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4
**THE INFLUENCE OF GUIDED QUESTION ON
STUDENTS' DESCRIPTIVE WRITING SKILL AT SMAN 1
KANDAT, KEDIRI**

20
CHAPTER I

INTRODUCTION

This chapter presents the background of the study, research problems, research objectives, and significance of the study.

A. Background of the Study

Across domains such as education, science, and technology, English functions as a vital medium of communication. Access to global information, along with participation in international academic and professional communities, becomes possible for students who attain proficiency in the language. For this reason, numerous countries, Indonesia included, teach English as a foreign language and treat it as a core subject within the national curriculum. Through instruction in English, students are expected not merely to understand the language but to apply it competently within authentic communicative situations (Brown, 2015; Harmer, 2015).

Student-centered learning and the cultivation of higher-order thinking skills are emphasized within Indonesia's Kurikulum Merdeka. Active classroom participation, critical engagement, and the articulation of ideas through speech and writing are all expected of students under this framework. Clear communication of ideas is the underlying goal behind writing activities designed for English classes. Appropriate guidance, however, remains necessary if these objectives are to be met. Without effective teaching strategies in place, students may struggle to take part in writing tasks or to express their ideas independently (Kementerian Pendidikan Riset dan Teknologi, 2022).

Mastery of four core skills, namely listening, speaking, reading, and writing, underlies English language acquisition. Writing, among these four, is often considered the most demanding and intricate. Students must generate ideas, arrange them coherently, apply accurate grammar and vocabulary, and achieve clarity of written expression. According to Harmer (2015), writing involves far more than arranging words correctly; clear expression of ideas is what truly matters. A similar view comes from Brown (2015), who characterizes writing as a productive skill demanding considerable effort, since planning, organizing, revising, and editing must all occur before a piece of writing is complete.

Within senior high schools, written communication gives students a channel for expressing their ideas. Opinions can be voiced, objects or events described, experiences shared, and information conveyed in an organized way through writing. One genre commonly taught at this level is descriptive text, which requires students to portray a person, place, object, or event with enough detail for readers to grasp it clearly. As Hyland (2004) explains, detailed information is what allows descriptive writing to help readers visualize its subject. Vocabulary growth, improved sentence construction, and stronger organizational skills all depend, to some extent, on proficiency in descriptive writing, making its development essential. Yet composing descriptive texts poses real challenges for many students, particularly in generating ideas, organizing thoughts, and building coherent paragraphs. Limited vocabulary, low confidence, and insufficient practice compound these difficulties further (Hyland, 2004; Richards & Renandya, 2002).

At SMAN 1 Kandat, Kediri, preliminary observations conducted among eleventh-grade classes revealed persistent difficulties in writing descriptive texts. Generating and developing ideas proved difficult for some students, preventing them from even beginning to write, while others could not organize their ideas into coherent paragraphs, often producing sentences with little connection between them. Limited vocabulary constrained how much detail students could include, and grammatical difficulties, particularly involving tense usage and sentence structure, were also apparent. Consequently, brief and incomplete texts lacking clear description and sufficient detail were what many students produced. Greater

guidance and support during the writing process, these findings suggest, are needed to help students generate ideas, organize them, and express themselves clearly.

The instructional approach used in teaching writing represents another factor behind these problems. Writing tasks are often assigned without adequate guidance on how to develop ideas. Beginning to write, or turning ideas into coherent sentences and paragraphs, therefore becomes a struggle for many students, resulting in confusion and diminished motivation. Their ability to express ideas effectively in English is further hampered by insufficient practice. When explicit guidance is absent, organizing thoughts into well-structured descriptive texts becomes considerably harder for students. Teachers, in light of these issues, need to adopt strategies that support idea generation while offering step-by-step direction. Guided questions, structured prompts intended to stimulate students' thinking about a given topic, represent one such strategy. Responding to these questions allows students to develop their ideas systematically and organize them into coherent paragraphs or texts. Clear direction throughout the writing process is what guiding questions offer, according to Hyland (2004), helping students organize their thoughts and produce meaningful writing.

Scaffolding, a concept central to language learning, underlies this instructional approach. Support intended to help students accomplish tasks beyond their initial independent capability is what scaffolding, in essence, involves (Hammond & Gibbons, 2005). Incremental assistance in exploring topics and developing ideas is what students receive through guided questions. This support can gradually be withdrawn as writing proficiency increases, fostering greater independence over time.

Significant improvement in students' writing skills has been demonstrated through guided questions in recent research. Idea generation was facilitated and more organized descriptive texts were produced, according to findings from Sari and Putri (2021). A comparable pattern emerges in Rahmawati and Fitriani (2022), whose research found that students using guided questions produced writing of higher quality and greater detail than those relying on traditional methods. Motivation and confidence, in addition to writing outcomes, were shown by Nurhayati (2023) to improve through the use of guided questions.

Structured support in writing lessons receives considerable attention within contemporary research on English language instruction. Difficulty in idea development and information organization was identified by Alisha et al. (2020) as a common source of struggle for students learning to write. Enhanced writing performance, their study suggests, can result from providing students with guiding prompts or questions. Particularly beneficial for EFL students were guided writing strategies, Widodo and Ferdiansyah (2024) additionally found, since anxiety is reduced and idea expression becomes more effective through this approach.

Despite the expansion of research on guided writing, relatively little attention has been paid specifically to guided questions as a tool for teaching descriptive writing within Indonesian senior high schools. Speaking activities, educational games, or general writing instruction have been the focus of most prior research instead. Further investigation into how guided questions affect students' descriptive writing skill is therefore warranted.

Given these challenges, an effective instructional strategy for enhancing students' writing skill is proposed through the use of guided questions. Ideas can be generated more efficiently, thoughts organized, and clearer descriptive paragraphs composed when students are given guiding prompts. Greater student engagement and confidence in writing may also result from this approach. The present study, accordingly, investigates "The Influence of Guided Questions on Students' Descriptive Writing Skill at SMAN 1 Kandat, Kediri."

21

B. Research Problem

Based on the background of the study, the research problems are formulated as follows:

1. What is the level of students' descriptive writing skill before the use of guided questions at SMAN 1 Kandat?
2. What is the level of students' descriptive writing skill after the use of guided questions at SMAN 1 Kandat?
3. To what extent do guided questions improve students' descriptive writing skill at SMAN 1 Kandat?

C. Research Objectives

²⁹ Based on the research problems stated above, the objectives of this study are as follows:

- ⁸⁵ 1. To identify the students' descriptive writing skill before the implementation of guided questions at SMAN 1 Kandat.
- ³² 2. To identify the students' descriptive writing skill after the implementation of guided questions at SMAN 1 Kandat.
- ³ 3. To analyze the influence of guided questions on students' descriptive writing skill at SMAN 1 Kandat.

