



## The Use Of Guided Question Technique To Improve Students' Writing Skill Of Descriptive Text At Mts Al-Qur'an Harsallakum Bengkulu In The Academic Year 2024/2025

<sup>1</sup>Yola Fitri Arianata, <sup>2</sup>Yuneva, <sup>3</sup>Yosi Marita

<sup>1,2,3</sup>English Education Study Program Faculty of Teacher Training and Education Prof. Dr. Hazairin, SH University

e-mail: <sup>1</sup>[fitriyola30@gmail.com](mailto:fitriyola30@gmail.com), <sup>2</sup>[mamyuneva@gmail.com](mailto:mamyuneva@gmail.com), <sup>3</sup>[yosimarita1110@gmail.com](mailto:yosimarita1110@gmail.com)

Received [12-12-2025]

Revised [24-02-2026]

Accepted [07-03-2026]

**Abstract.** The objective of this research was to measure improvement the students in writing skill through guided question technique of descriptive text at MTs Al-Qur'an Harsallakum Bengkulu. This reserach was conducted using classroom action. In conducting this research, the researcher used of guided question technique to improve students writing comprehension of descriptive text. The researcher chose second grade students of MTs Al-Qur'an Harsallakum Bengkulu as the sample of the research. Class XI consists of 20 students. Therefore, the subjects of this research were 20 students. The finding of this research showed that guided question technique improved the students' writing skill at second grade of MTs Al-Qur'an Harsallakum Bengkulu. Based on the research results In the The percentage of students who passed the The mean score improved continually from baseline data to cycle 1, cycle 2, and cycle 3. the end of cycle three, the result of the post test shows that there are 17 students (80%) who pass the KKM. The researcher suggested the following points: English teachers can apply guided question technique as one of the alternative way to improve students' writing sill and to improve students' academic achievement. Further research is highly recommended to find as many as good reading strategy and technique to be applied in the classroom. By finding other strategy and technique, it hopes can create better reading comprehension for the students.

**Keywords:** *Guided Question Technique, Descriptive Text, Writing Skill.*

### INTRODUCTION

Education is a means to develop all the basic potential that students have to develop the progress of a nation. With education students will have more abilities such as reading, writing or counting well. In this case, (Wijaya, 2015) English learning is directed at the four skills in English including: listening, speaking, reading and writing skills. Writing skills are part of the skills that must be mastered by students. Skills.

Writing skills are one type of skill to convey ideas, opinions, and feelings to others through the use of language. To achieve accuracy in conveying ideas, it requires the use of appropriate language, the right choice of words and grammar, and the use of correct spelling. Basically, the purpose of the writing process is as a means of communication through writing. Each type of writing has a specific purpose to be achieved.

Writing is a type of productive language skill because writing will produce a result or product. One of the proficiencies in productive language, namely writing skills, can motivate a person to convey thoughts, desires, ideas, and feelings through written language to others (Iskandarwissid. 2010).

Writing is the process of conveying thoughts, wishes, feelings in the form of symbols / signs / writing / which is meaningful (Dalman, D. 2016 ). Moreover, writing is not only about

putting sentences together in correct grammar, but also the ideas in sentences That is why many students feel that writing is difficult.

Based on the researcher's experience in teaching practice at one of the junior high schools in Bengkulu City, students still face several difficulties in writing. The first is the lack of understanding of grammar. The second is the idea of what to write about. Students also do not know what they want to write and do not know how to start. From the researcher's experience, it is also found that students find it difficult to develop their ideas in writing, especially descriptive texts. In the school-based curriculum in Junior High School (SMP) for grade seven, one of the text types that students should achieve is descriptive text.

According to Widarso (2000), the depiction in writing is called description. The depiction here is in the form of objects, people, places, or a situation. Byrnes' (Byrne. 1984.) says that "writing involves the encoding of message of some kind; that is, we translate or thoughts into language".

From the above opinions relating to the nature of description, it can be concluded descriptive text is text provides detail in formation about characteristics of people, places, and things. The detail information is used to help the reader in creating a mental picture. In short, the descriptive text is emphasized about text to tell something details. They add that there are two generic structures of descriptive text; namely, identification and description. In identification, the learners will identify phenomenon or subject that is going to be described. While, description, the learners will describe specifically parts, qualities, and characteristics of an object that is being described.

