and vocabulary correctly to express what they want to say clearly.

---

[17] Jack C. Richards, *Methodology in Language Teaching: An Anthology of Current Practice*, New York: Cambridge university press, 2002, p. 303.

[18] Judith F. Olson, *Writing Skills Success in 20 Minutes a Day*, USA: Learning Express, 2009 4th Ed, p.157

b. Purpose of Writing

When the students do a writing activity, they actually have some purposes. They need to think about the aim of their writing since this may influence, not only to the type of text they need to provide but including the language that they use and also the information that they choose.

According to Nunan, the written language serves a variety of purposes in daily life. There are three purposes of writing. Firstly, primarily for action such as public signs, product labels and instructions, recipes, bill, and ballot papers. Secondly, primarily for information such as newspapers, magazines, non-fiction books, advertisements; political pamphlets, guidebooks and travel literature. Thirdly, primarily for entertainment such as light magazines, comic strips; fiction books; poetry and drama, film subtitles, games, including computer games.[19]

Moreover, Penny Ur in her book stated that the aim of writing is to tell the ideas and to convey a message to the reader. It can be concluded that the aim of writing is to deliver the writer's ideas and give the message to the reader. In other words, the writer needs to pay attention to what they will write and what the aim of writing. Then tells

---

[19] David Nunan, *Language Teaching Methodology*, New York: Prentice Hall, 1991, p.84

the reader exactly what the writer is trying to accomplish in her/his writing.

Finally, the researcher concluded that when someone writes, she/he hopefully can express her/his own ideas. It is strengthened by Penny Ur, "the objective of teaching writing in the foreign language is to get learners to acquire the abilities and skills they need to produce the range of different kinds of writing texts similar to those educated people would be able to produce in their own language".[20]

c. Process of Writing

According to the Jeremy Harmer's book stated that the process of writing in the classroom activity concentrated the four basic writing stages, there are planning, drafting, editing (Reflecting and Revising) and final version. Those stages may be described as follows:[21]

1) Planning (Pre-Writing)

Before you start to write, you must have the planning and decide what you are going to say. This may involve making some elaborated notes. Planning is commonly done by the writer experiences. When do the planning, writers must consider about three main issues. In the first place, need to think about their

---

[20] Penny Ur, *A Course in Language Teaching: Practice and Theory*, Cambridge: Cambridge University Pers, 1996, p.84

[21] Jeremy Harmer, *How to Teach Writing*, England: Pearson Education Limited., 2004, p. 5.

writing since this will influence (among other things) not only the kind of text that needs to provide but also the language that uses and the information that will be included. Secondly, it should embrace the audience they are writing for since this will influence not only the form of the writing (how it is laid out, how the paragraphs are structured, etc) but also, the choice of language – whether for example, it is formal or informal tone. Thirdly, writers must take consider the content structure of the piece – that is, the way to best sequence the actual facts, ideas or arguments which they have decided to include.

2) Drafting

Drafting is the actual writing of the paragraph, essay, or text. At the drafting stage, the writers are targeted on the fluency of writing and are not preoccupied with grammatical accuracy or the neatness of the draft.

3) Editing

Once writers should make a draft, they then usually read through what they have written to see where it works and where it does not. Perhaps the order of the information is not clear. Perhaps the way something is written is to make the reader confusing. Then move paragraphs around or write a new introduction. They may use a different form of words for a particular

sentence, grammar or accuracy. The latter two are, of course, important and often dealt with later in the process.

4) Final version

Once the writer has edited their draft, creating the changes they consider to be necessary, they make their final version. This may look considerably different from both the original plan and the first draft because things have changed in the editing process. But the writer is now ready to send the written text to its intended audience.

From the explanations above the researcher concluded that the writing process is one of the necessary parts to be done by the writer. So, for the teacher they need to explain to the students that actually writing is a process, not a product. Therefore, to make good writing, the students need to apply the stages of writing that stated above.

CHAPTER III

RESEARCH METHOD

This part discusses the method applied in conducting this research which consists of research design, the source of data, technique collecting data, the procedure analyzing of the data and coding of analyzing the grammatical cohesion devices.

A. Research Design

This study is quantitative research. It is categorized as an experimental research design. It is described as the following table:[1]

Table 3.1

Pre- and Post-test design

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

Based on the table above, the writer has conducted two classes; they are control and experimental class. In the experimental class, the writer was given treatment by using

---

[1] John W. Creswell, *Education Research: Planning, Conducting and Evaluating Quantitative and Qualitative Research*, Third Edition, (New Jersey: Pearson Education, Inc, 2008), p. 310

guided question technique in teaching writing descriptive text, whereas, in the control class, the writer was taught descriptive text without using guided question technique.

The research was conducted for four meetings. In the first meeting, the pre-test was given to all of classes. Then, for two meetings, treatment was given in the experimental class by using the guided question technique in teaching writing, while without using guided question in the control class. In the last meeting, both classes were given post-test. The treatment is given to know the effectiveness of guided question technique on students' writing skill of descriptive text.

B. **Data source**

The data source in this research is taken from eight grade students of SMP I Miftahul Huda Jepara in academic year 2018/2019. The research was held on 4th – 25th of November 2019.

C. **Population and Sample**

1. Population

Population is generalization area consists of object/subject which has certain characteristic and quality that set by the researcher, the function

is to learn and make a conclusion.[2] Based on the explanation, in this research the population is all of the eighth grade students SMP I Miftahul Huda Jepara in the academic year 2018/2019 which consist of three classes.

2. Sample

In this research used cluster random sampling. It means the object of data or source of data is capacious.[3]

The sample interpretation was choosing two of three classes randomly which has similar characteristic, so it can be known as research sample. From those samples were choosing randomly to become, one class as experimental class and another one as control class.

To determine the sample, the researcher gave the three classes pre-test then the pre-test scores was analyzed using normality test, homogeneity test, and average test.

The initial data analyzed was used to know the sample from same condition or not. From the three of tests were obtained that the three of

[2] Sugiyono, *Metode Penelitian Pendidikan Pendekatan Kuantitatif, Kualitatif, R&D*, (Bandung: Alfabeta, 2010), p.117

[3] Sugiyono, *Metode Penelitian Pendidikan Pendekatan Kuantitatif, Kualitatif, R&D*, p.121

classes have same condition. The next, the sample was chosen by clustering random sampling, so the conclusion was VIII-A as an experimental class and VIII-B as a control class.

D. Technique Data Collection

In terms of the way or data collection techniques, the data collection techniques can be done by test and documentation. As in this study, the researcher will use data collection methods as follow:

a. Test

The test is an instrument to collect the data that gives a response to the question in the instrument, and the students have to show their ability.[4] According to Arikunto, the test is a series of questions or exercises and other tools used to measure the skills, knowledge, intelligence, ability or talent possessed by individuals or groups.[5] The test is used to collect initial data and the final data about the student's writing ability in descriptive text. Here the researcher gives the written text for control and experimental classes.

---

[4]Purwanto, *Evaluasi Hasil Belajar*, (Yogyakarta: Pustaka Belajar, 2009), p.65

[5]Suharsimi Arikunto, *Prosedur Penelitian: Suatu Pendekatan Praktik,* (Jakarta: Rineka Cipta, 2006), 4th Ed, p.193

Implementation of tests performed before (pre-test) and after (post-test) the treatment will give to the experimental class and control class. The researcher will give a test in the essay test form.

- Pre-test

    The pre-test is used to ensure the equivalency of controlled and the experimental class before conducting the treatment.

- Post-test

    Post-test is used to see if there are any statistically significant differences in students' writing of descriptive text through question technique. The test is done to gain the students' writing score after treatment.

b. Documentation

    The documentation method is used to look for data concerning matters or the variable that took the form of the note, transcript, book, newspaper, magazine, inscription, notes of a meeting agenda, etc.[6]

---

[6]Suharsimi Arikunto, Prosedur Penelitian: *Suatu Pendekatan Praktik*, p.201

The researcher function the document related to the object research such as students name list and the English subject schedule. In this case, the data was gained with the help of the English teacher.

E. The Instrument of the Study

In this study, the researcher used the test as an instrument. The instrument of the study is a tool or facility that is used by the researcher for collecting data in order to get the better result. Therefore, to get the accurate data, the researcher of this study chooses the test as an instrument.

To know the effectiveness of teaching writing by using guided questions, the researcher will give a written test to the students. The written test is divided into two parts; pre-test and post-test. The form of written test is an instruction to make a descriptive text based on the picture as a topic given by the teacher. Because it is a written test, the researcher used writing rubric in scoring the students' writing. It is divided into five criteria, which are content, organization, vocabulary, the language in use (grammar), and mechanic. Furthermore, each criterion was rated into four scales of rating scores adapted from Sara Cushing Weigle. Then, to get the mean of students' writing score, the researcher had to calculate all the components of writing as follows:

Table 3.2

The explanation of Scoring Guidance.[7]

Item analysis	Score	Criterion of scoring
Content	30-27	Excellent to very good: knowledgeable, substantive, through the development of the thesis, relevant to assigned the topic.
	26-22	Good to Average: some knowledgeable of subject-adequate range, limited development of thesis: mostly relevant to the topic, but lacks detail.
	21-17	Fair to poor: limited knowledgeable of subject-little substance, inadequate development of the topic
	16-13	Very poor: does not show knowledgeable of subject non-substantive, non-pertinent, OR not enough to evaluate
Organization	20-18	Excellent to very good: fluent expression ideas clearly state; well organized; logical sequencing; cohesive.

---

[7] Sara Cushing Weigle, *Assessing Writing*, (New York: Cambridge University Press, 2002), p. 116.

	17-14	Good to Average: somewhat choppy loosely organized but main ideas stand out
	13-10	Fair to poor: not fluent-ideas confused or disconnected
	9-7	Very poor: does not communicate, no organization
Vocabulary	20-18	Excellent to very good: sophisticated range-effective word/idiom choice and usage; word from mastery; appropriate register
	17-14	Good to Average: adequate range occasional of word /idiom form, choice, usage, but the meaning is not obscured.
	13-10	Fair to poor: limited range-frequent errors of word/idiom form, choice, usage; meaning confused.
	9-7	Very poor: essentially translation-little knowledge of English vocabulary.
Language In use (grammar)	25-22	Excellent to very good: effective complex, few errors of agreements, grammar construction.

	21-18	Good to Average: effective but simple constructive in grammar.
	17-11	Fair to poor: a major problem is simple/complex construction in grammar.
	10-5	Very poor: virtually no mastery of sentence construction rules
Mechanic	5	Excellent to very good: demonstrates mastery of construction
	4	Good to Average: occasional errors of spelling, punctuation, capitalization.
	3	Fair to poor: frequent errors of spelling, punctuation, capitalization.
	2	Very poor: no mastery of conventions, dominated by errors of spelling, punctuation, capitalization and paragraphing.
Total of score	1-100	

F. The technique of Data Analysis

The data analysis method which used in this research is quantitative. Quantitative is concerned with the amount or number.

1. Pre-Requisite Test

Before determining the statistical analysis technique used, the first is, examine the normality and homogeneity test of data. To get the normality and homogeneity, the researcher will use the pre-test score.

The pre-test will give before the treatments. The researcher determines the statically analysis technique whether both groups have normal distribution or not. If the data have normal and homogeny distribution, the treatment (experimental class) and explanation (control class) can be conducted to both classes.

a. Normality test

It is used to know the normality of the data that is going to be analyzed the groups have normal distribution or not. The normality test with Liliefors is done to find out the distribution data. Step by step Liliefors test is as follows[8]:

---

[8]Rostina Sundayana, *Statistika Penelitian Pendidikan,* Bandung: CV. Alfabeta, 2014, p.83

Hypothesis:

H_0 = The data is normally distributed

H_1 = The data is not normally distributed

Hypothesis test:

1) Determine the mean score and standard deviation of samples.

2) Sequence sample of data from the lowest to the highest number on the table.

3) Determine x to z with the formula:

$$z = \frac{x - \bar{x}}{s}$$

4) Determine the wide z using the z table.

5) Determine the lowest score data proportion or equal to the data.

6) Determine the difference wide z with proportion score.

7) Determine the maximum wide (Lmax) from f step.

8) Determine Liliefors table.

9) The criteria were used H_0 is accepted if $L_{max} < L_{table}$

b. Homogeneity test

It is meant to get the assumption that the sample of research came from the same condition or homogeneous. It is used to know whether experiment class and control class that is taken from population have the same variance or not.[9] The hypothesis used as follow.

$H_0 : \sigma_1{}^2 = \sigma_2{}^2 = \sigma_3{}^2$

(The three classes have the same variance)

The homogeneity test steps as follows:

1)   Make a Bartlett table.

2)   Determine the combination variance from all of sample, with the formula:

$$S^2 = \frac{\Sigma\,(n_i - 1)S_i{}^2}{\Sigma\,(n_i - 1)}$$

3)   Calculate the unit cost B, with the formula:

$$B = (log_S 2)\, \Sigma\,(n_1 - 1)$$

4)   Determine X^2, with the formula:

$X^2{}_{count} = (\ln 10)\,\{B - \Sigma\,(n_1 - 1\}\log S_i{}^2$

[9]Sudjana, *MetodeStatistika,* (Bandung: Tarsito, 2011), p.289

5) Comparing $X^2{}_{count}$ with $X^2{}_{table}$ with $\alpha = 5\%$ with dk = k – 1 with k is totaling sample class. If $X^2{}_{count} < X^2{}_{table}$ so H_0 is accepted.

c. Test average

Test average in this research is one track analysis of variance (ANOVA) which classified comparative analysis more than two averages. Test average in this stage is used to know the average of sample data identical or not. Meanwhile, the hypothesis is used in test equality of average as follow:

H_0: $\mu_1 = \mu_2 = \mu_3$, it means all of the samples have an identical average.

H_1 = One of μ is different.