¹³ D. Significance of the Study

This study is expected to provide both theoretical and practical significance as follows:

1. Theoretical Significance

¹⁰ Within the field of English language teaching, particularly in the context of teaching writing as a foreign language, this research is expected to enrich existing knowledge. Generating ideas, organizing them systematically, and expressing them clearly in written form are all demands placed on students by the complex skill of writing (Harmer, 2015). Theoretical understanding of guided questions as an effective strategy for supporting students' writing development, particularly within descriptive text writing, is therefore expected to be strengthened through this research.

2. Practical Significance

⁶⁴ The findings of this research are anticipated to provide practical benefits for teachers, students, and future researchers. The practical significance of this study is outlined as follows:

a. For Future Researchers

Researchers interested in writing instruction, particularly the use of guided questions, may find this research a valuable reference. A foundation for further

studies exploring various techniques, text types, or educational levels connected to writing skills may also be provided through this work.

Insight into effective writing-instruction strategies may be gained by English teachers through this research. As an alternative technique for facilitating the development of students' descriptive writing skills, guided questions can serve teachers well. This strategy, in addition, may ¹ help teachers establish a more structured and engaging learning environment.

b. ¹ For Teachers

Insight into effective classroom ³ strategies for teaching writing may be provided to English teachers through this research. As an alternative technique to help students develop their descriptive writing skills more effectively, guided questions can be employed. A more structured and engaging learning environment may, in addition, be supported by this strategy.

c. Researchers

Relevant information and references regarding the implementation of guided questions in writing instruction may be provided to readers through this research. Readers' understanding of effective writing pedagogy may furthermore be broadened by the findings, serving as a reference for those interested in English language teaching, particularly in the enhancement of students' writing skills.

LITERATURE REVIEW

This chapter provides an overview of relevant literature and previous research to establish a strong theoretical basis for this study.

A. Theoretical Review and Previous Study

Theories and previous studies connected to writing, descriptive writing, and guided questions are discussed in this section as the foundation of this research.

1. Writing

Among the essential language skills students must master in learning English, writing holds a central place. Learners gain the capacity to express ideas, thoughts, and feelings in written form through this productive skill. Because students must produce various written texts, such as essays, reports, and descriptive paragraphs, writing carries considerable weight in academic settings. Brown (2015) describes writing as a thinking process, one that involves organizing ideas and converting them into coherent written language. A related observation comes from Harmer (2015), who notes that producing language is only part of writing; conveying meaning effectively to the reader matters just as much. Structured and meaningful texts requiring both linguistic and cognitive competence are what Hyland (2004) considers writing to fundamentally be about.

Multiple components and processes operate simultaneously within writing, which is why the skill is regarded as complex. More time and effort than speaking are demanded by writing, since ideas must be carefully planned and organized before being expressed on paper. Accuracy in grammar, vocabulary, and mechanics is likewise required. Many students, as a result, find writing harder than other language skills. Cognitively demanding, writing requires learners to integrate various linguistic and thinking skills at once, according to existing research. For EFL learners, this complexity places writing among the most challenging skills to acquire.

Several stages make up writing, which functions as a process rather than a simple product. Planning, drafting, revising, and editing are identified by Harmer

(2015) as the components of this process. Ideas are generated and organized before writing begins during the planning stage. Initial ideas get written down during drafting, with accuracy not yet the primary concern. Improving content and organization is the focus of revising, whereas correcting grammar, vocabulary, and mechanics falls under editing. Gradual development through continuous practice and feedback is what this process-oriented view of writing ultimately emphasizes.

4 Several important components, moreover, determine the quality of a written text. Content, organization, vocabulary, language use (grammar), and mechanics are the aspects generally included in writing assessment, according to Weigle (2002). Ideas expressed in the text constitute content, while the logical structuring of those ideas falls under organization. Word choice defines vocabulary, and grammatical accuracy defines language use. Punctuation, spelling, and capitalization, meanwhile, fall under mechanics. Mastery of these interrelated components is necessary for students to produce effective writing.

Within EFL teaching contexts, writing poses considerable challenges for students and teachers alike. Generating ideas, organizing thoughts, and applying appropriate grammar and vocabulary prove difficult for many students. Low confidence and limited practice, in addition, often hinder writing development. Lack of vocabulary, poor grammar mastery, low confidence, and insufficient practice were identified as common writing problems in a study by Muamaroh et al. (2020). A similar pattern was reported by Derakhshan and Shirejini (2020), whose research found EFL learners struggling with grammar, vocabulary, organization, and punctuation.

Effective strategies and appropriate guidance from teachers, these challenges suggest, are essential to teaching writing successfully. Clear instructions, feedback, and support throughout the writing process are what teachers provide in helping students build their skills. Successful writing instruction, according to Sa'adah (2020), depends not only on student ability but also on the teacher's role in guiding and facilitating learning. A supportive learning environment, along with appropriate teaching techniques, needs to be established by teachers to help students overcome writing difficulties.

Appropriate approaches and strategies for teaching writing, recent studies emphasize, matter considerably. Process-based, product-based, and genre-based approaches are among the effective methods highlighted in a systematic review by Ugun and Aziz (2020). Gradual skill development, focusing on both process and final product, is supported through these approaches.

A complex and essential skill within EFL learning, writing can thus be concluded to involve cognitive processes, linguistic competence, and multiple components requiring mastery. Difficulties persist for many students nonetheless, pointing to the need for effective teaching strategies. Appropriate instructional techniques, particularly for producing descriptive texts, therefore deserve careful application.

2. Descriptive Writing

Taught prominently at the senior high school level, descriptive writing ranks among the important text types in English language learning. People, places, objects, or phenomena can be described by students clearly and in detail through this genre. Anderson and Anderson (2003) define descriptive text as a type aimed at describing a particular person, place, or thing through detailed characteristic information. Supporting this definition, more recent studies note that helping readers visualize the object through clear and specific description is the central focus of descriptive writing (Sipayung et al., 2021; Ulya & Widhiyanto, 2023).

Providing a clear picture of a specific object, one that allows the reader to visualize it, represents the main purpose of descriptive text. Detailed description of characteristics, qualities, and features, in other words, is what descriptive writing centers on. People, animals, places, or objects can all serve as its subject. Observational and expressive skills are developed in students through descriptive text, recent research confirms, as they are encouraged to focus on details and employ appropriate language features (Ulya & Widhiyanto, 2023).

A specific generic structure, one that distinguishes it from other text types, characterizes descriptive text in terms of organization. Two main parts, identification and description, make up descriptive text, according to Gerot and Wignell (1994). The object or subject being described is introduced through

identification, while characteristics, qualities, or features are explained in detail through description. Recent studies continue to affirm the relevance of this structure. Following the pattern of identification and description, for instance, is how student-written descriptive texts generally proceed, Sipayung et al. (2021) found, although difficulties in developing detailed descriptions persist among some students.