Based on these conditions, there needs to be an appropriate solution to overcome the problems in students and the ability of students' writing skills can be improved. From several existing techniques, one of the suitable learning techniques is the guided questions technique. Guiding questions are fundamental direction questions for students to gain their understanding (Traver. 1998).

White (1986) explains some of the steps used in writing using guiding questions guides. Firstly, decide on the subject of the essay. This subject can be a problem, person, idea, event, issue, or topic that can be developed into an essay. Second, answer questions about the subject. Third, the answers are listed. These answers guide the students on what is composed in the text. These guiding questions can help students to develop their ideas in developing their writing skills. By asking guiding questions about the subject, students are able to generate detailed ideas through 5W+1H questions (What, Who, Where, When, Why, and How).

## **LITERATURE REVIEW**

### **The Concept of writing skill**

Writing is communicative act, a way of sharing information, observation, though, or idea whit others (Cohen and Riel, 1989). It means that we can transfer any information or ideas whit other by writing, involves two participants that are the writer and the reader. A good writing can be easily understood by the reader. That is why the writer should make a good writing. To make a good writing is not an easy thing. The writer should pay attention on the element of writing are grammar, vocabulary, mechanic, content, and organization.

Besides, the writer should consider in part of writing called paragraph. Carino (1991) who states that paragraph is a short piece of writing on a very limited topic. In addition, Bram (1995) defines a paragraph as a group of sentences which contain relevant information about one main idea or central idea. From the definition above, the researcher can conclude that the paragraph is a association of word which has one main idea called topic sentence, some supporting sentence which elaborate the topic and summed up in the concluding sentence.

### **Definition of Descriptive Text**

Descriptive text is a text that describes something in detail. It can be person, animal, place or things (Visakha. 2019). Descriptive text in writing is used to describe a thing, place, person, or animal based on facts and takes place in the present. It begins with a statement that explains something. The structure of descriptive text includes identification which is a general description of a topic, description which is a special characteristic of the object, place, or person being described. It can be said that descriptive Text is a sentence form that explains something in detail about one object discussed. Descriptive text aims to provide information clearly to the reader based on a fact or truth.

### **Definition of Guided Question**

Guiding question technique is a technique which the students are guided to express their ideas into the written form by giving them some questions related to the topic (Traver, 1998). The purpose of the questions is to give an easy way for the students to write descriptive paragraph which relates to the topic, in order to minimize the mistakes made by the students.

From the description above, it can be understood that guiding questions are able to lead students in finding material ideas for them to write through questions given by the teacher. In the guiding question technique, the teacher asks several questions about a topic during class. Asking questions about a particular topic is a step towards learning and deciding what to do. How to direct students in expressing their ideas into writing through giving questions related to the topic and then written by students is a technique carried out in the application of the guiding question technique.

In order to minimise students' mistakes, the teacher helps lead their ideas so that their writing is structured in a sustainable manner through questions from the teacher to them. These questions are expected to be able to help students in composing their descriptive text writing well and easily. In addition, so that students better understand how to write correctly.

### **METHODS**

In this research, the researcher applied Classroom Action Research (CAR) with cycle model. The subject of this study was the eight year students of Mts Harsallakum Bengkulu, especially VIII A class. This research will be conducted in accordance with the Kemmis and McTaggart (1988) model was implemented in four stages of activities in each cycle, namely (1) planning of the action, (2) action of the research, (3) observation (4) reflection of the action. If improvements are deemed necessary during this research process, they will be carried out repeatedly until the desired target is achieved.

In this classroom action research, the planning of the action was done after the pre-cycle. It was intended to plan and prepare everything that was needed in all of the steps in implementing the action of the research in order to get the best result. The preparation covered : (1) choosing the them/sub-them based on the school-Based Curriculum for the eight year student junior high school, (2) designing the lesson plan for the action in the first cycle, (3) preparing the material, (4) preparing the observation guided, (5) designing the writing test by using guided question method, (6) designing the criteria of success of the research.

