

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

SKRIPSI

Presented as Partial Fulfillment of the Requirements to Obtain
The Sarjana Degree of Education of English Departement
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University of Nusantara PGRI Kediri



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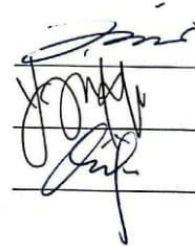
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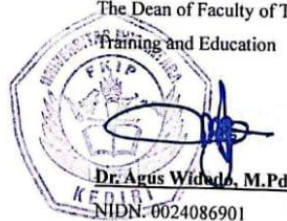
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MOTTO AND DEDICATION

MOTTO:

"Behind every finished chapter is faith, persistence, and countless cups of milk tea."

DEDICATION:

This thesis is dedicated to:

This thesis is wholeheartedly dedicated to the people who have walked alongside me through this journey. First, to my beloved parents, whose endless love, prayers, and support have been my greatest source of strength. Their sacrifices and belief in me have shaped who I am today, and without them, this achievement would not have been possible.

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ABSTRACT

Iqfi Nihayatun Ni'mah: The Influence of Guided Question on Students' Descriptive Writing Skill at SMAN 1 Kandat, Kediri, Skripsi, English Education Department, UN PGRI Kediri, 2026

Keywords: guided questions, descriptive writing skill, pre-experimental study.

This study aimed to investigate the descriptive writing skill of eleventh-grade students at SMAN 1 Kandat, Kediri, before and after being taught using Guided Questions, and to analyze its influence on students' writing skill. This research used a quantitative approach with a pre-experimental one-group pretest-posttest design, involving 34 students of class XI-5 selected through cluster random sampling. The instrument used was a writing test, scored by two raters using a rubric adapted from Jacobs et al. (1981) covering content, organization, vocabulary, language use, and mechanics. The data were analyzed using the Paired Sample t-test through IBM SPSS Statistics. The results showed that the students' mean score increased from 64.94 in the pretest to 82.41 in the posttest, with a significance value (Sig. 2-tailed) of $< .001$ ($p < 0.05$), indicating that Guided Questions had a significant positive influence on students' descriptive writing skill. Therefore, Guided Questions can be recommended as an effective instructional strategy for teaching descriptive writing.

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It is acknowledged that this thesis is still far from perfect. Therefore, constructive criticism and suggestions from all parties are sincerely welcomed for the improvement of this study.

Finally, the researcher hopes that this thesis will be beneficial to the readers, especially in the field of education, despite its modest contribution.

Kediri, July 2026

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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.

In the context of English learning in senior high schools, writing plays a significant role in helping students develop their ability to communicate ideas in written form. Through writing activities, students can express opinions, describe objects, share experiences, and present information systematically. One of the text types commonly taught in high school is descriptive text. Descriptive text aims to describe a person, place, object, or phenomenon in detail so that the reader can clearly imagine the subject being described. According to Hyland (2004), descriptive writing focuses on presenting detailed information about a particular subject by describing its characteristics, features, and qualities in a clear and organized manner.

Learning descriptive text is important because it helps students expand their vocabulary, develop sentence structures, and improve their ability to organize ideas logically. However, in practice, many students still experience difficulties in writing descriptive texts. They often struggle to generate ideas, organize their thoughts, and develop sentences into coherent paragraphs. In addition, limited vocabulary, lack of confidence, and insufficient practice in writing activities often hinder students from producing effective written texts (Hyland, 2004; Richards & Renandya, 2002).

Based on preliminary observations conducted in senior high school classrooms, particularly at SMAN 1 Kandat, Kediri, many eleventh-grade students still faced several difficulties in writing descriptive texts. First, some students found it difficult to start writing because they did not know how to generate and develop their ideas related to the given topic. Second, several students had problems organizing their ideas into coherent and well-structured paragraphs. They often wrote sentences without clear connections between ideas. Third, some students showed limited vocabulary when describing a person, place, or object, which made their writing less detailed and less descriptive. Fourth, some students still experienced difficulties in using appropriate grammatical structures, especially in applying the correct tense and sentence patterns. Because of these problems, many

students produced short and incomplete descriptive texts. Their writing often lacked clear descriptions and sufficient details about the object being described. These difficulties indicated that the students needed more guidance and structured support during the writing process to help them generate ideas, organize their thoughts, and express them more clearly in written form.