Several distinctive language features, additionally, support the purpose of descriptive text. Adjectives, simple present tense, and linking verbs are among these. Size, color, shape, and other characteristics of the object are described through adjectives. Because descriptive text conveys general facts or habitual conditions, simple present tense is commonly employed. Linking verbs such as *is*, *are*, *looks*, and *seems*, meanwhile, connect the subject to its description. Correct use of these language features poses difficulty for students, research indicates. Errors in simple present tense and adjective usage, for example, have been documented frequently in student writing. Continued guidance in mastering the linguistic aspects of descriptive writing, these errors suggest, remains necessary.

Appropriate strategies are required for teaching descriptive writing effectively within EFL classrooms. As part of genre-based learning in senior high schools, descriptive text is typically introduced alongside its purpose, structure, and language features. From generating ideas to producing a complete text, teachers guide students through the entire writing process. Clear guidance, practice, and feedback should form part of effective writing instruction, according to Richards and Renandya (2002). Examples and models of descriptive text, moreover, need to be provided by teachers so students understand how to organize ideas and apply appropriate language.

In practice, however, difficulties in writing descriptive texts persist among many students. Limited vocabulary, lack of ideas, and problems organizing sentences into coherent paragraphs are among these difficulties. Struggling to describe objects in detail, often due to limited vocabulary and insufficient grasp of grammatical structures such as adjective order, was found among students by Ginting et al. (2020). Errors in simple present tense usage, other studies similarly indicate, continue to affect the clarity and accuracy of student writing.

Inconsistency also characterizes students' ability to apply generic structure and language features in descriptive writing. Basic structure can be followed by students, Madjdi and Rokhayani (2022) show, yet challenges remain in developing detailed content and maintaining coherence. More structured guidance and practice, this finding suggests, are needed to strengthen students' descriptive writing skills.

Helping students express ideas clearly and vividly, descriptive writing can therefore be concluded to be an important skill with a specific purpose, structure, and set of language features requiring mastery. Difficulties nonetheless persist for many students, particularly in generating ideas, organizing content, and applying appropriate language features. Effective teaching strategies, accordingly, remain necessary to support improvement in this area.

3. Guided Question

Among the instructional strategies used in teaching writing, particularly within EFL classrooms, guided questions occupy a notable place. A series of structured questions is provided to students through this strategy, guiding them in developing ideas and organizing their writing. Prompts that help students think critically and systematically while composing a text, recent research indicates, is how guided questions function. Organizing ideas, developing content, and maintaining coherence in writing tasks are all assisted by guided questions, Mu'min et al. (2025) explain. Overcoming difficulties in starting and developing writing, guided questions thus play an important role in helping students achieve.

Guided writing, a teaching strategy in which structured support is provided by teachers during the writing process, relates closely to the concept of guided questions. Step by step, with teacher assistance, students develop their ideas through guided writing. Specific topics are guided by teachers who help students organize ideas into meaningful texts, according to Martarini and Sastaparamitha (2020). Within this framework, directing students' thinking and writing processes is the function served by guided questions as a tool of guided writing.

Closely connected to the concept of scaffolding in learning, moreover, is the use of guided questions. Support provided by teachers to help students accomplish tasks beyond their initial independent capability is what scaffolding refers to. As

scaffolding tools within writing instruction, guided questions gradually help students become more independent writers. Generating ideas, organizing information, and constructing sentences more effectively are all made possible for students through this support. This guidance can be reduced as students gain experience, allowing independent writing to follow.

Several advantages for improving students' writing skills are offered by guided questions. Easier idea generation ranks first among these. Not knowing what to write often prevents students from starting; direction and stimulation for thinking are what guided questions provide instead. Reduced confusion during the writing process comes second. Focus on one idea at a time becomes possible for students when a topic is broken into smaller questions. Increased confidence in writing ranks third. Security and motivation to complete the task increase when students receive step-by-step guidance. Staying focused and improving writing quality through clear direction, Anaktototy (2021) shows, are benefits students gain from guided questions.

Several steps are followed in classroom practice when guided questions are used. First, the topic is introduced by the teacher, along with a set of guiding questions related to it. Exploring ideas about the subject is what these questions are designed to help students do. Second, ³⁷individually or in groups, students answer the questions to generate ideas. Third, a paragraph or text is written by students using their answers as the basis. Fourth, feedback and guidance are provided by the teacher to help students improve their writing. Finally, revision and editing of the work occur based on the feedback given. Developing ideas more easily and producing better-organized texts, according to Kusmiana (2013), are outcomes achieved through the use of guided questions in writing activities.

Effectiveness in improving students' writing skills has been demonstrated by guided questions and guided writing strategies across several previous studies. Significantly improved writing ability and increased motivation in learning writing resulted from the use of leading questions, Hidayah and Wahyuni (2022) found. A comparable outcome was reported by Taka (2023), whose study found that teaching descriptive writing through guided questions significantly improved student performance, evidenced by gains in post-test scores. A significant effect on

students' writing ability, compared with conventional teaching methods, was similarly found for guided question techniques by Sidauruk et al. (2025).

An effective instructional strategy in teaching writing, guided questions can therefore be concluded to represent. Generating ideas, organizing thoughts, and improving writing performance are all supported through their use. Structured assistance enabling gradual skill development is provided by guided questions, supported by the broader concepts of guided writing and scaffolding. Suitable for improving students' writing ability, particularly in descriptive text writing, guided questions are therefore considered an appropriate strategy.

B. Thinking Framework

Various difficulties are often encountered by students during the teaching and learning process of writing, particularly in generating ideas, organizing sentences, and developing coherent paragraphs. Students' ability to produce effective descriptive texts can be negatively affected by these challenges. An appropriate instructional strategy, for this reason, is needed to help students overcome such difficulties. Structured prompts that help students focus on specific aspects of a topic are provided through one such strategy: guided questions. Ideas can be explored more easily by students through these guiding questions, developed in a systematic and organized manner. Meaningful sentences and well-structured paragraphs, through this process, become achievable from students' initial responses.

Closely related to the concepts of guided writing and scaffolding, moreover, is the use of guided questions, wherein step-by-step support is given to students completing a writing task. Reduced confusion, increased confidence, and greater motivation in writing activities all result from this structured assistance. Better organization of ideas, sentence construction, and more coherent descriptive texts, consequently, become achievable for students. Guided questions serve as the independent variable (X) in this study, while students' writing skill serves as the dependent variable (Y). Improved descriptive writing skill among students can be assumed, based on this relationship, to result from the use of guided questions.

