

AN UNDERGRADUATED THESIS

**THE USE OF GUIDED QUESTION IN STUDENTS' WRITING SKILL OF
DESCRIPTIVE TEXT AT SECOND GRADE OF MTSN 2 MAJENE**



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**This Undergraduate Thesis was Written and submitted in a part-fulfillment of
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ABSTRACT

ARKAM : The Use of Guided Question in Students' Writing Skill of Descriptive text at Second Grade of MTSN 2 MAJENE. Undergraduate Thesis. Majene: Faculty of Teacher Training and Education, Universty of Sulawesi barat, 2023.

This study aimed to determine the implementation of the use of guided question on the writing skills in descriptive text of secong-grade students at MTSN 2 Majene and to find out the difficulties of second-grade students at MTSN 2 Majene. This research uses a qualitative research type, with the instruments used are interview and observation. The results of data analysis found that the effect of using guided questions in writing is students get the opportunity for more understand what they have written more. With guided questions, students are introduced to the types of text, then can understand the contents of the text, practice the use of grammar and vocabulary, generate ideas, and then apply what they have studied in the original writing.

Keywords: writing, Skills, guided question, descriptive text.

ABSTRAK

ARKAM: Penggunaan pertanyaan terbimbing dalam meningkatkan kemampuan siswa dalam teks deskriptif kelas II MTSN 2 MAJENE. **Skripsi. Majene: Fakultas keguruan dan ilmu pendidikan, Universitas Sulawesi Barat, 2023.**

Tujuan penelitian ini adalah untuk mengetahui penerapan penggunaan pertanyaan terbimbing terhadap keterampilan menulis dalam teks deskriptif siswa kelas II MTSN 2 Majene dan untuk mengetahui kesulitan siswa kelas II MTSN 2 Majene. Penelitian menggunakan metode penelitian kualitatif, dengan instrument yang digunakan adalah interview dan observasi. Hasil analisis data menemukan efek dari penggunaan pertanyaan terbimbing dalam menulis adalah siswa mendapatkan kesempatan lebih untuk memahami apa yang telah mereka tulis. Dengan pertanyaan terbimbing, siswa di kenalkan dengan jenis-jenis teks, kemudian dapat memahami isi teks, mempraktikkan penggunaan tata bahasa dan kosa kata, menghasilkan ide, kemudian menerapkan apa yang telah di pelajari dalam tulisan aslinya.

Kata Kunci: keterampilan, menulis, pertanyaan terbimbing, teks deskriptif.

CHAPTER 1

INTRODUCTION

A . Background of the study

Alexander (1975) stated that all four basic language skills are understanding, speaking, reading, and writing. In his book, he also said that the most important of all basic language skills are speaking and writing. "speaking and writing are the most important of these skills, since to some extent they presuppose the other two". In this section, the writer focuses on writing skills. Writing is one of the language skills that should be taught besides other skills. Writing is regarded as a productive skill. it aims at assisting students in expressing their ideas in writing.

Writing, as one of the language skills, plays an essential role in informal communication. Writing is an activity to express an idea, thoughts, or even experiences as a paragraphs. The process of writing integrates visual and conceptual abilities. Therefore the students must have extensive knowledge if they want to write something. There is some text which has to be mastered by the students at junior high school. One of the texts is a descriptive text.

Guided questions can help the students to explore their idea in learning writing skills. James C. Raymond (1980) stated that questions could be a way to help explore the topics in writing skills. Asking questions can be a way of playing with the material before deciding what you want to make of it, like toying with modeling clay until it take a vague shape that suggestst final form should take.

According to oshima and hogue (1997:50 cited in utami, 2014, p29), descriptive writing appeals to the senses, so it tells how something looks, feels, smells, tastes, and sounds. In addition, a good description is like a "word picture." The reader can imagine the object, place, or person in this mind. Students may need clarification about what to write, although they know the topic given by the teacher. They need clarification about writing their idea about the subject.