The rule of the test is when $X^2{}_{count} < X^2{}_{table}$ so H_0 is accepted. The first stage of test equality of average was used one track anova as follows:[10]

1) Determine amount square total (JK_{tot}), with the formula:

$$JK_{tot} = \sum x_{tot}{}^2 - \frac{(\Sigma x_{tot})^2}{N}$$

[10]Sugiyono, *MetodePenelitianKuantitatif, Kualitatif, dan R&D*, (Bandung: Alfabeta, 2010), p.279

2) Determine amount square in (JK_{ant}) with the formula:

$$JK_{ant} = \left[\sum \frac{(\Sigma X_M)^2}{n_m}\right] - \frac{(\Sigma x_{tot})^2}{N}$$

3) Determine JK in a group (JK_{dal}), with the formula:

$$JK_{dal} = JK_{tot} - JK_{ant}$$

4) Determine mean square between each group (MK_{ant}), with the formula:

$$MK_{ant} = \frac{JK_{ant}}{m-1}$$

5) Determine mean square in a group (MK_{dal}), with the formula:

$$MK_{dal} = \frac{JK_{dal}}{N-m}$$

6) Determine F_{count} with the formula:

$$F_{count} = \frac{MK_{ant}}{MK_{dal}}$$

To compare F_{count} with F_{table}, dk quantifier m-1 and dk denominator (N – m). If $F_{count} < F_{table}$ with 5% significance level, so H_0 is accepted.

43

2. Post-test

Post-test is held after the treatment (experimental class) and the conventional method (control class) is conducted. This test was used to measure the student's achievement after experimental class and control class was given treatment and explanation. The result of the test is analyzed statistically. There are types of post-test, as follows:

1) Normality test

A steps normality the second step is the same as the normality test on the initial data.

2) Homogeneity test

Homogeneity test is to know the two class have a similar variance or not. If the two classes have similar so it is homogeneous. Homogeneity test in this research was using F-test, with the formula: $F = \frac{Max\ variance}{Min\ variance}$

When $F_{count} < F_{table}$ the data is homogeneous.

3) Final hypothesis test

This test is to know the differences average between experimental class and control class. This test was used t_{test}.

CHAPTER IV

FINDINGS AND DISCUSSION

A. Research Findings

1) Data Description

This study was an experimental research design, which was investigated the possibility of a causal relationship, obviously, there are two classes, experimental and control class. Both of classes were taken from all of 56 populations of eight students in SMP Mifftahul Huda Jepara. In this research, VIII-A as an experimental class which got the treatment and VIII-C as a controlled class which got conventional method in teaching learning. This research was conduct on 4th-25th November 2018.

First of all, the researcher gave pre-test to know the student's ability and divided the students to the heterogenic class. The result of pre-tests became the basic score as a hint to divide classes into experimental and controlled class. After knowing the classes, the researcher gave treatment to the experimental class and teaching conventionally to the control class. After giving a treatment, in the last meeting the researcher gave post-test in both of class. There were6 meetings. The result of this research acquired from a writing test. The writing test was divided into pre-test and post-test. The data of each class will be explained below.

1. The Data of Experimental Class

   The following table is the score of pre-test and post-test in the experimental class (VIII-A).

Table 4.1

The Students' Pre-test and Post-test Score of Experimental Class

No.	Pre-test	Post-test	Gained Score
1	72	79	7
2	63	81	18
3	80	80	0
4	62	76	14
5	69	83	14
6	72	76	4
7	63	75	12
8	75	83	8
9	64	81	17
10	84	84	0
11	71	90	19
12	65	78	13
13	71	83	12
14	64	65	1
15	70	69	1
16	84	90	6
17	75	78	3
18	70	80	10
19	69	83	14
20	74	77	3
21	66	71	5
22	71	90	19

23	80	91	11
24	71	71	0
25	71	71	0
26	34	79	45
27	62	68	6
28	60	67	7
Ɛ	**1932**	**2199**	**269**
Mean	**69.00**	**78.54**	**9.60**

Based on table 4.1 above, it can be seen that the lowest pre-test score is 34 and the highest score is 84 with the mean 69.00. Besides, the lowest post-test score is 65 and the highest score is 91 with the mean 78.54. The students writing skill of descriptive text in the experimental class increase from the mean 69.00 on the pre-test to 78.54 on the post-test. It is proved from the gained score mean is 9.60. It can be concluded that there was a significant difference between students' achievement of pre-test and post-test

2. The Data of Controlled Class

The following table is the score of pre-test and post-test in the controlled class (VIII-C)

Table 4.2

The Students' Pre-test and Post-test Score of Controlled Class

No.	Pre-test	Post-test	Gained Score
1	66	68	2
2	73	78	5
3	52	71	19
4	75	77	2
5	70	75	5
6	75	73	-2
7	80	68	-12
8	76	70	-6
9	43	75	32
10	67	79	12
11	78	79	1
12	65	75	10
13	75	67	-8
14	68	73	5
15	52	78	26
16	71	77	6
17	80	75	-5
18	83	82	-1
19	74	80	6
20	64	68	4
21	76	77	1
22	53	62	9
23	73	69	-4
24	66	75	9
25	69	71	2
26	76	80	4
27	68	71	3
28	63	65	2

29	50	62	12
ε	1981	2120	131
Mean	**68,31**	**73,10**	**4,52**

Based on table 4.2 above, it can be seen that the lowest pre-test score is 43 and the highest score is 83 with the mean 68,31. Besides, the lowest post-test score is 62 and the highest score is 82 with the mean 73.10. The students' writing skill of descriptive text in the controlled class increase from the mean 69,00 on the pre-test to 73.10 on the post-test. It is proved from the gained score mean is 4.52. It can be concluded that there was a significant difference between students' achievement of pre-test and post-test

2) **Data Analysis**

A.   Initial Data Analysis

Initial data analysis is used to know the samples are come from the same condition or not. Pre-test scores became the data which analyzed. There were three stages test in initial data.

a)   Normality Test

The normality test is performed to show whether the data were normally distributed or not. Based on the pre-test score the data was obtained. The test used Liliefors. If the normality is more than the level of significance 5% or (α = 0.05), the data

will be normally distributed. The results of the normality test are presented as follows:

Table 4.3

Normality Test Result Initial Data

Group	$\overline{X}$	L_{max}	L_{table}	Statement
VIII-A	69,000	0,158	0,171	Normal distribution
VIII-B	66,571	0,165	0,171	Normal distribution
VIII-C	68,310	0,158	0,171	Normal distribution

Based on table 4.3 above the data was obtained, because $of\ L_{table} = 0{,}171$ on the significant level 5% and dk $=$ k-3 so $L_{max} \leq L_{table}$. The result data was normally distributed. For the detailed data can be seen in appendix 7a-7c.

b) Homogeneity test

Homogeneity test was to know the pre-test score have the same variance or not. The test used a Barlett test because the classes which have normally distributed was more than two classes.The hypothesis used as follow.

$H_0 : \sigma_1{}^2 = \sigma_2{}^2 = \sigma_3{}^2$

(The three classes have the same variance)

$$S^2 = \frac{\Sigma (n_i - 1) S_i^2}{\Sigma (n_i - 1)}$$

$$= \frac{10141,0640}{82} = 123,6715$$

The unit cost B = $(log_S 2) \Sigma (n_1 - 1)$

$$= (\log 123,672) \times 82$$

$$= 2,0923 \times 82$$

$$= 171,5661$$

Barlett test using Chi Kuadrat (x^2)

$$X^2{}_{count} = (\ln 10) \times \{B - \Sigma (n_1 - 1\} \log S_i{}^2$$

$$= (\ln 10) \times (171,5661 - 169,6430)$$

$$= 2,3026 \times 1,923$$

$$= 4,4282$$

with α = 5% with dk = 3 − 1 = 2 obtained $x^2{}_{table}$ = 4,76 so the result H_0 is accepted because $X^2{}_{count} < X^2{}_{table}$ = 4,43 < 5,99, it means the three classes have similar variant (homogeneous). For the detailed data can be seen in appendix 8.

c) Average Test

Average Test to know the similarity of initial average ability the three classes in SMP I Miftahul Huda Jepara. The statistical way one track analysis of variance (ANOVA) because the population has a similar variance. The data analysis of average test was presented as follows.

Table 4.5

Average Test

Variation source	Dk	Square sum	MK	F_{count}	F_{table}	Summary
Total	84	14530,0471		0,355	3,108	$F_{count}<F_{table}$
Between-group	2	278,1616	139,0808			
In group	82	14251,8855	173,8035			

Based on table 4.4 above it can be seen that F_{count} = 0,355<F_{table} = 3,108 on α = 5% with quantifier dk = 2 and denominator dk = 82. So, the result H_0 is accepted. It means the three classes have an identical average. For the detailed data can be seen in appendix 9.

B. Final Data Analysis

a) Normality Test

The normality test is performed to show that the data were normally distributed or not. The data used the final score post-test from experimental class and control class. The test used Liliefors.

Hypothesis:

H_0= The final score post-test is normally distributed

H_1 = The final score post-test is not normally
distributed

The test criteria:

H_0 is accepted if $L_{max} \leq L_{table}$

The data analysis is presented as follows:

Table 4.6

Normality Test Result Final Data

Group	L_{max}	L_{table}	Statement
Experimental Class	0,119	0,171	Normal
Control Class	0,139	0,171	Normal

Based on table 4.6 above, the normality tests of final data on the experimental class was obtained that L_{max} = 0,119 and L_{table}0,171, because $L_{max} \leq L_{table}$ so the data was normally distributed. The controlled class was obtained L_{max} = 0,139 and L_{table}0,171, because $of\ L_{max} \leq L_{table}$ so the data was normally distributed. For the detailed data can be seen in appendix 10.

b) Homogeneity test

Homogeneity test was to know the final post-test score have the same variance or not. The test used a Barlett test because the classes which have normally

distributed was more than two classes. The hypothesis used as follow.

$H_0 : \sigma_1{}^2 = \sigma_2{}^2$ (homogeny variance)

$H_1 : \sigma_1{}^2 \neq \sigma_2{}^2$ (non-homogeny variance)

Table 4.7

Homogeneity Test Results Final Data

Variance source	Experimental class	Control class
$\sum$	2199	2120
N	28	29
$\bar{x}$	78.5357	73,1034
Variance (s^2)	51.5913	29,3818
Standard deviation (s)	7.1827	5,4205

$$F = \frac{Max\ variance}{Min\ variance} = \frac{51{,}5913}{29{,}3818} = 1{,}758$$

Based on the homogeneity test on table 4.7 was obtained that F = 1,758 and F_{table} 1.889 with α = 5% with quantifier dk = 28 and denominator dk = 27. $F < F_{table}$, so, the result H_0 was accepted. It means that the two classes have the same variance (homogeneous). For the detailed data can be seen in appendix 11.

c) Finalhypothesis test

The final hypothesis test was used to know whether there is a difference average on post-test of experimental class and controlled class. The data which used to the hypothesis was the post-test scores of both classes. To test the difference of averagely used t-test.

Table 4.8

FinalHypothesis Test Result

Source	8A	8C
Sum	2199	2120
n	28	29
X	78.5357	73.1034
s^2	51.5913	29.3818
S	7.1827	5.4205

$$t_{count} = \frac{\overline{x_1} - \overline{x_2}}{S\sqrt{\frac{1}{n_1} + \frac{1}{n_2}}}$$

$$t_{count} = \frac{78{,}5357 - 73{,}1034}{6{,}3470\sqrt{\frac{1}{28} + \frac{1}{29}}}$$

$$t_{count} = 3{,}230$$

The hypothesis:

$$H_0 : \mu_1 = \mu_2$$
$$H_1 : \mu_1 \neq \mu_2$$

55

Statement:

μ_1 = Mean of writing descriptive text ability experimental class.

μ_2 = Mean of writing descriptive text ability control class.

Based on the calculation in Appendix 12 was obtained that t_{count} = 3,23 and t_{table} = 2,00 on the level of significance 5% because $t_{count} > t_{tabel}$ so H_0 is rejected and H_1 is accepted. It can be concluded that the final post-test scores an ability to write descriptive text using guided questions was efficient. It means that there was a significant difference between the result after teaching writing descriptive text by lecturing at the eighth-grade students of SMP I Miftahul Huda Jepara.

B. Discussion

The discussion of this research was based on the research question which is to find out how the students increase their writing ability in the descriptive text by using guided questions at the eighth-grade students of SMP I Miftahul Huda Jepara. Based on the post-test result, it was known that the students' score in writing descriptive text showed the differences in both experimental and controlled class. The mean score of post-tests, the experimental class had 78.54 and the controlled class had 73,10. The post-test mean score in the experimental was higher than the

controlled class. The experimental class had 28 students and the controlled class had 29 students.

From those result, it can be answered the second research question which is to find out the learning outcomes of students using guided questions as a medium in writing descriptive texts. It can be interpreted that the mean of the post-test score in the experimental and controlled class increased better than the mean of the pre-test score. Although the mean of the post-test score of both classes increased, the experimental class has a higher improvement than the controlled class.

From the explanation above, it concludes that using guided questions is efficient to increase students' writing ability in the descriptive text at the eighth-grade students of SMP I Miftahul Huda Jepara.

CHAPTER V

CONCLUSIONS AND SUGGESTIONS

This chapter presents the important points of the whole discussion in this study. The conclusions and suggestions will be presented in this chapter.

A. Conclusions

The students' difficulty in writing descriptive text is caused by some problems. One of them is students got confused about what they wanted to write and start writing. It was because they did not know the technique to start and organize their ideas easier in writing descriptive text. Thus, the writer applied guided questions to make students easier to start writing. Guided questions gave a chance to the students to organize their ideas before writing descriptive text in the paragraph.