The scoring criteria of the students' in writing descriptive text by using guided question method could be seen on the following table:

**Table 1 The scoring criteria of the students' descriptive text writing result**

Aspect	Score	Criteria
Grammar	5	Few (if any) errors of the use of fast form
	4	Some errors of the use of form but do not interfere comprehension
	3	Errors of the use of fast form frequent, re-reading in necessary for full comprehension
	2	Errors of the use of form very frequent, readers own interpretation in needed
	1	Errors of the use of past form so severe as to make comprehension impossible
Vocabulary	5	Use few (in any) inappropriate word
	4	Use some inappropriate wors but di not interfere comprehension
	3	Use wrong or inappropriate wors frequent, expressing ideas limited
	2	Use wrong or inappropriate wors very frequent readers own interpretation in needed
	1	Vocabulary so limited as to make comprehension impossible
Mechanics	5	Few ( if any)misspelling wrong punctuation, ana capitalization
	4	Some misspelling, wrong punctuation, and capitalization but do not
	3	Misspelling,wrog punctuation, and capitalization frequent, re-reading in necessary for full comprehension
	2	Misspelling, wrong punctuation, and capitalization very frequent readers own interpretation is needed
	1	Misspeliing, wrong punctuation, and capitalization so servere os to make comprehension impossible
Organization	5	Few (if any) lack of generic structure of descriptive text
	4	Some lack of generic structure of descriptive text but do not impair communication
	3	Lack of generic structure of descriptive text and link of ideas frequent, re-reading in required for clarification ideas
	2	Lack of generic structure of descriptive text and link of ideas very frequent, readers own interpretation is needed
	1	Lack of generic structure of descriptive text so severe that communication is seriously impaired
Content	5	Knowledgeable,thorough development oh thesis, and relevant to assigned topic
	4	Some knowledgeable of subject some development of thesis but relevant to assigned topic
	3	Some knowledgeable of subject, limited depelopment of thesis, relevant to assigned tipic but lacks detail

	2	Limited knowledgeable of subject, inadequate development of thesis, not relate to assigned topic, ot not enough to evaluate
	1	Does not knowledgeable of subject, inadequate development of thesis, not related to assigned topic, or ot enough to evaluate

(Hughes, 2003:101-102)

## RESULTS

The pre test had done before the CAR. The pre test used to measure the students' writing skill of descriptive text. The students were asked to make a descriptive paragraph based on the topic which provided. Based on the result of the pre test, the data showed that the mean of pretest was 44,50. There were only two students who derived the score above the criterion of minimum completeness (75) meanwhile the other 18 students were below that criterion. The lowest achievement gained score 35.

A pre-test was conducted at the beginning of the activity for students. During the pre-test, the same topic was given to students when they were assigned to write a text. When this writing activity was carried out, many students seemed to have difficulty coming up with ideas for their writing. This was evident from the number of students who complained about the difficulty and confusion related to their writing. The results of the pre-test showed that the mean pre-test score was 44.50. Only two students scored above the minimum completeness criterion (75), while the other 18 students were below that criterion. The lowest achievement score was 35.

Given these conditions, the Guided Questioning technique was implemented in the writing learning activities. An improvement in student scores began to be seen from the average score, which increased from a pre-test average of 44.50 to 62 in cycle 1. The improvement was seen in 2 students who achieved the minimum passing score. A discussion was held during the reflection stage of cycle 1.

The purpose of this discussion was to observe the students' progress based on their writing scores. There was an increase in the percentage of students' scores from the pre-test, cycle 1, and cycle 2. In Cycle 2, 8 students achieved the passing grade with an average of 70.50, and in Cycle 3, 17 students achieved the passing grade with an average of 83.30.

A comparison of the results achieved in the two cycles shows that the targets have been achieved, so it can be concluded that the results of the classroom action research have been achieved and can be concluded at cycle 3. This classroom action research was conducted using guided questioning techniques because the students had difficulty writing descriptive texts.

They found it difficult to come up with ideas and organise their ideas into a well-structured piece of writing. To guide the students in writing descriptive texts, the researcher prepared several questions related to the topic using the 5W+1H formula. An improvement in student scores was seen in cycle 1, although the desired scores had not yet been achieved. However, due to the deepening of the material for students and slight changes in teaching techniques, the scores obtained by students began to increase (as seen in the results of cycle 2), which means that the target set by the researcher had been successfully achieved.