C. Research Hypothesis

Formulated⁴ as follows, based on the conceptual framework above, are the hypotheses of this research:

1. **H₀ (Null Hypothesis):** No significant effect exists from using guided questions on students' writing skill in descriptive text among eleventh-grade students at SMAN 1 Kandat.⁶
2. **H₁ (Alternative Hypothesis):** A significant effect exists from using guided questions on students' writing skill in descriptive text among eleventh-grade students at SMAN 1 Kandat.⁶

RESEARCH METHOD

This chapter presents the research method used in this study. It consists of the research design, operational definition, research instruments, population and sample, research procedure, place and time of the research, and data analysis technique.

A. Research Design

A quantitative research approach was employed in this study. Relationships between variables that can be measured and analyzed statistically are examined through quantitative research when evaluating theories (Creswell and Creswell, 2018). Determining how guided questions influence students' descriptive writing skills at SMAN 1 Kandat, Kediri, was the aim of this approach. Because it enables measurement of students' writing skills before and after the intervention, along with statistical analysis of results, a quantitative method was chosen.

A pre-experimental design was utilized in this research, specifically the one-group pretest-posttest method. A single group receiving treatment, tested both before and after the intervention, is what this design involves, according to Creswell and Creswell (2018). Comparing pre- and post-intervention results is how the treatment's effect gets assessed through this approach. Without employing a control group, the one-group pretest-posttest method was selected to examine the impact of guided questions on students' descriptive writing skills. Prior to the treatment phase, students took a pretest under this design. Assessing students' starting levels in descriptive writing skill was the purpose of the pretest. Following the pretest, treatment involving the use of guided questions during instructional sessions on descriptive writing was undergone by students. Several teaching periods made up this treatment. Once treatment concluded, a posttest was administered to evaluate students' descriptive writing skills after instruction with guided questions. Differences in scores between pretest and posttest were then analyzed to determine whether guided questions produced a notable effect on students' descriptive writing abilities.

The structure of this study can be represented as:

$$O_1 \rightarrow X \rightarrow O_2$$

Where:

O_1 = Pretest (students' descriptive writing skills prior to treatment)

X = Treatment using Guided Questions

O_2 = Posttest (students' descriptive writing skills following treatment)

Comparison of students' writing performance before and after treatment was enabled through this framework. A beneficial effect of guided questions on students' descriptive writing skills would be indicated if posttest results exceeded pretest results. Appropriate for achieving the research objectives, this approach thus addressed the research questions concerning the impact of guided questions on students' descriptive writing skills at SMAN 1 Kandat, Kediri.

B. Operational Definition

To ensure clarity and avoid confusion regarding the variables involved in this study, operational definitions are presented as follows:

1. Guided Question (X)

An instructional method in which students receive a set of organized questions about a topic before writing begins, guided questions help students generate ideas, organize information, and structure thoughts into a clear descriptive text. Used during the teaching and learning of descriptive writing, guided questions function as the independent variable (X) in this study. Answered by students, these questions form the basis for writing a descriptive text.

2. Writing Skill (Y)

Students' ability to share ideas and information clearly and effectively in written form is what writing skill refers to. How well students can write descriptive texts is the specific focus of writing skill in this study. Measured through both a pre-test and a post-test, students' writing is evaluated across content, structure, language use, grammar, and mechanics, following criteria from Jacobs et al. (1981). How well students write, and how guided questions affect their descriptive writing, is reflected in the scores obtained across these areas.

C. Research Instruments

An important tool for collecting data in a study is the research instrument. A tool employed by researchers to measure variables and obtain data needed for answering research questions is how Creswell and Creswell (2018) define a research instrument. A writing test served as the primary instrument for collecting data on students' writing skill in descriptive text in this study.

Administered twice, as a pre-test and a post-test, the writing test served distinct purposes at each stage. Identifying students' initial writing ability in descriptive text was the purpose of the pre-test, conducted before Guided Questions were implemented. Determining students' writing ability after instruction with Guided Questions, meanwhile, was the purpose of the post-test, administered following treatment. A descriptive text based on a topic provided by the researcher was required from students in both tests. Whether significant improvement occurred in students' writing skill after treatment was then determined by comparing pre-test and post-test scores.

To ensure appropriate measurement of students' writing skill, a writing assessment rubric adapted from Jacobs et al. (1981) was used by the researcher. Five components form the basis of evaluation in this rubric: content, organization, vocabulary, language use (grammar), and mechanics. Essential to a comprehensive assessment of students' writing performance, these components each capture a distinct dimension of quality.

The scoring rubric used in this study is presented in the following table:

Table 3.1 Writing Assessment Rubric

No.	Component	Description
1.	Content	The relevance, completeness, and development of ideas presented in the descriptive text.
2.	Organization	The logical arrangement and coherence of ideas within the text.
3.	Vocabulary	The appropriateness and variety of words used in expressing ideas.

4.	Language Use (Grammar)	The accuracy of grammatical structures and sentence construction.
5.	Mechanics	The correct use of spelling, punctuation, and capitalization.

Calculated using the rubric's criteria were students' scores, with higher scores reflecting better writing performance. Commonly used to assess ESL/EFL writing, this rubric was chosen because it offers a thorough evaluation of students' writing skills.

Content validity was employed in this study regarding validity. Developed based on learning objectives, curriculum, and indicators of descriptive text taught at the eleventh grade, the writing test underwent careful construction. Reviewed by the English teacher, moreover, the instrument was confirmed appropriate and relevant for measuring students' writing skill in descriptive text. Valid for collecting the data required in this study, the instrument was therefore considered suitable.

D. Population and Sample

Important aspects determining the participants involved in a study are population and sample in quantitative research. A group of individuals sharing the same characteristics is how Creswell and Creswell (2018) define population, while a subset selected to participate constitutes a sample. Crucial to obtaining valid and reliable findings, accordingly, is the selection of an appropriate sample.

1. Population

All eleventh-grade students of SMAN 1 Kandat in the 2025/2026 academic year made up the population of this study. Relevant to the objectives of this research, these students were selected as the population because descriptive text is among the materials taught at the eleventh grade. All students enrolled in eleventh-grade classes at SMAN 1 Kandat were included within this population.

2. Sample

A smaller group selected from the population to participate in research constitutes a sample. One class of the eleventh grade was selected as the sample by the researcher in this study. Class XI-5 of SMAN 1 Kandat served as the sample of

8
this study. Throughout the entire research process, including pre-test, treatment using guided questions, and post-test, students in this class participated.

3. Sampling Technique

12
Cluster random sampling was the technique used in this study. A probability sampling technique in which naturally existing groups, such as classes, are selected randomly is what cluster random sampling refers to, according to Creswell and Creswell (2018). Several classes available for research were provided by the English teacher in this study. Selected randomly by the researcher and other researchers, one class was then assigned to this study. As the sample of the research, all students in the selected class participated.