Based on the research conducted at the eighth-grade students of SMP I Miftahul Huda Jepara, it can be concluded that using guided questions is effective on students' writing skill of descriptive text. Using guided questions has good effects on teaching writing descriptive text. It can improve students' writing skill of descriptive text. Based on the data in this research showed that students' mean score of post-tests in the experimental class (78,54) was higher than the mean score of post-tests in controlled class (73,10). The result of the statistic calculation indicated that the value of $t_{count} = 3,12$ and the t_{tabel} of the degree of freedom

(*df*) 55 with the level of significance 5% is 2,00. Therefore, it was higher than t_{tabel} (3,12 > 2,00). So, the alternative hypothesis (Ha) was accepted. It means that there was a significant difference between the students who were taught writing descriptive text by using guided questions and without guided questions. After doing the research and analyzing, the writer draws a conclusion that using guided questions is effective on students' writing ability of descriptive text at the eighth-grade students of SMP I Miftahul Huda Jepara. It was proven by the research finding that the students showed their significant improvement in writing descriptive text.

B. Suggestions

After conducting the research, suggestions can be showed related to research findings and discussion as follows:

1. The teacher should use guided questions in teaching writing descriptive text to help students generate their ideas easier before making a descriptive text become a paragraph.
2. The teacher should be more creative in teaching writing because the teacher has an important role in teaching writing.
3. The students should also have more practice in writing because writing is not an automatic process. They can have

more practice in writing descriptive text by using guided questions.

4. For further researchers, they should assess the students' writing test with more than one scorer to prevent the subjectivity of scoring because the weakness of this research is the scoring of students' writing test. It was only done by the researcher. Besides, the future researchers can also have research by using guided question in teaching writing other texts besides descriptive text.

BIBLIOGRAPHY

Amalia, *The effectiveness of Guided Question Technique on Students'Writing Skill of Recount Text (A quasi-experimental Study at Eighth Grade Students of Mts. Negeri 13 Jakarta*), 2017, Jakarta: UIN Syarif Hidayatullah.

Anderson, Lorin W & Krathwohl, 2007, David R. *Pembelajaran, pengajaran dan assesmen.* (Terjemahan Agum Prihantoro). New York: Addison Wesley Longman, Inc.

Arikunto, Suharsimi, 2007, *Prosedur Penelitian: Suatu Pendekatan Praktik*, Jakarta: Rineka Cipta, 4th Ed.

Atika Etemadzadeha & Samira Seifi & Hamid Roohbakhsh Far, 2013, "*The Role of Questioning Technique in Developing Thinking Skills: The Ongoing Effect on Writing Skill*", Procedia - Social and Behavioral Sciences vol 70.

Axelrod, Rise B. and Charles R. Cooper, *The St. Martin's Guide to Writing*, New York: St. Martin's Press, Inc: 1985.

Aziz, Pradita Marlia, 2016, *The Influence of Think-Talk-Write (TTW) Strategy toward Students' Writing Skill on Recount Text (An Experimental Research at the eighth Grade of SMP Muhammadiyah 7 Yogyakarta 2015/2016*, Semarang: UIN Walisongo.

Brown, Douglas, 2004, *Language Assessment Principles and Classroom Management*, USA:Longman.

Brown, H. Douglas, 2003, *Language Assessment Principles and Classroom Practices*, California: Longman.

Creswell, John W, 2008, *Education Research: Planning, Conducting, and Evaluating Quantitative and Qualitative Research*, Third Edition, New Jersey: Pearson Education, Inc.

Golkova, Dita and Sarka Hubackova, 2014, *Productive skills in second language learning,* Journal of Procedia - Social and Behavioral Sciences vol 143.

Harmer, Jeremy, 2004, *How to Teach Writing*, Longman: Pearson Education Limited.

Harmer, Jeremy, 2004, *The Practice of English Language Teaching*, New York: Longman Group, Ltd.

Ken Hyland, 2003, *Second Language Writing,* New York: Cambridge University Press.

Langan, John, 2003, *College Writing Skills, Media Edition*, New York: Mc Grraw-Hill Companies.

Maharaj, Ameerchund and Turki Alsolami, 2018, *The Questions Technique in Guided Paragraph Writing,* International Journal of Emerging Trends in Social Sciences Vol. 2, No. 1.

M Mursyid PW," 2011, *English Learning Handout for Grade VIII Learning Descriptive Text".*

Maslichah & Siti Tarwiyah, 2017, *Enhancing Students' Ability in Writing Descriptive Text through Graphic Organizers,* Jurnal Vision vol.6 number 2.

Moore, B., & Stanly T, 2010, *Critical thinking and formative assessments.* Larchmount, New York: Eye on Education, Inc.

Murkato, et al, 2017, *English on Sky 2 For Junior High Students Year VIII*, Jakarta: Erlangga.

Nunan, David, *Language Teaching Methodology*, 1991, New York: Prentice Hall.

Olson, Judith F, 2009, *Writing Skills Success in 20 Minutes a Day*, USA: Learning Express, 4th Ed.

Oshima, Alice and Anne Hogue, 2007, *Introduction to Academic Writing Third Edition*, New York: Pearson Education Inc.

Purwanto, 2009, *Evaluasi Hasil Belajar*, Yogyakarta: Pustaka Belajar.

Richards, Jack C. and Theodore S. Rodgers, 1986, *Approaches and Methods in Language Teaching*, New York: Cambridge University Press.

Richards, Jack C, 2002, *Methodology in Language Teaching: An Anthology of Current Practice*, New York: Cambridge university press.

Sudjana, 2011, *Metode Statistika,* Bandung: Tarsito.

Sugiyono, 2010, *Metode Penelitian Kuantitatif, Kualitatif, dan R&D*, Bandung: Alfabeta.

Sundayana, Rostina, 2014, *Statistika Penelitian Pendidikan,* Bandung: CV. Alfabeta.

Traver, Rob, 1998, *Educational Leadership ASCD March*.

Taylo, Gordon, 2010, *A Student's Writing Guide How to Plan and Write Successful Essay*, New York: Cambridge University Press.

Tanujaya, Benidiktus, 2017, *The Relationship between Higher Order Thinking Skills and Academic Performance of Student in Mathematics Instruction,* Canadian Center of Science and Education.

Ur, Penny, *A Course in Language Teaching: Practice and Theory*, Cambridge: Cambridge University Pers, 1996.

Wae, Veronika Praja Sinta Mbia, 2017, *Analysis of High Order Thinking Skill (Hots) Student in Class Xi in Ende District Reviewed from School Location*, Proceedings of International Conference on Innovation in Education Science and Culture.

Weigle, Sara Cushing, 2002, *Assessing Writing*, New York: Cambridge University Press.

Zemach, Dorothy E and Lisa A Rumisek, 2005, *Academic Writing From Paragraph Essay*, New York: Macmilan.

Appendix 1

Students' Name of Eighth Grade

SMP I Miftahul Huda Jepara in academic year 2018/2019

VIII-A		VIII-B		VIII-C	
NO	Name	NO	Name	NO	Name
1	Aditya Maulana Irsandi	1	Ahmad David Verdianto	1	Achmad Faisal
2	Ahmad Rizki Ardiansyah	2	Ahmad Gunawan	2	Adit Bayu Kurniawan
3	Ananda Kharisma W	3	Alfina Indah Saputri	3	Ahmad Ali Muzakki
4	Febi Wahyu Saputra	4	Ananda Seli Amelia Putri	4	Ananda Tarisa Wulandari
5	Fitri Rohmanihayah	5	Angga Puteri	5	Melinda
6	Fitri Rohmanihayah	6	Anisa Safitri	6	Andi Muhammad Sadewa
7	Ima Nur Jannah	7	Astini Aprilia	7	Anif Alawi
8	M. Wafi Mua'fa	8	Dimas Bagus Prayogo	8	Astina Aprilia
9	M. Difki Pratama Putra	9	Egi Saiful Ramadhan	9	Husni Mustajab
10	M. Rio Febrian	10	Elsa safitri	10	Julie Anti Siti Rohmah
11	Nailul qori'aina	11	Feni Zuzimah Septiani	11	Kriske Rubiyana
12	Nanda Aulia Putri	12	Leo Saputra	12	Miftahul Ulum
13	Rosyian Febriani	13	Muhammad Diki Ardian	13	Muhammad Movi
14	Sandi Seven	14	Nafisatun Anisa	14	Muhammad Murib
15	Satriya Darmawan	15	Niswatun Naili Izza	15	Putri Aprilia Sari
16	Siska Agustiyani	16	Prasetyo	16	Rifki Hidayat
17	Siti Yuliana Anesti	17	Raditiya Prihandoko	17	Risa Amana Saro
18	Fenni Indah Suryani	18	Rani Aulia Nisa	18	Rivalio Candra Alfian
19	Fera Amilia	19	Rizki Angga	19	Septina Eka Aulia Nisa
20	Yuga Nur Wachid R	20	Vita Rusmala	20	Siti Adelia Rohmatun
21	Fendi Awwaludin	21	Widan Rizki Aditya	21	Fanesha Muhammad
22	Ananda Puspita Ayu	22	Ekin Susanto	22	Amelia Riski Adeatul
23	Anisatun Nabila	23	Nurul Qomariyah	23	Siti Julaehah
24	Khoirum Mei Syifa	24	Rara Amalia Sari	24	Ika Rani
25	Firya Akhila Zahwa	25	Erli Dwi Nur Zahwah	25	Vemas Ajib Saputra
26	Putra Irfan Maulana	26	Vanara Ahmad Selfia	26	Anisa Lutfi Amalia
27	Deny Hariyanto	27	Rizki Bayu Saputra	27	Tegar Ainur Rohman
28	Sandy Dwi Kurniawan	28	Wawan Oki Saputra	28	Muhammad Khotib
				29	Komaruddin Abadi

Appendix 2

SILABUS SMP I Miftahul Huda Jepara

Satuan Pendidikan : **SMP/MTS**
Mata Pelajaran : **Bahasa Inggris**
Kelas : **VIII**
Kompetensi Inti :

KI 1: Menghargai dan menghayati ajaran agama yang dianutnya.

KI 2: Menghargai dan menghayati perilaku jujur, disiplin, tanggungjawab, peduli (toleransi, gotong royong), santun, percaya diri, dalam berinteraksi secara efektif dengan lingkungan sosial dan alam dalam jangkauan pergaulan dan keberadaannya

KI 3: Memahami dan menerapkan pengetahuan (faktual, konseptual, dan prosedural) berdasarkan rasa ingin tahunya tentang ilmu pengetahuan, teknologi, seni, budaya terkait fenomena dan kejadian tampak mata.

KI 4: Mengolah, menyaji, dan menalar dalam ranah konkret (menggunakan, mengurai, merangkai, memodifikasi, dan membuat) dan ranah abstrak (menulis, membaca, menghitung, menggambar, dan mengarang) sesuai dengan yang dipelajari di sekolah dan sumber lain yang sama dalam sudut pandang/teori.

Kompetensi Dasar	Materi Pokok/Materi Pembelajaran	Kegiatan Pembelajaran	Penilaian	Alokasi Waktu	Sumber Belajar
3.1 Menerapkan struktur teks dan unsur kebahasaan untuk melaksanakan fungsi sosial teks deskriptif dengan menyatakan dan menanyakan tentang deskripsi orang, binatang, dan benda, pendek dan sederhana,	**Teks deskriptif pendek dan sederhana, tentang orang, binatang, dan benda** *Fungsi sosial* Membanggakan, menjual, mengenalkan, mengidentifikasi, mengkritik, dsb. *Struktur text* **(gagasan utama dan**	**Mengamati** • Siswa menyalin dengan tulisan tangan yang rapi beberapa teks deskriptif tentang orang, binatang, dan benda, sangat pendek dan sederhana dari berbagai sumber, dengan menggunakan ejaan dan tanda baca dengan benar. • Siswa membaca dan mendengarkan teks-teks tersebut untuk memahami isi pesannya. • Dengan bimbingan guru, siswa	**KRITERIA PENILAIAN** • Tingkat ketercapaian fungsi sosial teks deskriptif tentang orang, binatang, benda, pendek dan sederhana. • Tingkat kelengkapan dan keruntutan dalam menyebutkan dan menanyakan tentang deskripsi orang,	16 JP	• Buku Teks wajib • Keteladanan ucapan dan tindakan guru menggunakan setiap tindakan komunikasi interpersonal/ transaksional dengan benar dan akurat

Kompetensi Dasar	Materi Pokok/Materi Pembelajaran	Kegiatan Pembelajaran	Penilaian	Alokasi Waktu	Sumber Belajar

sesuai dengan konteks penggunaan nya .
 	
4.11 Menangkap makna dalam teks deskriptif lisan dan tulis, pendek dan sederhana.
 	
4.12 Menyusun teks deskriptif lisan dan tulis, pendek dan sederhana, tentang orang, binatang, dan benda, dengan memperhatikan fungsi sosial, struktur teks, dan unsur kebahasaan yang benar dan sesuai konteks.
	informasi rinci)
	
	a. Menyebutkan nama orang, binatang, benda dan nama bagian-bagiannya yang dipilih untuk dideskripsikan
	
	b. Menyebutkan sifat orang, binatang, benda dan bagiannya, dan
	
	c. Menyebutkan tindakan dari atau terkait dengan orang, binatang, benda yang semuanya sesuai dengan fungsi sosial yang hendak dicapai.
	
	Panjang teks: kurang lebih 6 (tiga) kalimat.
	
	Unsur kebahasaan
	
	(1) Penyebutan kata benda singular dengan *a* dan *the*, dan plural (*-s*).
	
	(2) Kata ganti *it, they, she, we,* dst.*; our, my, your, their,* dst.
	
	(3) Kata sifat tentang orang, binatang, benda dalam kehidupan siswa
		mengidentifikasi fungsi sosialnya, struktur teks (termasuk a.l. gagasan utama dan informasi rinci), dan unsur kebahasaan dari setiap teks tersebut.
		
		Menanya
		
		Dengan bimbingan dan arahan guru, siswa menanyakan dan mempertanyakan tentang fungsi sosial, struktur teks, dan unsur kebahasaan dari setiap teks tersebut.
		
		Mengumpulkan Informasi
		
		• Secara kolaboratif, siswa mencari dan mengumpulan beberapa teks deskriptif tentang orang, binatang, dan benda, sangat pendek dan sederhana dari berbagai sumber, termasuk dari internet, film, koran, majalah, buku teks, dsb.
		