In teaching writing, the teacher must have a variety of methods or techniques to make his student interested in studying. In teaching writing, there are many methods that the teacher usually uses—for example, role play, discussion, guided questions, etc. The researcher had observed when he did a field introduction program in MtsN 2 Majene. The result is the teacher has used the guided question in teaching writing. But some of the students still have low scores in English, especially in writing. Therefore, the researcher is interested in using a guiding question in teaching writing because the researcher wants to know the right uses of still wrong.

The researcher conducted the research with the title *“The Use Of Guided Question In Students’ Writing Skill Of Descriptive Text At Second Grade of MTsN 2 Majene”*

B. Research identification

1. The second-grade students of MTsN 2 Majene needed more interest in studying.
2. The second-grade students of MTsN 2 Majene lack writing skills.

3. The second-grader students of MTsN 2 Majene needed more vocabulary.
4. The second-grade students of MTsN 2 Majene needed to gain an understanding of grammar.

C . Research Focus

In this research, the researcher attempts to identify the use of Guided questions in students' writing descriptive skills. Based on the background, the researcher arranged the focus of the research. The research focus is

1. How does the teacher implement guided questions in teaching writing of descriptive text to eight grade students in MTsN 2 Majene?
2. What are the difficulties faced by eight grade students in learning descriptive text through a guided question?
3. What are the difficulties faced by eight grade students in learning writing skills through a guided question?

D. Research Objective

1. To know how the teacher implements guided questions in teaching writing of descriptive text at eight grade students in MTsN 2 Majene.
2. To find out students' difficulties in learning descriptive text through guided question.
3. To find out the student's difficulties in learning writing through the guided question.

E . Research Benefits

The result of this study is expected to give some benefits also practically.

Both benefits are as follows:

1. Theoretically, to produce new knowledge of attractive learning in the classroom through the guided question.
2. Practically:
 - a. teacher

This research aims to help lecturers and teachers develop their lecture strategies and work more effectively by using guided questioning as their tool for teaching their students. Sometimes, lecturers need help with student boredom in class, and students may become busy alone or start talking to friends around them. This situation is chaotic and stressful for some lecturers and teachers, especially beginners. Many lecturers and teachers tend to be fierce to get students' respect and attention. It might work, or it might be the worst. Students need "fresh air" in the classroom that can improve their writing skills for learning, and guided questions are a wise choice to provide "fresh air" to students.

- b. Other researchers

The results of this research report can provide information and inspiration for other researchers interested in researching guided and educational questions. Later, this research report will become one of their references.

- c. Department of English education study program

The research report's findings will enrich knowledge about the English teaching and learning process in the English department. Research reports can later be used to find, solve, and evaluate problems, then plan actions and carry out actions related to the teaching and learning process of English. To minimize ambiguity and avoid easy interpretation of the terms or concepts used in the research and to provide clear boundaries for the discussion of the research, the researcher defines the terms used in the research as follows.

CHAPTER II

LITERATURE REVIEW

A. Previous Related Research

Teaching writing through several techniques has been applied by many English teachers as a way to improve the student's writing ability. Some researchers have done research on the effectiveness of using several techniques to improve students' abilities. It could be a reference to help this study. The first researcher is Ningrum (2015), under the title "*The Effect of Using Guided Questioning Technique to the Student's Writing Ability on Recount Text at First Grade Students SMAN 4 Kediri in Academic Year 2014-2015*". In conducting his research, the researcher employed the pre-experimental research and one-group pretest-posttest design. She used cluster sampling to decide the sample. In her result of the research guided question technique had a very significant effect on teaching writing recount text because it significantly developed the students' ability to write recount text.

The differences between the first research with this research are the subject that the researcher used is recount text, the respondent that the researcher chose is a first-grade student, and this research used eight-grade students. The researcher used quantitative research, whereas this research used qualitative research.