E. Research Procedure

The systematic steps carried out by the researcher in conducting the study are what research procedure refers to. Three main stages made up the procedure in this research: pre-test, treatment, and post-test. Determining the effect of guided questions on students' writing skill in descriptive text was the purpose behind designing these stages. 74

14 1. Pre-test

Administering a pre-test to students constituted the first stage of the research. Identifying students' initial writing skill in descriptive text was the purpose of the pre-test, conducted before treatment began. A descriptive text based on a topic provided by the researcher was what students were asked to write during this stage. Baseline data for determining students' writing ability before instruction with guided questions came from the pre-test results. 27

2. Treatment

Following the pre-test, teaching descriptive writing using guided questions was how the researcher implemented treatment. Carried out across several meetings according to the research schedule, this treatment proceeded in stages. During treatment, descriptive text, including its purpose, generic structure, and language 26

features, was introduced by the researcher. A set of guided questions related to the topic being discussed was then provided to students.

Helping students generate ideas, organize information, and develop thoughts into a well-structured descriptive text was the purpose behind the guided questions. Answering the questions first, students then used their responses as the basis for writing paragraphs. Throughout treatment sessions, students were guided by the researcher in developing their writing, with explanations offered when necessary and feedback given on their work. Becoming more confident and organized in writing descriptive texts was the intended outcome of this process for students.

3. Post-test

Administering a post-test constituted the final stage of the research. Conducted after all treatment sessions concluded, the post-test mirrored the pre-test in format. A descriptive text based on a given topic was again what students were asked to write. Measuring students' writing skill after instruction with guided questions was the purpose of the post-test. Compared with pre-test scores, post-test results were then used to determine whether significant improvement had occurred in students' writing skill.

F. Place and Time of the Research

Where and when the research took place is explained in this section, covering the study location along with the timeline for activities such as preparing instruments, collecting data, analyzing data, and writing the report.

1. Place of the Research

Located in Kandat District, Kediri Regency, East Java, SMAN 1 Kandat was where this research was conducted. Difficulties in writing descriptive texts, particularly in generating ideas, organizing paragraphs, and developing descriptive content, were observed among some eleventh-grade students, which is why this school was chosen as the research site. Access and support for implementing the research, moreover, were provided by the school.

2. Time of the Research

Conducted during the 2025/2026 academic year, this research followed a defined timeline. Carried out in September 2025, the data collection process included administration of the pre-test, treatment using guided questions, and the post-test. Completed in June 2026, meanwhile, was the process of data analysis and report writing.

Presented in the following table is the schedule of research activities:

Table 3.2 Research Schedule

No.	Time	Activities
1.	August 2025	Preparing research instruments
2.	September 4, 2025	Conducting pre-test
3.	September 11, 2025	Implementing Treatment 1
4.	September 18, 2025	Implementing Treatment 2
5.	September 25, 2025	Conducting post-test
6.	April-June, 2026	Analyzing data
7.	April-June 2026	Writing the research report

G. Data Analysis Technique

Organizing and interpreting collected data to answer research questions and test the research hypothesis is what data analysis involves as a process. Students' pre-test and post-test scores in writing descriptive texts provided the data obtained in this study. Statistical procedures were used to analyze the data quantitatively.

1. Scoring the Writing Test

Assessed using a writing rubric adapted from Jacobs et al. (1981), students' writing performances in both pre-test and post-test were evaluated systematically. Five components make up the rubric: content, organization, vocabulary, language use (grammar), and mechanics. Scored according to established criteria, each component contributed to a total score representing students' writing ability.

2. Calculating the Mean Score

After the writing tests were scored, mean scores for both pre-test and post-test were calculated by the researcher. Determining the average writing performance of students before and after treatment was the purpose behind calculating the mean score.

The following formula, according to Ary et al. (2019), can be used to calculate the mean:

$$[M = \frac{\sum X}{N}]$$

Where:

M = Mean score

$\sum X$ = Total score

N = Number of students

Compared to identify whether improvement occurred in students' writing skill after implementing guided questions were the mean scores of pre-test and post-test.

3. Normality Test

Before hypothesis testing was conducted, the normality of the data distribution was examined by the researcher. Conducted through SPSS, the normality test relied on the Shapiro-Wilk test. Appropriate for small sample sizes, and commonly used to determine whether data are normally distributed, the Shapiro-Wilk test is recommended by Ghasemi and Zahediasl (2012).

The criteria for interpreting the normality test are as follows:

1. If the significance value (Sig.) > 0.05, the data are normally distributed.
2. If the significance value (Sig.) < 0.05, the data are not normally distributed.

4. Hypothesis Testing

The Paired Sample t-test, conducted through SPSS, was used by the researcher to test the research hypothesis. Comparing two related sets of scores obtained from the same participants before and after treatment is what a paired sample t-test accomplishes, according to Creswell and Creswell (2018). Considered appropriate for determining whether guided questions produced a significant effect

on students' writing skill, the paired sample t-test suited this one-group pre-test post-test design well.

The criteria for testing the hypothesis are as follows:

- a. If the significance value (Sig. 2-tailed) < 0.05 , the alternative hypothesis (H_1) is accepted and the null hypothesis (H_0) is rejected.
- b. If the significance value (Sig. 2-tailed) > 0.05 , the null hypothesis (H_0) is accepted and the alternative hypothesis (H_1) is rejected.

Determining whether guided questions significantly affected students' writing skill in descriptive text was therefore accomplished through the result of the paired sample t-test.

RESEARCH FINDINGS AND DISCUSSION

This chapter presents the findings of the research and the discussion of the results.

A. Research Findings

At SMAN 1 Kandat, Kediri, during the 2025/2026 academic year, this research was carried out. The participants of this study were 34 students of class XI-5, selected through cluster random sampling, participated as the study's respondents. Investigating the effect of Guided Questions on students' writing skill in descriptive text was the purpose behind this research.

A pre-experimental design, specifically a one-group pre-test and post-test format, structured the research. Prior to receiving treatment, students completed a pre-test intended to establish their initial writing ability. Guided Questions were then implemented by the researcher as the teaching strategy throughout the descriptive writing lessons. Once treatment concluded, a post-test measured students' writing achievement following the guided-question learning activities.

Five assessment components made up the rubric used to evaluate students' writing products in both tests: Content and Relevance, Text Structure, Grammar and Vocabulary, Coherence and Readability, and Creativity and Visual Design. A maximum total score of one hundred resulted from scoring each component according to predetermined criteria. IBM SPSS Statistics was used to analyze the scores from both tests statistically, employing descriptive statistics and the Paired Sample t-test to determine whether the treatment significantly affected students' descriptive writing skills.