Another possible cause of these problems was related to the teaching and learning process in the classroom. In many cases, writing activities were often conducted without sufficient guidance for students in developing their ideas. Teachers usually asked students to write directly based on a given topic, but some of them did not fully understand how to start or how to expand their ideas into sentences and paragraphs. As a result, students tended to feel confused and unmotivated during the writing process. In addition, limited practice in writing activities also contributed to students' difficulties in expressing their ideas in English. Without clear guidance or structured support, students found it challenging to organize their thoughts and produce well-developed descriptive texts. Therefore, appropriate instructional strategies were needed to help students generate ideas and guide them step by step in the writing process.

To overcome these challenges, teachers need to apply effective strategies that can help students generate ideas and organize their writing more easily. One strategy that can support students in developing their writing skills is the use of guided questions. Guided questions are a set of structured questions designed to help students explore ideas related to a particular topic. By answering these questions, students can gradually develop their ideas and transform them into a coherent paragraph or text. According to Hyland (2004), guiding questions can assist students in organizing their thoughts and constructing meaningful texts because they provide a clear direction during the writing process.

The use of guided questions is also closely related to the concept of scaffolding in language learning. Scaffolding refers to the support provided by teachers or instructional tools that help students accomplish tasks they may not be able to complete independently (Hammond & Gibbons, 2005). Through guided questions, students receive structured guidance that allows them to think critically about the topic and develop their ideas step by step. As students become more

familiar with the writing process, this support can gradually be reduced until they are able to write independently.

Several recent studies have shown that the use of guided questions can significantly improve students' writing ability. For example, research conducted by Sari and Putri (2021) found that guided questions helped students generate ideas more easily and improved the coherence of their descriptive writing. Similarly, a study by Rahmawati and Fitriani (2022) reported that students who learned writing through guided questions demonstrated better organization and richer content compared to those who learned through conventional methods. Furthermore, research by Nurhayati (2023) revealed that guided questions not only improved students' writing performance but also increased their motivation and confidence in completing writing tasks.

In addition, recent studies in English language teaching emphasize the importance of structured support in writing instruction. According to Alisha et al., (2020), many students struggle with writing because they lack strategies for developing ideas and organizing information. The study suggests that providing guiding prompts or questions can help students structure their writing more effectively. Likewise, research by Widodo and Ferdiansyah (2024) highlights that guided writing strategies are particularly beneficial for EFL learners because they reduce students' anxiety and encourage them to express their ideas more freely.

Despite the growing number of studies on guided writing strategies, research focusing on the use of guided questions in teaching descriptive writing at the senior high school level remains limited, particularly in the context of Indonesian classrooms. Most previous studies have focused on speaking activities, game-based learning, or general writing instruction. Therefore, further investigation is needed to explore how guided questions can specifically influence students' writing skills in descriptive texts.

Considering these issues, the researcher believes that guided questions can serve as an effective instructional strategy to help students develop their writing ability. By providing guiding prompts, students may find it easier to generate ideas, organize their thoughts, and construct descriptive paragraphs more clearly. Moreover, this strategy can encourage students to become more active and

confident in expressing their ideas through writing. Based on the explanation above, the researcher was interested in conducting a study entitled **“The Influence of Guided Questions on Students’ Descriptive Writing Skill at SMAN 1 Kandat, Kediri.”**

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. Is there any significant influence of guided questions on students' descriptive writing skill at SMAN 1 Kandat?

C. Research Objectives

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

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

D. Significance of the Study

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

1. Theoretical Significance

Theoretically, this research is expected to enrich the body of knowledge in the field of English language teaching, particularly in teaching writing in English as a Foreign Language (EFL) context. Writing is a complex skill that requires

students to generate ideas, organize them systematically, and express them clearly in written form (Harmer, 2015). Therefore, this research is expected to strengthen the theoretical understanding of the use of guided questions as an effective strategy to support students in developing their writing skills, especially in descriptive text writing.

2. Practical Significance

The findings of this research are expected to provide practical benefits for teachers, students, and future researchers. The practical significance of this study can be described as follows:

a. For Teachers

This research is expected to provide English teachers with insights into effective strategies for teaching writing in the classroom. The use of guided questions can serve as an alternative technique to help students develop their descriptive writing skills more effectively. In addition, this strategy may support teachers in creating a more structured and engaging learning environment.

b. For Students

This research is expected to help students improve their descriptive writing skill through the implementation of guided questions. This technique can assist students in generating ideas, organizing their thoughts systematically, and reducing their difficulties in starting the writing process, so that they can produce descriptive texts more confidently and effectively.

c. For Future Researchers

This research is expected to serve as a useful reference for future researchers who are interested in writing instruction, especially in the use of guided questions. It may also provide a foundation for further studies exploring different techniques, text types, or educational levels related to writing skills.

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