Furthermore, another researcher Naulan Millatina (2016), with the title "*The Implementation of Guided-Question Technique in Improving Studets' Writing Skill on Narrative Text (An Experimental Study at year VIII of SMP 1 Indrapuri)*". This research designed quai experimental with VIII grade students of SMP 1 Indrapuri. The object of the study was 40 students. To collect the data, she used

tests and questionnaires. Based on the data analysis, the guided question could improve students' writing skills. It could also motivate and make students interested in writing.

For the second researcher, the differences are the subject that the researcher used. She used narrative text in his research and used quasi-experimental. In similarities, the researcher used the same technique and the same respondent that guided questions and applied them to VIII-grade students.

The other researcher is Amalia (2017). His research aims to determine the effectiveness of the guided question technique on the writing skills of describing texts for eighth grade MTs students. State 13 Jakarta. The method used in this research is quantitative research, with a quasi-experimental design. The samples of this study were two classes which were divided into the experimental class and the control class. VIII-B as the practical class consists of 35 students, and VIII-A as the control class consists of 36 students. In gathering information, he conducted a written test which was divided into pre-test and post-test. The collected information was analyzed using SPSS v.22 and t-test. After being analyzed, the results of this study showed that there were significant differences between students' scores in writing related texts using the guided question technique and without the guided question technique. From the results of statistical calculations, it can be seen that 6,161 and 1,667. It means to be higher than it ($t_o > t_t$). Thus, the alternative hypothesis (H_a) is accepted and the null hypothesis (H_0) is rejected. In conclusion, the use of the guided question technique is effective in the writing skills of students relating texts.

For the last researcher, the differences of this research are situated in the subject being studied, that is, writing recount text, and she used quantitative analysis. At the same time, the similarities are used in the same technique in research that is guided questions and applied in VIII grade students.

In the previous research, Meliyanti (2014) conducted research about Improving Students' Recount Text Writing Ability through Guided Questions Technique. The study's design was classroom action research conducted in three cycles. The research sample was the year – 7 SMP Islam Imaduddin Kubu Raya students. The result of the research showed that the implementation of the guided questions technique improved students writing recount text. The improvement was analyzed from students' achievement on their mean score in each cycle.

Another research was done by Jayanti, Sukirlan, and Sudirman (2015). The research was about Teaching Narrative Writing through Guiding Questions Technique in the Second Grade of SMA. The sample of the research was year 11 students of SMAN I Belitang. The technique increased the students' scores in each aspect of writing. The research showed that the Guiding - Questions technique could improve students' writing ability in narrative text.

B. Some Pertinent Ideas

In this chapter, the research introduces the importance of writing in learning to write.

1. Writing skill

a. Definition of Writing Skill

Generally, writing is a way of sending a message from the writer to the reader. Writing also is a way the writer thinks or a way of thinking which is shared with the reader, like Fred D. White (1986) stated that writing is more than public communication; it is a way of thinking.

Similarly, Jo McDonough and Christopher Shaw (1993) said that writing, like reading, is, in many ways, an individual, solitary activity. Writing is an active communication process that uses graphic symbols to send messages. Linderman (1982; 11) said that writing is a communication process that uses conventional systems to convey intent to recipients. This means that communication in written form will relate to letters, words, sentences, and punctuation so that the reader can receive the intended information.

Writing is a communication tool similar to speaking. Communication is not only achieved through speaking but also through writing. In writing, writers can communicate with readers. He will express their ideas in written form. Tarigan (1987) stated that writing is a language skill used in indirect communication. Students can write their ideas, thoughts, and feelings to others by writing them on paper.

Based on the definitions of previous experts, the researcher concluded that writing is one of the most difficult skills that students have to do because it requires skills on how to build ideas and how to arrange words or sentences so that all of this is meaningful in written communication so that readers can understand the message or information. So writing is a very important skill.

b. The Purpose of Writing

Every activity has a purpose, and so does writing. Writing also has a purpose. According to Martha Heasley Cox (1962) in her book *Writing Form Process Purpose*, it is said that the purpose of writing is:

1. To let you know, you may have multiple goals in any task. You can mainly tell, that is, convey information.
2. To entertain, if your goal in writing is to amuse or entertain, be funny if you can, but check carefully the humor you will use.
3. To satirize, satire is often a form of humor, but it is always humor with a serious purpose - to reform.
4. To persuade if your goal in writing is to persuade you to want to influence the thoughts or actions of your readers.