1. Research Description

At SMAN 1 Kandat, Kediri, during the 2025/2026 academic year, this research was conducted. Thirty-four students of class XI-5, chosen through cluster random sampling, made up the study's participants. Investigating how Guided Questions affected students' writing skill in descriptive text was this research's central purpose.

2. Pre-test Results

Before Guided Questions were implemented, ⁷⁰ the pre-test was administered. Determining ¹ students' initial writing ability in descriptive text was its aim. ⁴² Based on a topic supplied by the researcher, students were instructed to write a descriptive text during the test.

Difficulties in organizing ideas, developing descriptive information, selecting appropriate vocabulary, and applying grammatical structures correctly persisted among many students, the results indicated. Limited supporting details and numerous grammatical errors characterized the short paragraphs some students produced.

⁹ The total scores of the pre-test are presented in Table 4.1.

Table 4.1 Students' Pre-test Scores

Students Number	Score
1	66
2	60
3	73
4	65
5	56
6	70
7	77
8	52
9	67
10	61
11	81
12	58
13	70
14	47

15	66
16	75
17	61
18	56
19	77
20	66
21	60
22	72
23	51
24	81
25	63
26	67
27	56
28	73
29	60
30	70
31	47
32	77
33	66
34	61

A mean score of 64.94 was obtained by students, the descriptive analysis showed, indicating relatively low writing ability prior to treatment. Grammar and vocabulary, in particular, remained components most students had not fully mastered within descriptive writing.

3. Treatment Implementation

Following the pre-test, treatment using Guided Questions was conducted by the researcher. Two meetings made up this treatment. Descriptive text, including its social function, generic structure, and language features, was introduced by the researcher during the first meeting. How Guided Questions could help students generate ideas before writing was then explained.

Several structured questions related to the topic, covering identity, appearance, characteristics, location, and unique features of the described object, were given to students. Answered individually first, these questions were then arranged by students into descriptive paragraphs.

Practicing another descriptive text on a different topic occupied the second meeting. Guided questions were again answered first, with complete paragraphs developed from those answers afterward. Guidance, explanations, correction of common mistakes, and feedback on writing were all provided by the researcher throughout these activities.

Systematic organization of ideas, richer descriptions, and improved grammatical accuracy were all encouraged among students through the use of Guided Questions. Greater confidence and active participation during writing activities characterized most students by this stage.

4. Post-test Results

After all treatment sessions concluded, the post-test was conducted. As with the pre-test, students individually wrote a descriptive text.

Considerable improvement compared with the pre-test was evident in the results. More organized paragraphs, more appropriate vocabulary, and better grammatical accuracy characterized student output. Greater detail and coherence, moreover, marked their descriptive texts.

The students' post-test scores are presented in Table 4.2.

Table 4.2 Students' Post-test Scores

Students Number	Score
1	83
2	79

3	88
4	83
5	75
6	86
7	92
8	73
9	83
10	79
11	93
12	77
13	86
14	72
15	83
16	88
17	79
18	75
19	92
20	83
21	79
22	88
23	73
24	93
25	83
26	83

27	75
28	88
29	79
30	86
31	72
32	92
33	83
34	79

Considerably higher than the pre-test mean, a mean score of 82.41 was achieved by students, the descriptive statistics indicated. Improved writing performance following instruction through Guided Questions is what this finding suggests.

5. Data Analysis

a. Descriptive Statistics

The descriptive statistics of students' pre-test and post-test scores were analyzed using IBM SPSS Statistics. The results are presented in Table 4.3.

Table 4.3 Paired Samples Statistics

Paired Samples Statistics					
		Mean	N	Std. Deviation	Std. Error Mean
Pair 1	Pretest	64.9412	34	9.11190	1.56268
	Posttest	82.4118	34	6.33469	1.08639

Based on Table 4.3, the mean score increased from 64.94 in the pre-test to 82.41 in the post-test. The improvement of approximately 17.47 points indicates that students performed better after receiving the treatment.

b. Paired Samples Correlation

The correlation analysis examined the relationship between students' pre-test and post-test scores.

Table 4.4 Paired Samples Correlations

Paired Samples Correlations					
		N	Correlation	Significance	
				One-Sided p	Two-Sided p
Pair 1	Pretest & Posttest	34	.990	<.001	<.001

The correlation coefficient was 0.990, indicating a very strong positive relationship between the pre-test and post-test scores. Furthermore, the significance value (< .001) shows that the correlation was statistically significant.

c. Paired Sample t-Test

The Paired Sample t-test was conducted to determine whether there was a statistically significant difference between students' pre-test and post-test scores.

Table 4.5 Paired Samples Test

		Paired Samples Test					Significance		
		Paired Differences							
		Mean	Std. Deviation	Std. Error Mean	95% Confidence Interval of the Difference		t	df	
					Lower	Upper			One-Sided p Two-Sided p
Pair 1	Pretest - Posttest	-17.47059	2.98720	.51230	-18.51287	-16.42831	-34.102	33	<.001 <.001

The analysis revealed that the mean difference between the pre-test and post-test scores was -17.47059. The obtained t-value was -34.102 with 33 degrees of freedom. The significance value (2-tailed) was < .001, which is lower than the significance level of 0.05. Therefore, the difference between the pre-test and post-test scores was statistically significant.

d. Effect Size

To determine the magnitude of the treatment effect, Cohen's d and Hedges' correction were calculated.

Table 4.6 Effect Size

Paired Samples Effect Sizes						
			Standardizer ^a	Point Estimate	95% Confidence Interval	
					Lower	Upper
Pair 1	Pretest - Posttest	Cohen's d	2.98720	-5.848	-7.289	-4.401
		Hedges' correction	3.05730	-5.714	-7.121	-4.300

a. The denominator used in estimating the effect sizes.

Cohen's d uses the sample standard deviation of the mean difference.

Hedges' correction uses the sample standard deviation of the mean difference, plus a correction factor.

According to Cohen's criteria (1988), an effect size greater than 0.80 is considered large. Therefore, the obtained Cohen's d value indicates a very large

effect, suggesting that Guided Questions had a substantial impact on students' descriptive writing skills.

e. Hypothesis Testing

The hypothesis testing was conducted using the Paired Sample t-test.

The hypotheses of this research were formulated as follows:

- 1) H_0 : There is no significant effect of using Guided Questions on students' writing skill in descriptive text.
- 2) H_1 : There is a significant effect of using Guided Questions on students' writing skill in descriptive text.

The statistical analysis showed that the significance value (Sig. 2-tailed) was $< .001$, which is lower than the significance level of 0.05. Therefore, H_0 was rejected and H_1 was accepted.

This result indicates that the use of Guided Questions significantly improved the descriptive writing skills of the eleventh-grade students at SMAN 1 Kandat, Kediri.