		• Siswa membaca rujukan dari berbagai sumber, termasuk buku teks, untuk mengetahui fungsi sosial, struktur teks, dan unsur kebahasaan dari teks deskriptif tentang orang, binatang, dan benda.
		
		• Siswa membaca semua teks deskriptif tentang orang, binatang,
			binatang, benda dalam teks derkriptif.
			
			• Tingkat ketepatan unsur kebahasaan: tata bahasa, kosa kata, ucapan, tekanan kata, intonasi, ejaan, tanda baca, kerapihan tulisan tangan.
			
			• Sikap tanggung jawab, kerjasama, cinta damai, dan percaya diri yang menyertai tindakan menyebutkan dan menanyakan tentang deskripsi orang, binatang, benda, dalam teks deskriptif.
			
			CARA PENILAIAN:
			
			Kinerja (praktik)
			
			Tugas menganalisis dan menghasilkan teks deskriptif tentang orang, binatang, benda nyata di lingkungan sekitar.
					• Contoh teks dari sumber otentik
					
					• Sumber dari internet, seperti:
					  - www.dailyenglish.com
					  - http://americanenglish.state.gov/files/ae/resource_files
					  - http://learnenglish.britishcouncil.org/en/
					  - https://www.google.com/

Kompetensi Dasar	Materi Pokok/Materi Pembelajaran	Kegiatan Pembelajaran	Penilaian	Alokasi Waktu	Sumber Belajar
	di rumah, sekolah, dan sekitarnya, dengan atau tanpa kata keterangan *quite*, *very*. (4) Frasa nominal seperti *dark brown*, *cute little cat*, *beautiful red flower* (5) Kata kerja untuk menyatakan keadaan dan tindakan rutin dalam simple present tense: *be, have, go, play,get, take,* dll. (6) Penggunaan nominal singular dan plural secara tepat, dengan atau tanpa *a, the, this, those, my, their*, dsb secara tepat dalam frasa nominal (7) Ucapan, tekanan kata, intonasi (8) Ejaan dan tanda baca (9) Tulisan tangan ***Topik*** Orang, binatang, benda di	dan benda yang telah terkumpul tsb., secara lebih cermat dengan cara mengidentifikasi dan menyebutkan: - fungsi sosial setiap teks - nama orang, binatang, benda yang dideskripsikan - sifat orang, binatang, benda yang dideskripsikan - tindakan orang, binatang, benda yang dideskripsikan - kosa kata, tata bahasa, ucapan, tekanan kata, ejaan, tanda baca yang digunakan • Secara kolaboratif siswa meniru contoh-contoh yang ada untuk membuat teks deskriptif sangat pendek dan sederhana tentang orang, binatang, dan benda untuk mencapai fungsi sosial yang berbeda-beda, dengan struktur teks, dan unsur kebahasaan yang sesuai konteks. **Mengasosiasi** • Siswa membandingkan fungsi sosial, struktur teks (termasuk a.l. gagasan utama dan informasi rinci),	**Observasi:** (penilaian yang bertujuan untuk memberikan balikan secara lebih cepat) • Observasi terhadap tindakan siswa menggunakan bahasa Inggris untuk menyebutkan dan menanyakan deskripsi orang, binatang, benda, ketika muncul kesempatan, di dalam dan di luar kelas. • Observasi terhadap kesungguhan, tanggung jawab, dan kerja sama siswa dalam proses pembelajaran di setiap tahapan. • Observasi terhadap kepedulian dan kepercayaan diri dalam melaksanakan komunikasi, di dalam dan di luar kelas.		

Kompetensi Dasar	Materi Pokok/Materi Pembelajaran	Kegiatan Pembelajaran	Penilaian	Alokasi Waktu	Sumber Belajar
	sekitar dan relevan dengan kehidupan siswa, dengan memberikan keteladanan tentang perilaku jujur, disiplin, percaya diri, kerjasama, dan bertanggung jawab.	dan unsur kebahasaan dari beberapa teks deskriptif tentang orang, binatang, benda yang telah dikumpulkan dari berbagai sumber tersebut di atas. • Siswa memperoleh balikan (*feedback*) dari guru dan teman tentang fungsi sosial, struktur teks, dan unsur kebahasaan yang digunakan dalam teks deskriptif yang mereka hasilkan. **Mengkomunikasikan** • Siswa membuat beberapa teks deskriptif sangat pendek dan sederhana tentang orang, binatang, benda yang ada dalam kehidupan siswa di rumah, kelas, sekolah, dan sekitarnya dalam bahasa Inggris, dengan struktur teks dan unsur kebahasaan yang sesuai dengan fungsi sosial nyata yang hendak dicapai (membanggakan, mengenalkan, mengidentifikasi, memuji, mengkritik, dsb). • Siswa berupaya berbicara secara lancar dengan ucapan, tekanan kata, intonasi yang benar dan menulis dengan ejaan dan tanda baca yang benar, serta tulisan yang jelas dan	**Penilaian diri:** Pernyataan siswa secara tertulis dalam jurnal belajar sederhana berbahasa Indonesia tentang pengalaman belajar memahami dan menghasilkan teks deskriptif tentang orang, binatang, benda, termasuk kemudahan dan kesulitannya. **Tes tertulis** Membaca dan menulis teks deskriptif yang menuntut pemahaman dan pemaparan tentang deskripsi orang, binatang, benda. **Portofolio** • Kumpulan karya teks deskriptif sangat pendek dan sederhana tentang orang, binatang, benda yang telah dibuat. • Kumpulan hasil analisis tentang		

Kompetensi Dasar	Materi Pokok/Materi Pembelajaran	Kegiatan Pembelajaran	Penilaian	Alokasi Waktu	Sumber Belajar
		rapi. • Siswa membicarakan permasalahan yang dialami dalam membuat teks deskriptif tentang orang, binatang, benda dan menuliskannya dalam jurnal belajar sederhana dalam bahasa Indonesia.	• Kumpulan hasil analisis tentang beberapa teks deskriptif tentang orang, binatang, benda. • Lembar soal dan hasil tes		
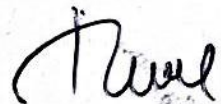
Jepara, 4 November 2018

Guru Mapel

Ahmad Mubaist, M.Pd

Peneliti

Aliffia Nur Arifah

Mengetahui,
Kepala Sekolah

Hisyam Iswanto, M.Pd
NIY. 0040617011

LESSON PLAN
(Experiment Class)

School   : SMP I Miftahul Huda
Subject   : English
Class/Semester : VIII/I
Main Material   : Descriptive text
Time   : 2 X 40 minutes (4 meetings)

A. CORE COMPETENCE

KI. Comprehending and practicing the religion that is believed in.

K2. Comprehending and practicing honesty, discipline, responsibility, care (mutual cooperation, tolerance, peace), good manners, responsive, and pro-active behavior and showing an attitude as part of the solutions from the problems in interacting with social and natural environment effectively also positioning selves as the nation's reflection in global society.

K3. Comprehending, applying, and analyzing factual, conceptual, procedural, and meta-cognitive knowledge based on the curiousness about knowledge, technology, art, culture, and humanity by humanism, nationalism, and civilization concept related to the cause of phenomena and incidents, also applying the procedural knowledge on the specific study area in accordance with the talent and interest to solve the problems.

K4. Processing, thinking, and presenting in concrete and abstract domain related to self-development that is learnt in school independently, act effectively and creatively, and capable to use method that is appropriate with the science principle.

B. BASIC COMPETENCE
   1.1. Be grateful by the chance of learning English as the introduction language in international communication.
   1.2. Developing honesty, discipline, confidence, and responsibility behavior in implementing transactional communication with teachers and friends.
   3.10 Applying the structure of text and linguistic elements to carry out the social functions of descriptive texts by stating and asking about descriptions of people, animals and objects, short and simple, employing the context accordingly.

C. INDICATOR
1. Identify social function, text structure, and linguistic element on text descriptive about people, animals and objects, full of confidence and enthusiasm
2. Explain the aim of descriptive text, orally and written.
3. Analyzed the mistakes in descriptive text

D. LEARNING AIMS
1. The students able to mention the aim, structure, linguistic elements of descriptive text.
2. The students able to identify the aim, structure, linguistic elements of descriptive text.
3. The students able to make descriptive text using question technique

E. TEACHING MATERIAL
Descriptive text is basically aimed to give information to the readers about characteristic features of person, animal, or thing. It has function to describe a visual object of person/animal/things.
1. Generic structure of descriptive text
   a. Identification   : Identifies the phenomenon/object to be described
   b. Description   : Describes features in order of importance (part/things, qualities, and other characteristic)
2. Generic features of descriptive text
   a. Using simple present tense
   b. Using "to be" for the identification and showing qualities
   c. Using adjective in describing the objects
   d. Using verb "has/have" to give detail description of the object features
3. The example of descriptive text

Bandengan Beach

Bandengan Beach or Tirta Samudra Beach is the famous beach in Jepara. The place is very beautiful. The way to get there is very easy. Just follow the traffic sign and you will find it. From the town square, follow the road to Bangsri then turn left when reached Kuwasen village. You can take public transportation or by your own vehicle.

The white sandy beach which has pure water is good for swimming. The beach is save enough for swimming because the beach is shallow and the wave is not so big. It also has large pandan tree field. It is suitable for youngster activities such as camping. Some time we can find banana boat and Jet Ski for rent.

In this place we can find many traditional footstalls. We can order traditional

foods sold by the trader such as roasted fish, crab, boiled shell. Pindang srani is one of the delicious foods enjoyed by the visitors come to the Bandengan beach and you will find a paradise.

F. TEACHING METHOD
    Approach   : Scientific Approach
    Method   : Observe-Practice
    Technique   : Guided questioning technique

G. MEDIA AND TEACHING SOURCE
    Source   : Internet
    Media   : Power point presentation

H. TEACHING ACTIVITY
First Meeting:

STEPS OF ACTIVITY	ACTIVITIES	TIME ALLOCATION
Opening	- Teacher greets the students and the students answer the teacher's greeting - Students pray together - Teacher checklist the attendance list - Teacher gives a motivation to the students - Teacher explain the aim of the lesson and explain the lesson activities	5 minutes
Main Activity	Observing - Teacher asks to the students to do the pretest - Students listen to the teacher's explanation about pre-test Questioning - Teacher gives chance to the students to ask about difficult things that they do not understand about pre-test Exploring - Students do the pre-test Associating - Teacher ask to the students the difficult vocabulary Communicating - Students collect the pre-test to teacher - Teacher conclude about the pre-test	30 minutes
Closing	Teacher announced to the students that	5 minutes

	next two meetings will study about descriptive text	
	• Teacher close the teaching activity	
	• Teacher and students pray together	

Second Meeting:

STEPS OF ACTIVITY	ACTIVITIES	TIME ALLOCATION
Opening	• Teacher greets the students and the students answer the teacher's greeting • Students pray together • Teacher checklist the attendance list • Teacher gives a motivation to the students • Teacher explain the aim of the lesson and explain the lesson activities	5 minutes
Main Activity	Observing • Teacher gives little explanation about what will students learn about • Students listen to the teacher's explanation about definition, social function and grammatical features in descriptive text • Students observe the example of descriptive text	30 minutes
	Questioning • Teacher gives chance to the students to ask about difficult things that they do not understand, about structure, social function, linguistic elements or vocabularies • Teacher gives vocabularies which they do not understand	
	Exploring • Teacher reminds about learning activity that they will do using guided questioning technique • Every student should prepare a piece of paper • Teacher gives slide about picture of someone • Teacher gives some question about the picture • Teacher ask to the students to write the	

	answer in the piece of paper	
	• Students make sentences based on the answer	
	Associating	
	• Teacher checked the grammatical features in students' sentences	
	Communicating	
	• Teacher tells about the students' failures and explain the correction	
Closing	• Teacher gives chance to the students to ask the material that they do not understand • Teacher invites the students to conclude the material they have learnt • Students conclude the material they have learnt • Teacher close the teaching activity • Teacher and students pray together	5 minutes

Third Meeting:

STEPS OF ACTIVITY	ACTIVITIES	TIME ALLOCATION
Opening	• Teacher greets the students and the students answer the teacher's greeting • Students pray together • Teacher checklist the attendance list • Teacher gives a motivation to the students • Teacher explain the aim of the lesson and explain the lesson activities	5 minutes
Main Activity	**Observing** • Students observe text description about place on the slide presentation • Students asked read descriptive text on the slide presentation • Students observe social function, structure and linguistic elements in descriptive text • Students listen the teacher's explanation generally about definition, function, structure, linguistic element from descriptive text	30 minutes

	Questioning	
	• Teacher gives chances to the students ask about difficult things that they do not understand in two meetings before.	
	Exploring	
	• Students checked their sentences with the correct grammatical • Teacher helps the students' difficulty	
	Associating	
	• Students asked to arrange the sentences into good paragraph • Students asked to add some sentences to complete the paragraph • Teacher ask to the students to change their paper with their friends • Students give feedback to the friends' paper	
	Communicating	
	• After students get back their own paper, every student revising and editing • Students write the correct descriptive text to the available paper from teacher • Students collect the paper to the teacher	
Closing	• Teacher gives chance to the students to ask the material that they do not understand • Teacher invites the students to conclude the material they have learnt • Teacher close the teaching activity • Teacher and students pray together	5 minutes

Fourth Meeting:

STEPS OF ACTIVITY	ACTIVITIES	TIME ALLOCATION
Opening	• Teacher greets the students and the students answer the teacher's greeting • Students pray together • Teacher checklist the attendance list • Teacher gives a motivation to the students • Teacher explain the aim of the lesson and explain the lesson activities	5 minutes
Main Activity	Observing • Students listen to the teacher's explanation	30 minutes

	about writing post-test sheets	
	Questioning • Students ask to the teacher if they do not understand about the writing post-test sheets.	
	Exploring • Students do the writing post-test	
	Associating • Students make a descriptive text based on the teacher's instruction that they got in the writing post-test sheets.	
	Communicating • Students collect the post-test	
Closing	• Teacher announced to the students that meeting was finished • Teacher says thanks and sorry to the students for four meetings yesterday. • Teacher close the teaching activity • Teacher and students pray together	5 minutes

I. ASSESSMENT

Assessment based on:

a. Individual task
b. Instrument of assessment : Written test
c. Task : Make a descriptive text
d. Assessment criteria: Scoring Rubric

Writing Rubric

Item analysis	Score	Criterion of scoring
Content	30-27	Excellent to very good: knowledgeable substantive, through development of thesis, relevant to assigned topic.
	26-22	Good to Average: some knowledgeable of subject-adequate range, limited development of thesis: mostly relevant to topic, but lacks detail.