The explanation above is the purpose of writing for writers in general, but the goal for students is learning. According to Fred D. White (1986), writing means learning. Therefore, writing has several other purposes for students in writing, or it can also be called several other functions of writing for students. They are:

- a) Writing can improve student academic achievement.
- b) Writing enables a writer to create and maintain a marketable image of himself in the eyes of potential employers and current employers.
- c) Writing enhances personal and societal relations.

c. The Characteristics of Writing

Good writing is the product of careful thought. There are several characteristics of good writing. According to Fred D. White (1986), there are four characteristics of good writing. They:

- a) The appeal to the target audience. That is, a writer must know that his writing wants to be read by many readers and according to the wishes of the readers.
- b) A coherent structure. That is, an article has an organizational scheme or outline.
- c) A smooth and detailed development. That is, a writer must build his idea by discussing the concept in detail.
- d) An appropriate and well-articulated style. That is, a writer must be able to choose the right words to explain his ideas. It is also called diction. It also means a writer should refrain from ambiguous sentences or unnecessarily complex words.

According to Pardiyono, M.Pd (2007), in his book "Teaching Genre Based Writing," states that to produce an effective written text, a writer must:

- a) Having knowledge about the content and nature of the text. This includes the purpose of writing, genre, rhetorical structure, grammar, and textual devices (cohesion and coherence).

Cohesion: related to appropriate grammatical patterns, substitutions, elliptical constructions, prepositions, conjunctions to

connect clauses and paragraphs, and references. Coherent: related to the topic's flow of thought transition signals to establish interrelation among the sentences and paragraphs.

b) Have knowledge of basic sentence patterns.

c) Having knowledge of textual devices. It includes:

Linguistic realization. It means sentences are grammatically correct and realized with cohesive devices. Topic flow. This means that the sentences are realized with coherent devices.

d) Identify the role of written text. On the author's side, the written text has a function. On the other hand, on the side of the text, the reader's writing has meaning. The two roles can be summed up into three roles, functions, or meanings. They are ideational meaning, interpersonal meaning, and textual meaning.

d. The Forms of Writing

Writing has several genres or forms. According to Robert Scholes and Nancy R. Comley (1985), the form of writing is divided into three categories. They are the author-oriented form, reader-oriented form, and topic-oriented form.

a) Writer-oriented forms, namely forms of writing where the writer becomes the center of attention. There are two forms of this category. They are Expression and reflection.

1) Expression. In this form, the writer writes to express his feelings or thoughts.

2) Reflection. In reflective writing, the author's self is multiplied. In reflection, we look back. It means those of us who are now writing look back to some previous self and measure, in some way, the distance between then and now. Reflection allows us to find significance in the events of our own life.

b) Reader-oriented form. There are two forms of reader-oriented writing. They are Directions and persuasion.

1. Direction. It provides information and organizes information in the most useful and easy-to-understand order, just like cookbooks and instruction books.

2. Persuasion. It is designed to persuade or motivate the reader to do something.

c) Topic Oriented Forms. The six forms of topic-oriented writing are narrative, description, classification, argumentation, analysis, and synthesis.

1. Narrative is a form of writing distributed to readers about an event that occurs in time.

2. Depiction is taking a scene or an object and perpetuating it in language.

3. Classification is a form that prioritizes an organization. It uses categories or subtopics.

4. Argumentation is different from persuasion because it is more rational. This includes a thesis to be argued and evidence to support the thesis.