B. Discussion

The purpose of this study was to investigate whether the use of Guided Questions significantly influenced the descriptive writing skill of the eleventh-grade students at SMAN 1 Kandat, Kediri. Based on the statistical analysis presented in the previous section, the findings demonstrated that the implementation of Guided Questions had a significant positive effect on students' writing achievement. This conclusion was supported by the increase in the students' mean score from 64.94 in the pre-test to 82.41 in the post-test, indicating an improvement of 17.47 points after the treatment. Furthermore, the Paired Sample t-test showed a significance value (Sig. 2-tailed) of $< .001$, which was lower than the significance level of 0.05. Therefore, the null hypothesis (H_0) was rejected, and the alternative hypothesis (H_1) was accepted. These findings indicate that Guided Questions effectively improved students' descriptive writing skill.

The improvement in students' writing performance can be explained by the characteristics of Guided Questions as a pre-writing strategy. Before the treatment, many students experienced difficulties in generating ideas, organizing information

65
logically, selecting appropriate vocabulary, and constructing grammatically correct sentences. As a result, their descriptive texts tended to be short, less organized, and contained numerous grammatical errors. During the implementation of Guided Questions, students were guided through a sequence of structured questions that helped them identify the main ideas, supporting details, and relevant information before beginning to write. This process reduced students' confusion and enabled them to write more systematically.

76
The findings of this research support the theory proposed by Brown (2004), who states that writing is a complex productive skill requiring learners to generate ideas, organize content, apply grammatical knowledge, and communicate meaning effectively. According to Brown, students frequently struggle not because they lack language knowledge alone, but because they encounter difficulties in planning and organizing their ideas before writing. Guided Questions functioned as a planning strategy that assisted students in preparing their ideas before composing descriptive texts. Consequently, students became more capable of producing coherent and meaningful paragraphs.

The results are also consistent with Harmer (2004), who emphasizes that writing should be viewed as a process rather than merely a final product. Harmer explains that successful writing involves several stages, including planning, drafting, revising, and editing. 84
Among these stages, planning plays a crucial role because it enables students to determine what they intend to write before producing the first draft. In this study, Guided Questions served as an effective planning technique by directing students to think systematically about the object they intended to describe. As a result, students experienced fewer difficulties when transforming their ideas into complete descriptive paragraphs.

Furthermore, the findings support the theory of Hyland (2003), who argues that writing instruction should provide sufficient scaffolding to help students 89
organize and express their ideas effectively. Hyland explains that learners, particularly English as a Foreign Language (EFL) students, 78
require guidance during the writing process because they often have limited experience in developing written texts independently. Guided Questions provided this instructional scaffolding by breaking down the writing task into smaller and more manageable

steps. Instead of asking students to write immediately, the teacher first encouraged them to answer guiding questions, which gradually led them to construct complete descriptive texts. This scaffolded approach reduced students' cognitive load and enabled them to produce more organized writing.

Similarly, the findings align with the perspective of Richards and Renandya (2002), who state that one of the greatest challenges in teaching writing is helping students generate ideas and organize them coherently. They argue that many learners possess adequate vocabulary and grammar but struggle to begin writing because they do not know how to develop their ideas. Guided Questions effectively addressed this problem by stimulating students' thinking through a series of relevant prompts. Consequently, students found it easier to generate supporting details, describe objects comprehensively, and arrange information according to the generic structure of descriptive text.

The improvement observed in this study was not limited to the students' overall scores but was also reflected in several aspects of writing performance. During the post-test, students produced richer content, better paragraph organization, more appropriate vocabulary, improved grammatical accuracy, and greater coherence compared with their pre-test writing. Most students were able to follow the generic structure of descriptive text more consistently by presenting clear identification followed by detailed descriptions. In addition, grammatical errors involving the simple present tense, adjectives, and sentence construction were considerably reduced. These improvements indicate that Guided Questions facilitated both the organization of ideas and the linguistic quality of students' writing.

Another important finding is reflected in the effect size obtained from the statistical analysis. The Cohen's d value indicated a very large effect, suggesting that the treatment had not only statistical significance but also substantial practical significance. This means that the observed improvement was not merely the result of random variation but represented a meaningful enhancement in students' writing performance after the implementation of Guided Questions. Therefore, Guided Questions can be considered an effective instructional strategy for improving descriptive writing among senior high school students.

The findings of this study are also consistent with previous studies discussed in Chapter II. Earlier researchers reported that Guided Questions helped students generate ideas more easily, organize their writing logically, and improve their overall writing achievement. The present study confirms those findings by demonstrating a significant increase in students' descriptive writing scores after the treatment. The consistency between this research and previous studies strengthens the evidence that Guided Questions are an effective strategy for teaching writing in EFL classrooms.

Overall, the findings of this research indicate that Guided Questions provide meaningful support during the writing process by helping students plan their ideas, organize information, and develop descriptive texts systematically. The structured guidance offered through questions enables students to overcome common writing difficulties, increase their confidence, and produce more coherent and accurate writing. Therefore, Guided Questions can be recommended as an effective instructional strategy for improving students' descriptive writing skill, particularly for learners who still experience difficulties in generating and organizing ideas before writing.

CONCLUSION AND SUGGESTIONS

A. Conclusion

Based on the findings and discussion presented in the previous chapter, it can be concluded that the descriptive writing skill of the eleventh-grade students at SMAN 1 Kandat before the implementation of Guided Questions was relatively low. The pre-test results showed that the students obtained a mean score of 64.94, indicating that many students still experienced difficulties in generating ideas, organizing descriptive texts, and applying appropriate grammar and vocabulary in their writing.

After the implementation of Guided Questions, the students' descriptive writing skill improved considerably. The post-test results revealed that the mean score increased to 82.41, indicating that the students were able to write more organized, coherent, and detailed descriptive texts. The use of Guided Questions helped students generate ideas more easily and organize their thoughts systematically before writing.

Furthermore, the statistical analysis using the Paired Sample t-test showed that the significance value (Sig. 2-tailed) was $< .001$, which was lower than the significance level of 0.05. Therefore, the null hypothesis (H_0) was rejected, while the alternative hypothesis (H_1) was accepted. This result indicates that Guided Questions had a significant positive effect on students' descriptive writing skill at SMAN 1 Kandat. In addition, the effect size analysis demonstrated a very large effect of the treatment, suggesting that Guided Questions were highly effective in improving students' descriptive writing skills. Therefore, Guided Questions can be considered an effective teaching strategy to enhance students' ability in writing descriptive texts.

11

B. Suggestions

Based on the results of this research, several suggestions are offered for researchers, teachers, and readers.

1. For the Researcher

Valuable experience and deeper understanding regarding ³the implementation of Guided Questions in teaching writing are expected to be gained by researchers. A reference for improving future teaching practices and conducting further research within English language education may be provided through this study's findings.