	21-17	Fair to poor: limited knowledgeable of subject-little substance, inadequate development of topic
	16-13	Very poor: does not show knowledgeable of subject-non substantive, non pertinent, OR not enough to evaluate
Organization	20-18	Excellent to very good: fluent expression ideas clearly state; well organized; logical sequencing; cohesive.
	17-14	Good to Average: somewhat choppy loosely organized but main ideas stand out
	13-10	Fair to poor: not fluent-ideas confused or disconnected
	9-7	Very poor: does not communicate-no organization
Vocabulary	20-18	Excellent to very good: sophisticated range-effective word/idiom choice and usage; word from mastery; appropriate register
	17-14	Good to Average: adequate range occasional of word /idiom form, choice, usage, but meaning is not obscured.
	13-10	Fair to poor: limited range-frequent errors of word/idiom form, choice, usage; meaning confused.
	9-7	Very poor: essentially translation-little knowledge of English

		vocabulary.
Language In use (grammar)	25-22	Excellent to very good: effective complex, few errors of agreements, grammar construction.
	21-18	Good to Average: effective but simple constructive in grammar.
	17-11	Fair to poor: a major problem is simple/complex construction in grammar.
	10-5	Very poor: virtually no mastery of sentence construction rules
Mechanic	5	Excellent to very good: demonstrates mastery of construction
	4	Good to Average: occasional errors of spelling, punctuation, capitalization.
	3	Fair to poor: frequent errors of spelling, punctuation, capitalization.
	2	Very poor: no mastery of conventions, dominated by errors of spelling, punctuation, capitalization and paragraphing.
Total of score	1-100	

Jepara, 4 November 2018

Teacher

Researcher

Ahmad Mubaist, M.Pd

Aliffia Nur Arifah

Appendix 3b

<div align="center">

LESSON PLAN

(Control Class)
</div>

School	: SMP I Miftahul Huda
Subject	: English
Class/Semester	: VIII/I
Main Material	: Descriptive text
Time	: 2 X 40 minutes (4 meetings)

A. CORE COMPETENCE

K1. Comprehending and practicing the religion that is believed in.

K2. Comprehending and practicing honesty, discipline, responsibility, care (mutual cooperation, tolerance, peace), good manners, responsive, and pro-active behavior and showing an attitude as part of the solutions from the problems in interacting with social and natural environment effectively also positioning selves as the nation's reflection in global society.

K3. Comprehending, applying, and analyzing factual, conceptual, procedural, and meta-cognitive knowledge based on the curiousness about knowledge, technology, art, culture, and humanity by humanism, nationalism, and civilization concept related to the cause of phenomena and incidents, also applying the procedural knowledge on the specific study area in accordance with the talent and interest to solve the problems.

K4. Processing, thinking, and presenting in concrete and abstract domain related to self-development that is learnt in school independently, act effectively and creatively, and capable to use method that is appropriate with the science principle.

B. BASIC COMPETENCE

1.1. Be grateful by the chance of learning English as the introduction language in international communication.
1.2. Developing honesty, discipline, confidence, and responsibility behavior in implementing transactional communication with teachers and friends.
3.10 Applying the structure of text and linguistic elements to carry out the social functions of descriptive texts by stating and asking about descriptions of people, animals and objects, short and simple, employing the context accordingly.

C. INDICATOR

1. Identify social function, text structure, and linguistic element on text descriptive about people, animals and objects, full of confidence and enthusiasm
2. Explain the aim of descriptive text, orally and written.
3. Analyzed the mistakes in descriptive text

D. LEARNING AIMS
1. The students able to mention the aim, structure, linguistic elements of descriptive text.
2. The students able to identify the aim, structure, linguistic elements of descriptive text.
3. The students able to make descriptive text using question technique

E. TEACHING MATERIAL
Descriptive text is basically aimed to give information to the readers about characteristic features of person, animal, or thing. It has function to describe a visual object of person/animal/things.
1. Generic structure of descriptive text
    a. Identification   : Identifies the phenomenon/object to be described
    b. Description   : Describes features in order of importance (part/things, qualities, and other characteristic)
2. Generic features of descriptive text
    a. Using simple present tense
    b. Using "to be" for the identification and showing qualities
    c. Using adjective in describing the objects
    d. Using verb "has/have" to give detail description of the object features
3. The example of descriptive text

<div align="center">Bandengan Beach</div>

Bandengan Beach or Tirta Samudra Beach is the famous beach in Jepara. The place is very beautiful. The way to get there is very easy. Just follow the traffic sign and you will find it. From the town square, follow the road to Bangsri then turn left when reached Kuwasen village. You can take public transportation or by your own vehicle.

The white sandy beach which has pure water is good for swimming. The beach is save enough for swimming because the beach is shallow and the wave is not so big. It also has large pandan tree field. It is suitable for youngster activities such as camping. Some time we can find banana boat and Jet Ski for rent.

In this place we can find many traditional footstalls. We can order traditional foods sold by the trader such as roasted fish, crab, boiled shell. Pindang srani is one of the delicious foods enjoyed by the visitors come to the Bandengan beach and you will find a paradise.

F. TEACHING METHOD
   Approach   : Scientific Approach
   Technique   : Communicate Language Teaching (CLT)

G. MEDIA AND TEACHING SOURCE
   Source   : Internet
   Media   : Power point presentation

H. TEACHING ACTIVITY
   First Meeting:

STEPS OF ACTIVITY	ACTIVITIES	TIME ALLOCATION
Opening	• Teacher greets the students and the students answer the teacher's greeting • Students pray together • Teacher checklist the attendance list • Teacher gives a motivation to the students • Teacher explain the aim of the lesson and explain the lesson activities	5 minutes
Main Activity	Observing • Teacher asks to the students to do the pretest • Students listen to the teacher's explanation about pre-test Questioning • Teacher gives chance to the students to ask about difficult things that they do not understand about pre-test Exploring • Students do the pre-test Associating • Teacher ask to the students the difficult vocabulary Communicating • Students collect the pre-test to teacher • Teacher concludes about the pre-test	30 minutes
Closing	• Teacher announced to the students that next two meetings will study about descriptive text	5 minutes

| | • Teacher close the teaching activity | |
| | • Teacher and students pray together | |

Second Meeting:

STEPS OF ACTIVITY	ACTIVITIES	TIME ALLOCATION
Opening (First-fourth meetings)	• Teacher greets the students and the students answer the teacher's greeting • Students pray together • Teacher checklist the attendance list • Teacher gives a motivation to the students • Teacher explain the aim of the lesson and explain the lesson activities	5 minutes
Main Activity	Observing • Teacher gives little explanation about what will students learn about • Students listen to the teacher's explanation about definition, social function and grammatical features in descriptive text • Students observe the example of descriptive text	30 minutes
	Questioning • Teacher gives chance to the students to ask about difficult things that they do not understand, about structure, social function, linguistic elements or vocabularies • Teacher gives vocabularies which they do not understand	
	Exploring • Every student should prepare a piece of paper • Teacher gives slide about picture • Teacher ask to the students to write some sentences based on picture	
	Associating • Teacher checked the grammatical features in students' sentences	
	Communicating • Teacher tells about the students' failures and explain the correction	

STEPS OF ACTIVITY	ACTIVITIES	TIME ALLOCATION
Closing	• Teacher gives chance to the students to ask the material that they do not understand • Teacher invites the students to conclude the material they have learnt • Students conclude the material they have learnt • Teacher close the teaching activity • Teacher and students pray together	5 minutes

Third Meeting:

STEPS OF ACTIVITY	ACTIVITIES	TIME ALLOCATION
Opening	• Teacher greets the students and the students answer the teacher's greeting • Students pray together • Teacher checklist the attendance list • Teacher gives a motivation to the students • Teacher explain the aim of the lesson and explain the lesson activities	5 minutes
Main Activity	Observing • Students observe text description about place on the slide presentation • Students asked read descriptive text on the slide presentation • Students observe social function, structure and linguistic elements in descriptive text • Students listen the teacher's explanation generally about definition, function, structure, linguistic element from descriptive text	30 minutes
	Questioning • Teacher gives chances to the students ask about difficult things that they do not understand in two meetings before.	
	Exploring • Students checked their sentences with the correct grammatical • Teacher helps the students' difficulty	
	Associating • Students asked to arrange the sentences into good paragraph	

	• Students asked to add some sentences to complete the paragraph • Teacher ask to the students to change their paper with their friends • Students give feedback to the friends' paper	
	Communicating • After students get back their own paper, every student revising and editing • Students write the correct descriptive text to the available paper from teacher • Students collect the paper to the teacher	
Closing	• Teacher gives chance to the students to ask the material that they do not understand • Teacher invites the students to conclude the material they have learnt • Teacher close the teaching activity • Teacher and students pray together	5 minutes

Fourth Meeting:

STEPS OF ACTIVITY	ACTIVITIES	TIME ALLOCATION
Opening	• Teacher greets the students and the students answer the teacher's greeting • Students pray together • Teacher checklist the attendance list • Teacher gives a motivation to the students • Teacher explain the aim of the lesson and explain the lesson activities	5 minutes
Main Activity	Observing • Students listen to the teacher's explanation about writing post-test sheets	30 minutes
	Questioning • Teacher gives vocabularies which they do Students ask to the teacher if they do not understand about the writing post-test sheets.	
	Exploring • Students do the writing post-test	
	Associating • Students make a descriptive text based on the teacher's instruction that they got in	

	the writing post-test sheets.	
	Communicating • Students collect the post-test	
Closing	• Teacher announced to the students that meeting was finished • Teacher says thanks and sorry to the students for four meetings yesterday. • Teacher close the teaching activity • Teacher and students pray together	5 minutes

I. ASSESSMENT

Assessment based on:
   a. Individual task
   b. Instrument of assessment : Written test
   c. Task : Make a descriptive text
   d. Assessment criteria : Scoring Rubric

Writing Rubric

Item analysis	**Score**	**Criterion of scoring**
Content	30-27	Excellent to very good: knowledgeable substantive, through development of thesis, relevant to assigned topic.
	26-22	Good to Average: some knowledgeable of subject-adequate range, limited development of thesis: mostly relevant to topic, but lacks detail.
	21-17	Fair to poor: limited knowledgeable of subject-little substance, inadequate development of topic
	16-13	Very poor: does not show knowledgeable of subject-non

		substantive, non pertinent, OR not enough to evaluate
Organization	20-18	Excellent to very good: fluent expression ideas clearly state; well organized; logical sequencing; cohesive.
	17-14	Good to Average: somewhat choppy loosely organized but main ideas stand out
	13-10	Fair to poor: not fluent-ideas confused or disconnected
	9-7	Very poor: does not communicate-no organization
Vocabulary	20-18	Excellent to very good: sophisticated range-effective word/idiom choice and usage; word from mastery; appropriate register
	17-14	Good to Average: adequate range occasional of word /idiom form, choice, usage, but meaning is not obscured.
	13-10	Fair to poor: limited range-frequent errors of word/idiom form, choice, usage; meaning confused.
	9-7	Very poor: essentially translation-little knowledge of English vocabulary.
Language In use (grammar)	25-22	Excellent to very good: effective complex, few errors of agreements, grammar construction.
	21-18	Good to Average: effective but

	17-11	Fair to poor: a major problem is simple/complex construction in grammar.
	10-5	Very poor: virtually no mastery of sentence construction rules
Mechanic	5	Excellent to very good: demonstrates mastery of construction
	4	Good to Average: occasional errors of spelling, punctuation, capitalization.
	3	Fair to poor: frequent errors of spelling, punctuation, capitalization.
	2	Very poor: no mastery of conventions, dominated by errors of spelling, punctuation, capitalization and paragraphing.
Total of score	1-100	

Jepara, 4 November 2018

Teacher

Ahmad Mubaist, M.Pd

Researcher

Aliffia Nur Arifah

Appendix 4

PRE-TEST

Appendix 4

PRE-TEST

Name :

Class   :

1. Make some sentences about the picture.
2. Make a descriptive text about the picture from the sentences.

Appendix 5a

POST-TEST

1. What is the name of this city?
2. How is the city?
3. Where is this city located?
4. What are special foods from this city?
5. Why is this city so interesting for tourists?
6. Where is your favorite place in this city?

