

**THE USE OF GUIDING QUESTION TECHNIQUE TO  
IMPROVE STUDENTS' DESCRIPTIVE TEXT WRITING  
( A Classroom Action Research at the 7<sup>th</sup> Grade of SMP  
Muhammadiyah 1 Semarang in the Academic year of 2015/2016 )**

**THESIS**

Submitted in Partial Fulfillment of the Requirement  
For Degree of Bachelor of Education in English Education



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*Assalamu'alaikum wr. wb.*

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## ABSTRACT

Title : The Use of Guiding Question Technique to Improve Students' Descriptive Text Writing.  
(A Classroom Action Research at the 7<sup>th</sup> Grade of SMP Muhammadiyah 1 Semarang in the Academic Year of 2015/2016)

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Keywords: Guiding Question, Descriptive Text

The background of the study in this research was based on the phenomena that students writing score of SMP Muhammadiyah 1 Semarang are relatively low. It means that most of the students have not clearly mastered the material about descriptive text. Besides, the students are usually confused when they were going to start writing, and they were not being able to construct their written ideas. They also said that the way the teachers teach is monotonous. So, students cannot finish the assignment well.

The objectives of this research are 1. To identify students' responses after being taught using guiding question technique. 2. To describe the improvement of students' writing skill on descriptive text after being taught using guiding question technique.

In this research, the researcher conducted a classroom action research as the method of this research. The data were obtained by test, observation and questionnaire. The test was used to measure students' proficiency in writing descriptive text before and after the teacher implementing guiding question technique. The observation was administered to know the students' engagement during the teaching learning process. Besides, questionnaire was used to look for the data about students' responses after being taught by using guiding question technique.

The result of the research showed that the use of guiding question technique can improve students' writing skill on descriptive text at the seventh B grade students of SMP Muhammadiyah 1 Semarang in the academic year of 2015/2016. The criteria of writing assessment involve; content, organization, vocabulary, language use,

and mechanics. This success can be seen from the result of students' average score and good responses by students. The students' improvement of writing descriptive text can be seen in the improvement of their achievements in test. The students' mean score in the pre-cycle is 48.29 or 13.51% students achieved the minimum standard score, the students' mean score in cycle 1 65.38 or 47.22% students achieved the minimum standard score (KKM) and the students' mean score in cycle 2 is 73.97 or 86.48% students achieved the minimum standard score (KKM). It showed that guiding question technique could improve students' writing skill on descriptive text

Based on the result above, the students' writing skill on descriptive text improved in each cycle after they were taught by guiding questions technique. It was signed by their improvements of each test result. Guiding question technique in teaching learning English also can motivate the students, it could be seen in the result of observation and questionnaire.

**MOTTO**

**JUST DO IT.**

## DEDICATION

بِسْمِ اللَّهِ الرَّحْمَنِ الرَّحِيمِ

Praise be to Allah, The Cherisher and Sustainer of the Worlds, this final project is dedicated to my beloved parents (Bapak Hartono and Ibu Rofi'ah), my beloved teachers, my beloved sisters Alfa Zuliana, my friends and everyone who always pray and support me in finishing my study, in every my step they are, in every my tears they care, in every my smile they feel.

Thank you for the valuable efforts and affection which always flow every time in my life.



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I realize that I cannot complete this final project without the help of others. Many people have helped me during the writing this final project and it would be impossible to mention of all them. I wish, however, to give my sincere gratitude and appreciation to all people until this thesis can be completely finished. Therefore, I would like to extend my appreciation to all of them, especially to:

1. Dr. H. Raharjo, M.Ed., St. as the Dean of Islamic Education and Teacher Training Faculty.
2. Dr. H. Ikhrom, M.Ag. as the Head of English Department.
3. Dra. Hj. Siti Mariam, M.Pd. as the thesis advisor who had the responsibility for her patience in providing careful guidance, helpful corrections, very good advice as well as suggestion and encouragement during the consultation. Thank you very much for guiding me as good as my parent.

4. All lecturers in English Department of Education and Teacher Training Faculty for valuable knowledge, and advice during the years of my study.
5. The deepest gratitude for my lovely parents, my sisters who always give motivation.
6. Dearest friends; Unyuk-Unyuk TBI B 2011 that I can't mention the names one by one.
7. All my friends

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

Semarang, Januari 7<sup>th</sup>, 2016

The Writer,



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