2. For Teachers

Using Guided Questions as one strategy in writing classes, especially when teaching descriptive texts, is encouraged among English teachers. Generating ideas, organizing thoughts systematically, and reducing difficulty in starting the writing process are all supported through Guided Questions. Continuous guidance and constructive feedback, moreover, are expected from teachers to help students improve their writing quality.

3. For Readers

A source of information and reference regarding ³the implementation of Guided Questions in teaching writing is what readers are expected to find in this research's findings. Broadened understanding of effective writing instruction, along with inspiration for further exploration of teaching strategies capable of improving students' writing skills across different educational contexts, may result from this study.

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- Nilai Final berasal dari gabungan seluruh dosen penguji
- Daftar Dosen yang telah mengisi nilai: Dewi Kencanawati, Diani Nurhayati, Yunik Susanti
- Pastikan semua penguji telah melakukan input nilai



Universitas Nusantara PGRI Kediri

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SK BAN-PT No.671/SK/BAN-PT/Akred/PT/VI/2021 Tanggal 21 Juli 2021

Lembaga Penelitian Dan Pengabdian Pada Masyarakat (LPPM)

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LEMBAR REVISI UJIAN SKRIPSI



Nama : Iqfi Nihayatun Ni'mah
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Prodi : S1-Pendidikan Bahasa Inggris
Semester/Tahun Akademik : Genap, 25/26
Hari/Tanggal Ujian : Rabu / 15 Juli 2026
Judul : THE INFLUENCE OF GUIDED QUESTION ON
STUDENTS' DESCRIPTIVE WRITING SKILL AT SMAN
1 KANDAT, KEDIRI
Dengan Hasil : Revisi Naskah
Nilai : 84 (A-)

Catatan Revisi:

Abstrak, chapter 1, chapter 2, chapter 3, chapter 4, chapter 5, Research question nomor 3 dirumuskan lagi.
Kekurangan dalam penelitian dapat dipakai sebagai saran untuk guru dan peneliti yang lain., Check the revision on the t printed text.

Ketua Penguji

(Dr. DIANI NURHAYATI, M.Pd)

Penguji 1

(Dr. YUNIK SUSANTI, S.Pd,M.Pd)

Penguji 2

(Dr. DEWI KENCANAWATI, S.Pd,
M.Pd)

NB:

- Tanda Tangan revisi (Ketua Penguji, Penguji 1, dan Penguji ke-n) dilakukan secara manual
- Nilai berasal dari gabungan dari seluruh dosen penguji
- Daftar Dosen yang telah mengisi nilai: Dewi Kencanawati, Diani Nurhayati, Yunik Susanti



PERSETUJUAN BAU :

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4. JUDUL KTI :

THE INFLUENCE OF GUIDED QUESTIONS ON STUDENTS' DESCRIPTIVE
WRITING SKILL AT SMAN 1 KANDAT, KEDIRI

Catatan :

1. Periode Bimbingan (Sesuai SK Rektor) : SEMESTER GENAP 2025/2026
2. Jadwal Bimbingan :

	Hari	Pukul	Tempat / Ruang
Pembimbing I	Selasa	09.00	Ruang Prodi
	Jumat	09.00	
Pembimbing II	Senin	10.30 10.30 WIB	Kampus 2
	Selasa	09.30 WIB	Kampus 1
	Jumat	11.00 WIB	Kampus 2

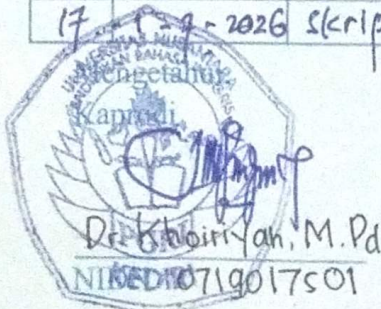
3. Kemajuan Bimbingan

Pembimbing I

NO.	TANGGAL	MATERI	MASALAH	TT. DOSEN
1.	13 Maret 2026	Chapter I	Judul + Rumusan Masalah	Jns
2.	3 April 2026	Chapter I	Background	Jns
3.	10 April 2026	Chapter I	Background dan Theoretical S.	Jns
4.	5 Mei 2026	Chapter I	acc	Jns
5.	12 Mei 2026	Chapter II	Revisi - penambahan intro: sentence	Jns
6.	10 Juni 2026	Chapter II	acc	Jns
7.	11 Juni 2026	Chapter III	Tabel Uji Validitas + Reliabilitas	Jns
8.	12 Juni 2026	Chapter III	acc	Jns
9.	16 Juni 2026	Chapter IV	Pengajuan chapter IV	Jns
10.	18 Juni 2026	Chapter IV	Cara Penyajian data	Jns
11.	19 Juni 2026	Chapter IV	Revisi Discussion	Jns
12.	23 Juni 2026	Chapter IV, V	Acc chapter IV, Revisi Chapter V	Jns
13.	25 Juni 2026	Chapter V	Revisi chapter V	Jns
14.	26 Juni 2026	Chapter V	acc	Jns
15.	29 Juni 2026	Abstrak, dll	Revisi abstrak dan kelengkapan	Jns
16.	30 Juni 2026	Skripsi	Cek Keseluruhan	Jns
17.	2 Juli 2026	Skripsi	Acc Daftar Ujian	Jns

Pembimbing II

NO.	TANGGAL	MATERI	MASALAH	TT. DOSEN
1	20-4-2026		Pengarahan pelaksanaan bimbingan	J.
2	31-4-2026	Judul	Pengajuan judul	J.
3	8-5-2026	chapter 1	Revisi chapter 1	J.
4	15-5-2026	chapter 1	Revisi Research Question	J.
5	22-5-2026	chapter 1	Acc chapter 1	J.
6	29-5-2026	chapter 2	Pengajuan chapter 2 (Revisi)	J.
7	3-6-2026	chapter 2	Acc chapter 2, Revisi chapter 2	J.
8	4-6-2026	chapter 3	Revisi chapter 3	J.
9	5-6-2026	chapter 3	Acc chapter 3	J.
10	6-6-2026	chapter 4	Pengajuan chapter 4	J.
11	8-6-2026	chapter 4	Revisi chapter 4	J.
12	12-6-2026	chapter 4, 5	Acc chapter 4, Revisi ch. 5	J.
13	15-6-2026	chapter 5	Revisi chapter 5	J.
14	19-6-2026	chapter 5	Acc chapter 5	J.
15	29-6-2026	Abstrak dll	Revisi abstrak dan kelengkapan	J.
16	30-6-2026	Skripsi	Revisi skripsi keseluruhan	J.
17	1-7-2026	Skripsi	Acc Daftar ujian	J.



Kediri, 1 Juli 2026
Mahasiswa Ybs,

Ni
Iqti Nihayatun Ni'mah
NPM 2214050029