Appendix 5a

Name :

Class   :

1. Answer the question in a sentence.
2. Make a descriptive text about the picture from the sentences.

Appendix 5b

POST-TEST

Appendix 5b

POST-TEST

Name :

Class   :

1. Make some sentences about the picture.
2. Make a descriptive text about the picture from the sentences.

Appendix 6a

PRE-TEST SCORE

VIII-A			VIII-B		
NO	**Name**	**Score**	**NO**	**Name**	**Score**
1	Aditya Maulana Irsandi	72	1	Ahmad David Verdianto	73
2	Ahmad Rizki Ardiansyah	63	2	Ahmad Gunawan	73
3	Ananda Kharisma W	80	3	Alfina Indah Saputri	61
4	Febi Wahyu Saputra	62	4	Ananda Seli Amelia Putri	80
5	Fitri Rohmanihayah	69	5	Angga Puteri	81
6	Fitri Rohmanihayah	72	6	Anisa Safitri	80
7	Ima Nur Jannah	63	7	Astini Aprilia	58
8	M. Wafi Mua'fa	75	8	Dimas Bagus Prayogo	43
9	M. Difki Pratama Putra	64	9	Egi Saiful Ramadhan	73
10	M. Rio Febrian	84	10	Elsa safitri	59
11	Nailul qori'aina	71	11	Feni Zuzimah Septiani	72
12	Nanda Aulia Putri	65	12	Leo Saputra	34
13	Rosyian Febriani	71	13	Muhammad Diki Ardian	73
14	Sandi Seven	64	14	Nafisatun Anisa	60
15	Satriya Darmawan	70	15	Niswatun Naili Izza	80
16	Siska Agustiyani	84	16	Prasetyo	73
17	Siti Yuliana Anesti	75	17	Raditiya Prihandoko	65
18	Fenni Indah Suryani	70	18	Rani Aulia Nisa	67
19	Fera Amilia	69	19	Rizki Angga	77
20	Yuga Nur Wachid R	74	20	Vita Rusmala	60
21	Fendi Awwaludin	66	21	Widan Rizki Aditya	80
22	Ananda Puspita Ayu	71	22	Ekin Susanto	45
23	Anisatun Nabila	80	23	Nurul Qomariyah	81
24	Khoirum Mei Syifa	71	24	Rara Amalia Sari	82
25	Firya Akhila Zahwa	71	25	Erli Dwi Nur Zahwah	73
26	Putra Irfan Maulana	34	26	Vanara Ahmad Selfia	63
27	Deny Hariyanto	62	27	Rizki Bayu Saputra	60
28	Sandy Dwi Kurniawan	60	28	Wawan Oki Saputra	38

VIII-C		
No.	Nama Siswa	Score
1	Achmad Faisal	66
2	Adit Bayu Kurniawan	73
3	Ahmad Ali Muzakki	52
4	Ananda Tarisa Wulandari	75
5	Melinda	70
6	Andi Muhammad Sadewa	75
7	Anif Alawi	80
8	Astina Aprilia	76
9	Husni Mustajab	43
10	Julie Anti Siti Rohmah	67
11	Kriske Rubiyana	78
12	Miftahul Ulum	65
13	Muhammad Movi Zubaidi	75
14	Muhammad Murib	68
15	Putri Aprilia Sari	52
16	Rifki Hidayat	71
17	Risa Amana Saro	80
18	Rivalio Candra Alfiansyah	83
19	Septina Eka Aulia Nisa	74
20	Siti Adelia Rohmatun	64
21	Fanesha M Pastiyo	76
22	Amelia Riski Adeatul	53
23	Siti Julaehah	73
24	Ika Rani	66
25	Vemas Ajib Saputra	69
26	Anisa Lutfi Amalia	76
27	Tegar Ainur Rohman	68
28	Muhammad Khotib	63
29	Komaruddin Abadi	50

Appendix 6b

POST-TEST SCORE

No.	Experimental Class	Score	No.	Control Class	Score
	Nama Siswa			Nama Siswa	
1	Aditya Maulana Irsandi	79	1	Achmad Faisal	68
2	Ahmad Rizki Ardiansyah	81	2	Adit Bayu Kurniawan	78
3	Ananda Kharisma W	80	3	Ahmad Ali Muzakki	71
4	Febi Wahyu Saputra	76	4	Ananda Tarisa Wulandari	77
5	Fitri Rohmanihayah	83	5	Melinda	75
6	Ima Nur Jannah	76	6	Andi Muhammad Sadewa	73
7	M. Wafi Mua'fa	75	7	Anif Alawi	68
8	M. Difki Pratama Putra	83	8	Astina Aprilia	70
9	M. Rio Febrian	81	9	Husni Mustajab	75
10	Nailul qori'aina	84	10	Julie Anti Siti Rohmah	79
11	Nanda Aulia Putri	90	11	Kriske Rubiyana	79
12	Rizqi Setiya Wijayanto	78	12	Miftahul Ulum	75
13	Rosyian Febriani	83	13	Muhammad Movi	67
14	Sandi Seven	65	14	Muhammad Murib	73
15	Satriya Darmawan	69	15	Putri Aprilia Sari	78
16	Siska Agustiyani	90	16	Rifki Hidayat	77
17	Siti Yuliana Anesti	78	17	Risa Amana Saro	75
18	Fenni Indah Suryani	80	18	Rivalio Candra Alfian	82
19	Fera Amilia	83	19	Septina Eka Aulia Nisa	80
20	Yuga Nur Wachid R	77	20	Siti Adelia Rohmatun	68
21	Fendi Awwaludin	71	21	Fanesha Muhammad	77
22	Ananda Puspita Ayu	90	22	Amelia Riski Adeatul	62
23	Anisatun Nabila	91	23	Siti Julaehah	69
24	Khoirum Mei Syifa	71	24	Ika Rani	75
25	Firya Akhila Zahwa	71	25	Vemas Ajib Saputra	71
26	Putra Irfan Maulana	79	26	Anisa Lutfi Amalia	80
27	Deny Hariyanto	68	27	Tegar Ainur Rohman	71
28	Sandy Dwi Kurniawan	67	28	Muhammad Khotib	65
			29	Komaruddin Abadi	62

Appendix 7a

Normality Pre-test Results class 8A

Hypothesis:

H_0= Initial data class VIII-A is normal distribution

H_1= Initial data class VIII-A is not normal distribution

1) Determine the mean score and standard deviation of samples.

2) Sequence sample of data from the lowest to the highest number on the table.

3) Determine x to z with the formula:

$$z = \frac{x - \bar{x}}{s}$$

4) Determine the z range using z table.

5) Determine the lowest score data proportion or equal with the data.

6) Determine the difference wide z with proportion score.

7) Determine the maximum wide (Lmax) from f step.

8) Determine Liliefors table.

9) The criteria were used H_0 is accepted if $L_{max} < L_{table}$

No.	X	f_i	f_{kum}	z_i	z_i range	$S(z_i)$	$\lvert z_i$ range - $S(z_i)\rvert$
26	34	1	1	-3.73	0.00	0.04	0.0369
28	60	1	2	-0.96	0.17	0.07	0.0948
4	62	1	3	-0.75	0.23	0.11	0.1169
27	62	1	4	-0.75	0.23	0.15	0.0798
2	63	1	5	-0.64	0.26	0.19	0.0762
7	63	1	6	-0.64	0.26	0.22	0.0392
9	64	1	7	-0.53	0.30	0.26	0.0379
14	64	1	8	-0.53	0.30	0.30	0.0009
12	65	1	9	-0.43	0.34	0.33	0.0017
21	66	1	10	-0.32	0.37	0.37	0.0043
5	69	1	11	0.00	0.50	0.41	0.0926
19	69	1	12	0.00	0.50	0.44	0.0556
15	70	1	13	0.11	0.54	0.48	0.0609
18	70	1	14	0.11	0.54	0.52	0.0239

11	71	1	15	0.21	0.58	0.56	0.0288
13	71	1	16	0.21	0.58	0.59	0.0082
22	71	1	17	0.21	0.58	0.63	0.0453
24	71	1	18	0.21	0.58	0.67	0.0823
25	71	1	19	0.21	0.58	0.70	0.1194
1	72	1	20	0.32	0.63	0.74	0.1154
6	72	1	21	0.32	0.63	0.78	0.1524
20	74	1	22	0.53	0.70	0.81	0.1120
8	75	1	23	0.64	0.74	0.85	0.1132
17	75	1	24	0.64	0.74	0.89	0.1503
3	80	1	25	1.17	0.88	0.93	0.0466
23	80	1	26	1.60	0.94	0.96	0.0180
10	84	1	27	1.60	0.94	1.00	0.0551
16	84	1	28	1.17	0.88	1.04	0.1577
Sum	1932						

Mean:

$$X = \frac{1932}{28}$$

X= 69,00

Standard deviation:

$s^2 = 9,3887$

From the table was obtained, L_{max} = 0,158

L_{table} = 0,171

Because $L_{max} \leq L_{table}$, so H_0 is accepted

The conclusion data is normal distribution

Appendix 7b

Normality Pre-test Results class 8B

Hypothesis:

H_0 = Initial data class VIII-B is normal distribution

H_1 = Initial data class VIII-B is not normal distribution

1) Determine the mean score and standard deviation of samples.
2) Sequence sample of data from the lowest to the highest number on the table.
3) Determine x to z with the formula:

$$z = \frac{x - \bar{x}}{s}$$

4) Determine the z range using z table.
5) Determine the lowest score data proportion or equal with the data.
6) Determine the difference wide z with proportion score.
7) Determine the maximum wide (L_{max}) from f step.
8) Determine Liliefors table.
9) The criteria were used H_0 is accepted if $L_{max} < L_{table}$

No.	x	f_i	f_{kum}	z_i	z_i range	$S(z_i)$	$\lvert z_i$ range - $S(z_i)\rvert$
12	34	1	1	-2.40	0.01	0.04	0.0289
28	38	1	2	-2.11	0.02	0.07	0.0565
8	43	1	3	-1.74	0.04	0.11	0.0700
22	45	1	4	-1.59	0.06	0.15	0.0923
7	58	1	5	-0.63	0.26	0.19	0.0785
10	59	1	6	-0.56	0.29	0.22	0.0661
14	60	1	7	-0.48	0.31	0.26	0.0548
20	60	1	8	-0.48	0.31	0.30	0.0177
27	60	1	9	-0.48	0.31	0.33	0.0193
3	61	1	10	-0.41	0.34	0.37	0.0298
26	63	1	11	-0.26	0.40	0.41	0.0113
17	65	1	12	-0.12	0.45	0.44	0.0094
18	67	1	13	0.03	0.51	0.48	0.0311
11	72	1	14	0.40	0.66	0.52	0.1370
1	73	1	15	0.47	0.68	0.56	0.1267
2	73	1	16	0.47	0.68	0.59	0.0896
9	73	1	17	0.47	0.68	0.63	0.0526

13	73	1	18	0.47	0.68	0.67	0.0156
16	73	1	19	0.47	0.68	0.70	0.0215
25	73	1	20	0.47	0.68	0.74	0.0585
19	77	1	21	0.77	0.78	0.78	0.0012
4	80	1	22	0.99	0.84	0.81	0.0241
6	80	1	23	0.99	0.84	0.85	0.0129
15	80	1	24	0.99	0.84	0.89	0.0500
21	80	1	25	0.99	0.84	0.93	0.0870
5	81	1	26	1.06	0.86	0.96	0.1067
23	81	1	27	1.06	0.86	1.00	0.1437
24	82	1	28	1.14	0.87	1.04	0.1647
Sum	1864						

Mean:

$$X = \frac{1864}{28}$$

X= 69,58

Standard deviation:

$s^2 = 13,563$

From the table was obtained, L_{max} = 0,165

L_{table} = 0,171

Because $L_{max} \leq L_{table}$, so H_0 is accepted

The conclusion data is normal distribution

Appendix 7c

Normality Pre-test Results class 8C

Hypothesis:

H_0 = Initial data class VIII-C is normal distribution

H_1 = Initial data class VIII-C is not normal distribution

1) Determine the mean score and standard deviation of samples.

2) Sequence sample of data from the lowest to the highest number on the table.

3) Determine x to z with the formula:

$$Z = \frac{x - \bar{x}}{s}$$

4) Determine the z range using z table.

5) Determine the lowest score data proportion or equal with the data.

6) Determine the difference wide z with proportion score.

7) Determine the maximum wide (L_{max}) from f step.

8) Determine Liliefors table.

9) The criteria were used H_0 is accepted if $L_{max} < L_{table}$

No.	x	fi	fkum	zi	Luas zi	S(zi)	|Luas zi - S(zi)|
9	43	1	1	-2.53	0.01	0.04	0.0314
29	50	1	2	-1.83	0.03	0.07	0.0407
3	52	1	3	-1.63	0.05	0.11	0.0598
15	52	1	4	-1.63	0.05	0.15	0.0969
22	53	1	5	-1.53	0.06	0.19	0.1225
28	63	1	6	-0.53	0.30	0.22	0.0753
20	64	1	7	-0.43	0.33	0.26	0.0738
1	66	1	8	-0.23	0.41	0.30	0.1123
24	66	1	9	-0.23	0.41	0.33	0.0752
12	65	1	10	-0.33	0.37	0.37	0.0002
10	67	1	11	-0.13	0.45	0.41	0.0404
14	68	1	12	-0.03	0.49	0.44	0.0432
27	68	1	13	-0.03	0.49	0.48	0.0061
25	69	1	14	0.07	0.53	0.52	0.0090
5	70	1	15	0.17	0.57	0.56	0.0116
16	71	1	16	0.27	0.61	0.59	0.0135
2	73	1	17	0.47	0.68	0.63	0.0510

23	73	1	18	0.47	0.68	0.67	0.0140
19	74	1	19	0.57	0.72	0.70	0.0118
4	75	1	20	0.67	0.75	0.74	0.0077
6	75	1	21	0.67	0.75	0.78	0.0293
13	75	1	22	0.67	0.75	0.81	0.0664
8	76	1	23	0.77	0.78	0.85	0.0726
21	76	1	24	0.77	0.78	0.89	0.1096
26	76	1	25	0.77	0.78	0.93	0.1466
11	78	1	26	0.97	0.83	0.96	0.1290
7	80	1	27	1.17	0.88	1.00	0.1210
17	80	1	28	1.17	0.88	1.04	0.1580
18	83	1	29	1.47	0.93	1.07	0.1448
Jumlah	1981						

Mean:

$$X = \frac{1981}{29}$$

X= 68,31

Standard deviation:

$s^2 = 9,989$

From the table was obtained, L_{max} = 0,158

L_{table} = 0,171

Because $L_{max} \leq L_{table}$, so H_0 is accepted

The conclusion data is normal distribution

Appendix 8

Homogeneity Pre-test Results
CLASS VIII

$H_0 : \sigma_1{}^2 = \sigma_2{}^2 = \sigma_3{}^2$

(The three classes come from similar ability population)

H_1: There are different ability population minimal one class.