5. Analysis is observing and writing about what the author observes.

6. Synthesis is the most complete and complete form of academic writing

e. The Process of Writing

If someone wants to write something and do perfect writing, they must know the writing process. Not all writers write the same way, but experienced writers can pinpoint certain common elements, even though these elements can be combined in different ways. Likewise, Robert Scholes and Nancy R. Comley (1985) state that there are three phases in the writing process. They:

- a) Prewriting, the most productive way to begin your writing assignment, is to gather your thoughts on paper without the pressure of putting your Expression into its final form. Prewriting is your chance to practice what you say and start worrying about how your audience will judge the final formation of your work. Writers should start by choosing a subject to write about. That means making a potential list of topics. The goal is to narrow your focus to find boundaries that allow you to work productively.
- b) Drafting, drafting is the point at which you begin to put your ideas in some order and envision a possible shape for the work. You will produce a beginning, a middle, and end. Before beginning drafting, some writers make an outline to remind themselves of how they wish to order their idea.
- c) Revision the writers should revise after drafting because changing their writing is essential if they want to be professional writers. it is an advantage all writers can have if they revise and rewrite before

presenting their work to readers. The secret of a professional writer is revision and revision".

On the other hand, Fred D. White (1986) states that there are five stages of the process of writing . They are:

- a) Invent. To discover a topic, the important details about the topic, and what a writer mainly wants to say about it.
- b) Gather and plan. Retrieve details about the topic from the writer's memory or background reading.
- c) Organize and outline. Map out a writer's idea in terms of the beginning, middle, and end device of a working(trial) outline to maintain coherence and thorough development.
- d) Write the first draft. Develop your idea, concentrating more on content than on style or correctness.
- e) Revision Rework your draft to improve accuracy, readability and development. Revisions can take place whenever you want it to, but the most efficient time for it to occur is after you have completed a preliminary draft.

2. Descriptive Text

a. The definition of Descriptive Text

Descriptive text is a text that says what someone or something is like. Its purpose is to describe and express a particular person, place, or thing. Kane (2005; 352) stated descriptive text is about sensory experience, how something looks, sounds, and tastes. It is mostly about visual experience, but

descriptive also deals with other kinds of perception. Gerot and Wignell (1995) define a descriptive text as a kind of text which is aimed to describe a particular person's place or things.

Descriptive text is text to describe a person, place, or thing through a visual experience. It creates visual images of people, places, and even times of day or seasons. It can also be used to describe people's outer appearance. It may tell about their character traits and personality.

b. The characteristics of Descriptive Text

These characteristics are important to note so that when writing a descriptive text, it is not wrong. Those are the characteristics, according to Artono (2008):

- a) Using Simple Present Tense
- b) Frequent use of epithets and classifiers in nominal groups
- c) Use of the verb "have": have, has, had, to give a detailed description of the object's features.
- d) Use of action verbs related to the topic, especially when describing behaviors or personalities (for person)
- e) Use of adjectives in describing especially the qualities.

c. The Generic Structure of Descriptive Text

In writing descriptive text, it should consist of a generic structure. They are identification and description. Hammond (1992) stated that descriptive text has a generic system as follows:

a) Identification

Identification identifies a phenomenon to be explained. This is a general opening statement in the first section or first sentence that introduces the subject of the description to the reader. In addition, it can provide brief information to the reader about when, where, who, or what of the subject being described.

b) Description

Description can be the explanation of the physical appearance of the subject, the qualities of the topic like the degree of beauty, excellence, or the particular aspects that the subject has.

d. Purpose of Descriptive Text

Based on the initial definition, the purpose of descriptive is to present a description of a person, subject, or setting to the reader. Likewise, Diane A. Wilbur (1966) states that descriptive writing aims to create a clear picture or impression of a person, place, or object.

Meanwhile, Fred D. White (1986) stated that there are several purposes of descriptive text.