**Table 2 Students' achievement**

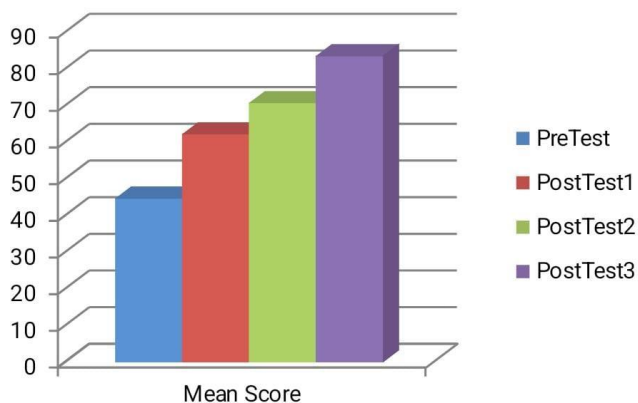
No	Name	Pre-test	Post-test 1	Post-test 2	Post-test 3
1.	Students 1	35	55	70	85
2.	Student 2	75	85	85	95
3.	Student 3	35	60	70	85
4.	Student 4	75	75	80	95
5.	Student 5	35	50	60	74
6.	Student 6	50	65	75	85
7.	Student 7	35	65	75	80
8.	Student 8	50	65	85	80
9.	Student 9	35	70	80	95
10.	Student 10	45	60	70	80
11.	Student 11	35	60	60	80
12.	Student 12	45	55	60	80
13.	Student 13	45	55	60	72
14.	Student 14	50	65	70	85
15.	Student 15	35	55	65	80
16.	Student 16	60	70	75	95
17.	Student 17	35	55	60	85
18.	Student 18	35	60	65	70
19.	Student 19	45	55	70	80
20.	Student 20	35	60	75	85

**Table 3 of results**

Variabel	Pre	Post 1	Post 2	Post 3
Nilai Rata-rata (Mean)	44.50	62.00	70.50	83.30

**The Students' Mean Score In Pre-Test And Post Tes 3**

**Figure 1**



## **DISCUSSION**

A discussion of research results was conducted to explain and describe this study's results. The discussion contains a review of the findings related to research so that it can be seen to improve whether there is of the students that using the guided question techniques in students' writing skill of descriptive text.

In this study, students who learned using the guided question technique experienced better improvements than before. This can be seen from the mean score of the pre-test (44.50), cycle 1 (62.00), cycle 2 (70.50) and cycle 3 (83.30). This increasing point could be categorized as good and satisfying since 80% of the students passed the test. so it can be concluded that there is an influence on the understanding of writing descriptive texts between students who are taught using guided question techniques and those who are not taught.

In the learning process, 5W + 1H questions are given to students to direct students to come up with ideas and details. when they write an event or story then students answer the questions, the answers can be the framework of their composition before being poured into a paragraph. From this it is known that the process of researchers compiling questions in such a way as to guide students in writing can help students experience improvements in addition to the deepening of the material given can change a little technique in learning so that the increase in student scores successfully reaches the set target.

This study also proves that the guided question techniques play a role in improving the writing comprehension for class VIII MTs Al-Qur'an Harsallakum Bengkulu City in the English learning process. Also, previous research conducted by (Enfield, 2013) states that the guided question techniques can increase students' writing comprehension to take part in class and interact intensively so that learning independence is formed. This model is effective in helping students learn the material and improve their ability to solve problems independently. Interaction in the classroom can occur intensively, and any learning difficulties especially in descriptive text can be immediately overcome, so independence and learning will ultimately improve student comprehension.

In this research, the researcher applied Classroom Action Research (CAR) with cycle model. Therefore, the guided question technique has certain advantages compared to conventional techniques commonly used by teachers. With the instructions reversed, students are more interested in the lesson because students can do the brainstorming with the question guided by the teacher so they have some idea or the description about what they want to write for in descriptive text. Students can also concentrate on internalizing content in the school with direct help from their peers and teachers (Talbert, 2012). Therefore, the researcher concludes that there is an effect on the writing comprehension of students who teach using the .

## **CONCLUSION**

Based on the research carried out in VIII grade at MTs Al-Qur'an Harsallakum Bengkulu in the academic year 2024/2025, it is concluded that guided questions is effective to enhance the students' writing skill of descriptive text. The observation result shows that the students' participation are more interested in learning descriptive paragraph through guided questions in the classroom.

From the result of research on the previous chapter shows that Guided Questions technique makes students easier in making descriptive paragraph, and makes them easier in exploring their idea in making descriptive paragraph. The technique also can improve students' achievement significantly in writing skill of descriptive paragraph.

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