1) Determine the combination variants from all of sample, with the formula:
$$S^2 = \frac{\Sigma\,(n_i - 1)S_i{}^2}{\Sigma\,(n_i - 1)}$$

2) Calculate the unit cost B, with the formula:
$$B = (log_S 2)\,\Sigma\,(n_1 - 1)$$

3) Determine X^2 , with the formula:
$$X^2{}_{count} = (\ln 10)\,\{B - \Sigma\,(n_1 - 1\}\log S_i{}^2$$

Comparing $X^2{}_{count}$ with $X^2{}_{table}$ with α = 5% with dk = k − 1 with k is totaling sample class.

H_0 is accepted if $X^2{}_{count} < X^2{}_{table}$

Daerah
penerimaan
Ho
$X^2{}_{count}$ $X^2{}_{table}$
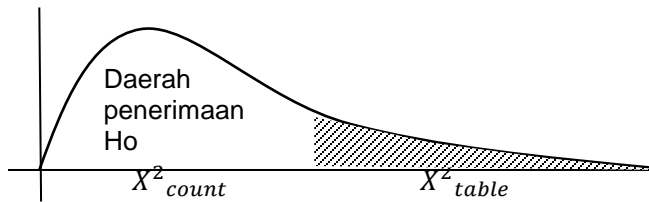
The Helper Homogeneity Tables

No.	Kelas		
	VIII A	VIII B	VIII C
1	72	73	66
2	63	73	73
3	80	61	52
4	62	80	75
5	69	81	70
6	72	80	75
7	63	58	80
8	75	43	76
9	64	73	43
10	84	59	67
11	71	72	78
12	65	34	65
13	71	73	75
14	64	60	68
15	70	80	52

16	84	73	71
17	75	65	80
18	70	67	83
19	69	77	74
20	74	60	64
21	66	80	76
22	71	45	53
23	80	81	73
24	71	82	66
25	71	73	69
26	34	63	76
27	62	60	68
28	60	38	63
29			50
n	28	28	29
n-1	27	27	28
s²	88.1481	183.9577	99.7931
(n-1) s²	2380.0000	4966.8571	2794.2069
log s²	1.9452	2.2647	1.9991
(n-1) log s²	52.5208	61.1474	55.9748

A. Determine the combination variants from all of sample:

$$S^2 = \frac{\Sigma\,(n_i - 1)S_i{}^2}{\Sigma\,(n_i - 1)}$$

$$S^2 = \frac{10141{,}0640}{82}$$

$$S^2 = 123{,}6715$$

B. Calculate the unit cost B, with the formula:

$$B = (log_S 2)\,\sum (n_1 - 1)$$

$B = (\log 123{,}672) \times 82$

$B = 2{,}0923 \times 82$

$B = 171{,}5661$

C. Determine X^2, with the formula:

$$X^2{}_{count} = (\ln 10) \times \{B - \ \Sigma\,(\,n_1 - 1\} \log S_i{}^2$$

$$X^2{}_{count} = \ (\ln 10) \times (171{,}5661 - 169{,}6430)$$

$$X^2{}_{count} = 2{,}3026 \ \times 1{,}923$$

$$X^2{}_{count} = 4{,}4282$$

with α = 5% with dk = 3 − 1 = 2 obtained $x^2{}_{table}$ = 5,99

Daerah
penerim
aan Ho

4,4282   5.99
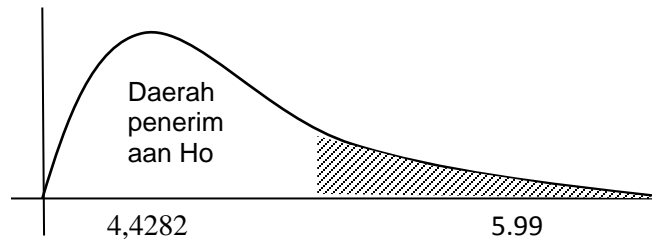
so, the result H_0 is accepted because $X^2{}_{count} < X^2{}_{table}$

The three classes have same variant (homogeneous)

Appendix 9

TEST AVERAGE

$H_0 : \mu_1 = \mu_2 = \mu_3$, it means all of sample have identical average.

H_1 = One of μ is different.

The rule of test is when, $X^2{}_{count} < X^2{}_{table}$ so H_0 is accepted.

No	VIII-A		VIII-B		VIII-C		Sum	
	X	X_1	X	X_2	X	X_3	X_{tot}	$X_{tot}{}^2$
1	72	5184	73	5329	66	4356	211	44521
2	63	3969	73	5329	73	5329	209	43681
3	80	6400	61	3721	52	2704	193	37249
4	62	3844	80	6400	75	5625	217	47089
5	69	4761	81	6561	70	4900	220	48400
6	72	5184	80	6400	75	5625	227	51529
7	63	3969	58	3364	80	6400	201	40401
8	75	5625	43	1849	76	5776	194	37636
9	64	4096	73	5329	43	1849	180	32400
10	84	7056	59	3481	67	4489	210	44100
11	71	5041	72	5184	78	6084	221	48841
12	65	4225	34	1156	65	4225	164	26896
13	71	5041	73	5329	75	5625	219	47961
14	64	4096	60	3600	68	4624	192	36864
15	70	4900	80	6400	52	2704	202	40804
16	84	7056	73	5329	71	5041	228	51984
17	75	5625	65	4225	80	6400	220	48400
18	70	4900	67	4489	83	6889	220	48400
19	69	4761	77	5929	74	5476	220	48400
20	74	5476	60	3600	64	4096	198	39204
21	66	4356	80	6400	76	5776	222	49284
22	71	5041	45	2025	53	2809	169	28561
23	80	6400	81	6561	73	5329	234	54756
24	71	5041	82	6724	66	4356	219	47961
25	71	5041	73	5329	69	4761	213	45369
26	34	1156	63	3969	76	5776	173	29929
27	62	3844	60	3600	68	4624	190	36100
28	60	3600	38	1444	63	3969	161	25921
29					50	2500	50	2500
Sum	1932	135688	1864	129056	1981	138117	5777	402861
N	28		28		29		85	
$\sum X^2$	3732624		3474496		3924361		33373729	

Variation source	Dk	Square sum	MK	F_{count}	F_{table}
Total	84	10228.8941			
Between group	2	87.8301	43.9150	0.3551	3.1079
In group	82	10141.0640	123.6715		

$F_{count} = 0,8002 < F_{table} = 3,1079$ on $\alpha = 5\%$ with quantifier dk = 2 and denominator dk = 82.

H_0 is accepted. It means the three classes have identical average.

Appendix 10a

Normality Post-Test Result
Experimental class (VIII-A)

Hypothesis:

H_0 = The result data class VIII-A is normal distribution

H_1 = The result data class VIII-A is not normal distribution

1) Determine the mean score and standard deviation of samples.

2) Sequence sample of data from the lowest to the highest number on the table.

3) Determine x to z with the formula:

$$Z = \frac{x - \bar{x}}{s}$$

4) Determine the z range using z table.

5) Determine the lowest score data proportion or equal with the data.

6) Determine the difference wide z with proportion score.

7) Determine the maximum wide (Lmax) from f step.

8) Determine Liliefors table.

9) The criteria were used H_0 is accepted if $L_{max} < L_{table}$

No.	x	f_i	f_{kum}	z_i	z_i range	$S(z_i)$	$\lvert z_i$ range - $S(z_i)\rvert$
14	65	1	1	-1.88	0.03	0.04	0.0073
28	67	1	2	-1.61	0.05	0.07	0.0199
27	68	1	3	-1.47	0.07	0.11	0.0399
15	69	1	4	-1.33	0.09	0.15	0.0560
21	71	1	5	-1.05	0.15	0.19	0.0381
24	71	1	6	-1.05	0.15	0.22	0.0752
25	71	1	7	-1.05	0.15	0.26	0.1122
7	75	1	8	-0.49	0.31	0.30	0.0150
4	76	1	9	-0.35	0.36	0.33	0.0287
6	76	1	10	-0.35	0.36	0.37	0.0083
20	77	1	11	-0.21	0.42	0.41	0.0079
12	78	1	12	-0.07	0.47	0.44	0.0258
17	78	1	13	-0.07	0.47	0.48	0.0112
1	79	1	14	0.06	0.53	0.52	0.0073
26	79	1	15	0.06	0.53	0.56	0.0298
3	80	1	16	0.20	0.58	0.59	0.0118
18	80	1	17	0.20	0.58	0.63	0.0489

2	81	1	18	0.34	0.63	0.67	0.0324
9	81	1	19	0.34	0.63	0.70	0.0695
5	83	1	20	0.62	0.73	0.74	0.0079
8	83	1	21	0.62	0.73	0.78	0.0449
13	83	1	22	0.62	0.73	0.81	0.0819
19	83	1	23	0.62	0.73	0.85	0.1190
10	84	1	24	0.76	0.78	0.89	0.1123
11	90	1	25	1.60	0.94	0.93	0.0188
16	90	1	26	1.60	0.94	0.96	0.0182
22	90	1	27	1.60	0.94	1.00	0.0552
23	91	1	28	1.74	0.96	1.04	0.0784
Sum	2199						

Mean:

$$X = \frac{2199}{28}$$

X= 78,54

Standard deviation:

$s^2 = 7,1827$

From the table was obtained, L_{max} = 0,119

L_{table} = 0,171

Because $L_{max} \leq L_{table}$, so H_0 is accepted

The conclusion data is normal distribution

Appendix 10b

Normality Post-Test Result
Control class (VIII-C)

Hypothesis:

$H_0 =$ The result data class VIII-C is normal distribution

$H_1 =$ The result data class VIII-C is not normal distribution

1) Determine the mean score and standard deviation of samples.

2) Sequence sample of data from the lowest to the highest number on the table.

3) Determine x to z with the formula:

$$Z = \frac{x - \bar{x}}{s}$$

4) Determine the z range using z table.

5) Determine the lowest score data proportion or equal with the data.

6) Determine the difference wide z with proportion score.

7) Determine the maximum wide (Lmax) from f step.

8) Determine Liliefors table.

9) The criteria were used H_0 is accepted if $L_{max} < L_{table}$

No.		fi	fkum	zi	Luas zi	S(zi)	|Luas zi - S(zi)|
22	62	1	1	-2.05	0.02	0.04	0.0168
29	62	1	2	-2.05	0.02	0.07	0.0538
28	65	1	3	-1.49	0.07	0.11	0.0436
13	67	1	4	-1.13	0.13	0.15	0.0181
1	68	1	5	-0.94	0.17	0.19	0.0120
7	68	1	6	-0.94	0.17	0.22	0.0490
20	68	1	7	-0.94	0.17	0.26	0.0860
23	69	1	8	-0.76	0.22	0.30	0.0718
8	70	1	9	-0.57	0.28	0.33	0.0499
3	71	1	10	-0.39	0.35	0.37	0.0214
25	71	1	11	-0.39	0.35	0.41	0.0584
27	71	1	12	-0.39	0.35	0.44	0.0955
6	73	1	13	-0.02	0.49	0.48	0.0109
14	73	1	14	-0.02	0.49	0.52	0.0261
5	75	1	15	0.35	0.64	0.56	0.0812
9	75	1	16	0.35	0.64	0.59	0.0442
12	75	1	17	0.35	0.64	0.63	0.0072

17	75	1	18	0.35	0.64	0.67	0.0299
24	75	1	19	0.35	0.64	0.70	0.0669
4	77	1	20	0.72	0.76	0.74	0.0231
16	77	1	21	0.72	0.76	0.78	0.0139
21	77	1	22	0.72	0.76	0.81	0.0509
2	78	1	23	0.90	0.82	0.85	0.0350
15	78	1	24	0.90	0.82	0.89	0.0721
10	79	1	25	1.09	0.86	0.93	0.0643
11	79	1	26	1.09	0.86	0.96	0.1013
19	80	1	27	1.27	0.90	1.00	0.1016
26	80	1	28	1.27	0.90	1.04	0.1387
18	82	1	29	1.64	0.95	1.07	0.1244
Sum	2120						

Mean:

$$X = \frac{2120}{29}$$

X= 73,10

Standard deviation:

$s^2 = 5,4205$

From the table was obtained, L_{max} = 0,139

L_{table} = 0,171

Because $L_{max} \leq L_{table}$, so H_0 is accepted

The conclusion data is normal distribution

Appendix 11

<p style="text-align:center">Homogeneity Test</p>

Hypothesis:

$H_0 : \sigma_1{}^2 = \sigma_2{}^2$

$H_1 : \sigma_1{}^2 \neq \sigma_2{}^2$

Hypothesis test:

$$F = \frac{Bigger\ variant}{Smaller\ variant}$$

The criteria:

H_0 is accepted if $F_{count} \leq F_{table}$

No.	CLASS	
	8A	**8C**
1	79	68
2	81	78
3	80	71
4	76	77
5	83	75
6	76	73
7	75	68
8	83	70
9	81	75
10	84	79
11	90	79
12	78	75
13	83	67
14	65	73
15	69	78
16	90	77
17	78	75
18	80	82
19	83	80
20	77	68
21	71	77
22	90	62
23	91	69
24	71	75
25	71	71
26	79	80
27	68	71

28	67	65
29		62
Σ	2199	2120
n	28	29
X	78.5357	73.1034
s^2	51.5913	29.3818
S	7.1827	5.4205

$$F = \frac{Bigger\ variant}{Smaller\ variant} = \frac{51{,}5913}{29{,}3818} = 1{,}7559$$

F_{table} 1.8975 with α = 5% with quantifier dk = 28 and denominator dk = 27.

H_0 is accepted. It means that the two classes have same variant (homogeneous).

Appendix 12

Final Hypothesis Test

The hypothesis:
$H_0 : \mu_1 \leq \mu_2$

$H_1 : \mu_1 > \mu_2$

Statement:

μ_1 = Mean of writing descriptive text ability experimental class.

μ_2 = Mean of writing descriptive text ability control class.

