

**The Effect of using guiding questions on Junior High School  
students' achievement in writing descriptive texts**

**A Thesis**

**In Partial Fulfillment of the Requirements for  
*Sarjana Pendidikan* Degree in  
English Language Teaching**



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**2015**

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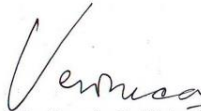


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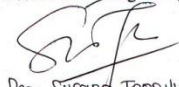
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## ABSTRACT

Widitasari, Reni 2016. *The Effect of using guiding questions on Junior High School students' achievement in writing descriptive texts*. Surabaya: The English Department of Widya Mandala Catholic University Surabaya.

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Key Terms : descriptive texts, guiding questions

*Many students in junior high school often feel confused when they have to do a writing activity. Almost all of them have difficulty to get ideas to write and also get stuck when they have to organize their ideas in writing.*

*Considering the problem above, the researcher conducted a study about The Effect of using guiding questions on Junior High School students' achievement in writing descriptive texts*

*This research is a quantitative research. The design of the research is pre experimental. This research uses One group pretest-posttest design. The objective of this study is to find out the effect of using guiding questions on students' achievement in writing descriptive text. In conducting the experiment, the researcher used one class of the eighth graders of a junior high school in Surabaya, belonging to the school year of 2015/2016. The research instruments used in this study were pre-test and post-test. The test was administered in 80 minutes. Before conducting the treatments, the researcher administered a pre-test. After conducting four treatments, the post-test was administered.*

*Then, the researcher compared the pre-test and the post-test scores using t-test calculation. The result of the t-test calculation was  $t_o$  (8, 96), and it was higher than  $t_{table}$  (2, 02). It showed that guiding questions can significantly increase on students' writing achievement.*