The hypothesis test:

$$t_{count} = \frac{\overline{x_1} - \overline{x_2}}{s\sqrt{\frac{1}{n_1} + \frac{1}{n_2}}}$$

Source	8A	8C
Sum	2199	2120
n	28	29
X	78.5357	73.1034
s^2	51.5913	29.3818
S	7.1827	5.4205

Based on the formula was obtained:

$$S^2 = \frac{(28 - 1)\, 51.5913 + (29 - 1)\, 29.3818}{28 + 29 - 2}$$

$S^2 = 40,2846$

$S = 6,3470$

$$t_{count} = \frac{\overline{x_1} - \overline{x_2}}{s\sqrt{\frac{1}{n_1} + \frac{1}{n_2}}}$$

$$t_{count} = \frac{78,5357 - 73,1034}{6,3470\sqrt{\frac{1}{28} + \frac{1}{29}}}$$

$t_{count} = 3,23$

Based the calculation was obtained $t_{count} = 3,23$ and $t_{table} = 2,00$ on the level of significance 5% because $t_{count} > t_{tabel}$ so H_0 is rejected and H_1 is accepted.

Appendix 13

The researcher explains to the students about descriptive text and how to make descriptive text using guided questions in experimental class

The students make descriptive text using guided questions

**The researcher explains the materials to
the students in control class**

Appendix 14

Students' Worksheet

(Pre-test)

PRE-TEST

Name: Achmad Faisal

Class: VIII c

1. Answer the question in a sentence.
2. Make a descriptive text about the picture from the sentences.

1. this Pleace name is Kartini Beach in the Jepara

2. is the located is in the Jepara city

2. name of big Animal turtle

4. is heroine which her name was used For name this Place is R.A kartini

6. traditional event is usually held on this Place is lomban

6. is the traditional event held oftent idul Fitri

7. is the very crowled. location is the nice

Kartini Beach

this Pleace name is Kartini Beach in the Jepara. is the located is in the Jepara city. name of big is animal turtle. is heroine which her name was used for name this Place is R.A kartini. traditional event is usually held on this Place is lomban. is the traditional event held oftent idul Fitri. is the very crowled. location is the Nice. and Place this always visited Foreigner.

Score

23

15

14

11

3

66

Appendix 15a

Students' Worksheet
(Post-test Experimental class)

POST-TEST

Name: IMA NUR JANNAH

Class: VIII A

1. Answer the question in a sentence
2. Make a descriptive text about the picture from the sentences.

#①

① Jepara city

② is the city a very beautyfull and wanderfull

③ this city located in the _____ Central Java

④ Special foods from this city is the horog-horog. Pecel

⑤ because interesting abject that are dave loped so that it can ben even better

⑥ is my favorite place in the town square and kartini beach

②

JEPARA CITY

Jepara City. this city located in the central Java, is the city a very beautyfull and wanderfull, _____ special foods from this city is the horog-horog, _____ pecel and still much, _____

Jepara turism has many interseiting abjects that are deve loped so that it can ben even better, is my favorite place in the town square and kartini beach.

score

26
17
17
13
3 +
76

Appendix 15b

<div align="center">

Students' Worksheet
(Post-test Control class)

</div>

POST-TEST

Name : Meiynda

Class : VIII C

1. Make some sentences about the picture.
2. Make a descriptive text about the picture from the sentences.

1. I like to Jepara
   S   V   O

2. there is very touris   place
   S   V   O

3. I love to charm Jepara
   S   V   O

4. there many special Foods
   S   V   O

5. Jepara beach many fish
   S   V   O

Jepara city

Jepara is a beautiful. I like to Jepara. there is very tourism place. Jepara to have very special Foods. Jepara is a very wide place. Jepara is Also named with corved city, and carved isovery good. Jepara is a very crowded place and a Beautiful.

score:
26
17
17
15
 3 +
78

Appendix 16

PENELITI : Aliffia Nur Arifah

NIM : 1403046078

JURUSAN : Pendidikan Bahasa Inggris

JUDUL : GUIDED QUESTIONS TO INCREASE STUDENTS' WRITING ABILITY IN DESCRIPTIVE TEXT (AN EXPERIMENTAL STUDY AT THE EIGHTH GRADE OF SMP 1 MIFTAHUL HUDA JEPARA IN ACADEMIC YEAR 2018/2019)

HIPOTESIS:

a. Hipotesis Uji Homogenitas Data Tahap Awal

$H_o: \sigma_1^2 = \sigma_2^2 = \sigma_3^2 = 0$

$H_1: \sigma_1^2 \neq \sigma_2^2 = \sigma_3^2 \neq 0$

b. Hipotesis Uji Homogenitas Data Tahap Akhir

$H_o: \sigma_1^2 = \sigma_2^2$

$H_1: \sigma_1^2 \neq \sigma_2^2$

c. Hipotesis Perbedaan Rata-Rata Data Tahap Awal

$H_o: \mu_1 = \mu_2 = \mu_3 = 0$

$H_1: Minimal\ ada\ satu\ \mu_i \neq 0$

d. Hipotesis Perbedaan Rata-Rata Data Tahap Akhir

$H_o: \mu_1 = \mu_2$

$H_1: \mu_1 \neq \mu_2$

HASIL DAN ANALISIS DATA

Descriptive Statistics

	N	Minimum	Maximum	Mean	Std. Deviation	Variance
Kelas_8A	28	34	84	69.00	9.389	88.148
Kelas_8B	28	34	82	66.57	13.563	183.958
Kelas_8C	29	43	83	68.31	9.990	99.793
Valid N (listwise)	28					

Descriptive Statistics

	N	Minimum	Maximum	Mean	Std. Deviation	Variance
Eksperimen	28	65.00	91.00	78.5357	7.18271	51.591
Kontrol	29	62.00	82.00	73.1034	5.42050	29.382
Valid N (listwise)	28					

AKADEMI STATISTIKA (AIS) MUHAMMADIYAH SEMARANG

STATUS : TERAKREDITASI

Keputusan BAN-PT Nomor : 087/SK/BAN-PT/Akred/Dpl-III/III/2015

Jl. Prof DR Hamka (Ngalian km.1) Tambakaji Semarang - Jawa Tengah 50185
Telp. (024) 7608786 Fax (024) 7619177 - *website* : aismuh.ac.id

Uji Homogenitas Data Tahap Awal

Bartlett's test / Two-tailed test (Nilai):

Chi-square (Observed value)	4.357
Chi-square (Critical value)	5.991
DF	2
p-value (one-tailed)	0.113
alpha	0.05

Keterangan:

Sig. = $0.113 \geq 0.05$, maka H_0 diterima artinya ketiga kelas tersebut **memiliki varians yang sama (Homogen).**

Uji Homogenitas Data Tahap Akhir

F-Test Two-Sample for Variances

	Variable 1	Variable 2
Mean	78.53571429	73.10344828
Variance	51.59126984	29.3817734
Observations	28	29
df	27	28
F	1.755893667	
P(F<=f) one-tail	0.072434603	
F Critical one-tail	1.889424082	

Keterangan:

Sig. = $0.072 \geq 0.05$, maka H_0 diterima artinya kedua kelas tersebut **memiliki varians yang sama (Homogen)**

ANOVA

Nilai

	Sum of Squares	df	Mean Square	F	Sig
Between Groups	87.830	2	43.915	.355	.702
Within Groups	10141.064	82	123.672		
Total	10228.894	84			

Keterangan:

Sig. = 0.702 > 0.05, maka H_0 diterima artinya bahwa tidak ada perbedaan antara rata-rata nilai ketiga kelas penelitian

Independent Samples Test

		Levene's Test for Equality of Variances		t-test for Equality of Means					95% Confidence Interval of the Difference	
		F	Sig.	t	df	Sig. (2-tailed)	Mean Difference	Std. Error Difference	Lower	Upper
Nilai	Equal variances assumed	1.355	.249	3.230	55	.002	5.432	1.682	2.062	8.802
	Equal variances not assumed			3.215	50.216	.002	5.432	1.690	2.038	8.826

Keterangan:

Sig. = 0.002 < 0.05, maka H_0 ditolak artinya bahwa ada perbedaan antara rata-rata nilai Kelas Eksperimen dan Kelas Kontrol

Semarang, 08 Januari 2019

Kepala Laboratorium

Deden Istiawan, S.Si.,M.Kom

Appendix 17

Nomor :B.3663/Un.10.3/J4/PP.00.9/08/2018   16 Agustus 2018
Lamp   :
Hal   : **Penunjukan Pembimbing Skripsi**

Yth.
Daviq Rizal, M.Pd.
Nuna Mustikawati, M.Pd
di Semarang

Assalamualaikum Wr. Wb.

Berdasarkan hasil pembahasan usulan judul penelitian di jurusan Pendidikan Bahasa Inggris (PBI), maka Fakultas Ilmu Tarbiyah dan Keguruan menyetujui judul skripsi mahasiswa:

Nama   :   Aliffia Nur Arifah

NIM   :   1403046078

Judul   :   Question Technique to Increase Creative Thinking Skills on The Students' Ability in Writing Descriptive Text (A Quasi-Experimental Study at The Eleventh Grade of SMKN 1 Jepara In Academic Year 2018/2019)

dan menunjuk saudara : Daviq Rizal, M.Pd sebagai pembimbing I

NunaMustikawati, M.Pd sebagai pembimbing II

Demikian penunjukkan pembimbing skripsi ini disampaikan dan atas kerjasama yang diberikan diucapkan terimakasih.

Wassalamualaikum Wr. Wb

A.n. Dekan

Mengetahui

Sekretaris   Program   Studi

Syukriatul Fadlilah, M. Pd
NIP. 19810908 200710 2 001

Tembusan :

1. Dekan Fakultas Ilmu Tarbiyah dan Keguruan UIN Walisongo (sebagai laporan)
2. Mahasiswa yang bersangkutan
3. Arsip

Appendix 18

Nomor	: B-500 1/Un,10.3/DI/TL.00/10/2018	01 November 2018
Lampiran	: -	
Perihal	: **Izin Riset**	

Yth.

SMP I Miftahul Huda

di Jepara

Assalaamu'alaikum Wr. Wb.

Diberitahukan dengan hormat bahwa dalam rangka penulisan skripsi, bersama ini kami hadapkan mahasiswa:

Nama	: Aliffia Nur Arifah
NIM	: 1403046078
Alamat	: Jalan RMP.Sosrokartono Rt 01/06 Saripan, Jepara
Judul Skripsi	: **"Questioning Technique to Increase Creative Writing Skills on Students' Ability in Descriptive Text (A Quasi-Experimental Study at The Eighth Grade of SMP I Miftahul Huda In Academic Year 2018/2019)**

Pembimbing : 1. Daviq Rizal, M.Pd.
2. Nuna Mustikawati Dewi, M.Pd

Mahasiswa tersebut membutuhkan data-data dengan tema judul skripsi yang sedang disusun, oleh karena itu kami mohon Mahasiswa tersebut diijinkan melaksanakan riset selama 30 hari (1 November – 30 November 2018).

Demikian atas kerjasamanya kami ucapkan terima kasih.
Wassalaamu'alaikum Wr. Wb.

A.n. Dekan,
Wakil Dekan Bidang Akademik

Prof. Dr. H. Fatah Syukur, M. Ag
NIP. 19681112 199403 1003

Tembusan disampaikan kepada Yth :
Dekan Fakultas Ilmu Tarbiyah dan Keguruan UIN Walisongo Semarang

Appendix 19

YAYASAN PENDIDIKAN ISLAM MIFTAHUL HUDA
KEPUTUSAN MENTERI HUKUM DAN HAK ASASI MANUSIA REPUBLIK INDONESIA
NOMOR : AHU – 3773.AH.01.04.TAHUN 2013
SMP ISLAM MIFTAHUL HUDA PAKIS AJI
TERAKREDITASI B
Alamat : Jl. Mambak-Pakis Aji Jepara 59456 Telp. (0291) 429 4029 Hp. 085200109654 Email : smpislammiftahulhuda@yahoo.co.id

SURAT KETERANGAN
Nomor : 88/ SMP IMH/ XI/ 2018

Yang bertandatangan dibawah ini:

Nama	:	Hisyom Iswanto, S.Pd, M.Pd.
NIY	:	0040617011
Jabatan	:	Kepala Sekolah
Unit Kerja	:	SMP Islam Miftahul Huda
NPSN	:	20338625
NSS	:	202032010086

Dengan ini menerangkan bahwa:

Nama	: ALIFFIA NUR ARIFAH
Jenis kelamin	: Perempuan
N P M	: 1403046078
Fak. / Program Studi	: Ilmu Tarbiyah dan Keguruan

Yang bersangkutan tersebut di atas **telah** melakukan Penelitian di kelas VIII SMP Islam Miftahul Huda Pakis Aji – Jepara untuk mapel bahasa inggris pada 1 s/d 14 November 2018.

Demikian Surat Keterangan ini kami buat untuk dapat dipergunakan sebagaimana mestinya.

Pakis Aji, 14 November 2018
Kepala Sekolah

Hisyom Iswanto, S.Pd., M.Pd.
NIY.0040617011

CURRICULUM VITAE

Personal Details

Name : Aliffia Nur Arifah

Student Number : 1403046078

Place/ Date of Birth : Jepara, 27 August 1996

Address : Jl. RMP Sosrokartono Rt.01/ Rw.06, Saripan Jepara

Mobile Phone : +6282230195206

Email : aliffia8.af@gmail.com

Educational Background:

1. SD N Saripan
2. SMP N 5 Jepara
3. SMA N 1 Tahunan
4. Educational and Teacher Training Faculty UIN Walisongo Semarang

Semarang, January 2018
The Writer,

Aliffia Nur Arifah
NIM. 1403046078

CURRICULUM VITAE

Personal Details

Name : Aliffia Nur Arifah

Student Number : 1403046078

Place/ Date of Birth : Jepara, 27 August 1996

Address : Jl. RMP Sosrokartono Rt.01/ Rw.06, Saripan Jepara

Mobile Phone : +6282230195206

Email : aliffia8.af@gmail.com

Educational Background:

1. SD N Saripan
2. SMP N 5 Jepara
3. SMA N 1 Tahunan
4. Educational and Teacher Training Faculty UIN Walisongo Semarang

Semarang, January 2018
The Writer,

Aliffia Nur Arifah
NIM. 1403046078