- a) To see means helping the reader to see the objects, people, and sensations you present. As you might guess, description is important for all rhetorical purposes, not just for expressiveness.
- b) To explain means to explain to the reader about a subject. For example, a science writer would describe the shape of an airplane wing to help explain to readers how mechanical flight is possible.
- c) To Persuade means the writer describes something to make the reader interested. For example, an attorney might describe the damage done to a bedroom window to help prove forced entry and thereby convince a jury that the defendant committed the theft..
- d) Re-make means making the reader make something. For example, descriptions allow readers to recreate experiences, specifically the sensory pleasures of those experiences, in their minds, thus increasing their enjoyment of the subject under discussion.

e) To demonstrate means the writer wants to show something to the reader when the writer describes the melting of Walden Pond after a long time. The chill of winter demonstrates nature's animated quality and how its processes are more complex and beautiful than the unobservant can realize.

e. Example of Descriptive text

Identification	<p>My Favorite Acoustic Guitar</p> <p>I got my first guitar from my mother when I was in junior high school.</p>
Description	<p>It is made of mahogany wood. The quality of sound produced by this acoustic guitar is still as clear as it was.</p> <p>It may be because the guitar applies a set of steel strings. The dominant color of the guitar is peach.</p>

3. Guided Questions

a. The definition of Guided questions

Guided questions can help students to explore their ideas in learning writing skills. James C. Raymond (1980) stated that questions can be a way to help explore topics in writing skills. Asking questions can be a way of playing with materials before deciding what you want to make, like playing with modeling clay

until a shape vaguely indicates its final shape. If you know in advance what type of writing you want to create, you can jump right into the question that best fits that type of writing. If you don't know what piece of writing you want to write, working through a few series of questions can lead you to a goal as well as information.

According to Robinson, this is the same technology that asks a few questions about a topic called a question paragraph, then turns the question into an affirmative statement paragraph.

In addition, this technique can help students take the first steps in writing expositions. It explores their topic in writing. Raymond stated that questions can be a way to help explore topics in writing skills. Asking questions can be a primary way of playing with the material before you want to create the shape. In addition, the master can direct students' writing by giving 5 W and 1 H questions (what, why, where, when, who, and how) to generate ideas and details, especially when the writer is going to write an event or story. Then the writer can think about the answers to each question and decide what information is most important to the reader to put down on paper.

Based on the explanation above, it can be concluded that leading questions are a technique used by giving 5W + 1H questions to students to direct students to generate ideas and details when writing an event or story. When students answer this question, the answers can form an outline of their writing before being made into paragraphs.

b. Using Guided Questions in Teaching Descriptive Texts

In teaching writing descriptive texts through guided questions, the master follows the following procedure. Ilfa Hidayah, (2015) :

a) Prewriting activity

- 1) The teacher explains what descriptive text is and also explains the parts of generic structures of descriptive text that the students must write in a paragraph.
- 2) The teacher decides on a topic to be given to the students.
- 3) The teacher gives the students some questions related to the topic.
- 4) The teacher gives an example of descriptive text based on the question as the model for the students.

b) Writing Activity

- 1) The teacher asks the students to write their own descriptive text.
- 2) The students begin to write a descriptive text by answering the questions given by the teacher.
- 3) While the students are writing, the teacher moves among them and gives assistance and guidance as required.

c) Rewriting activity

- 1) Collecting the students' work, monitoring and marking their work one by one right way, and writing the comment and suggestions underneath.
- 2) The teacher asks the students for their final revisions and collects their work.

c. Kinds of Questions

There are several questions that can be used as guiding questions to direct students in writing. According to Taylor in his book entitled *A Student's Writing Guide*, some of these questions can be used to open lines of thought (Gordon Taylor, 2010). They are:

a) What

This question word has several functions. First, it can ask about the relationship between names or words with objects or phenomena. Second, it may ask for a particular object, process, or idea description. Moreover, 'what' can be used to seek more general or universal definitions and theories.

b) Who, Whom

Who can ask for the identity of a person or group of people? 'Who' asks to identify who did something for some event, while 'Whom' asks for the people affected by an event or action. Propositions can follow the words 'Whom' to, for, by, with, and among.

c) Where, when

This type of question word asks about the place, time, and duration of events and objects because each event has a setting where and when it occurs. It can also specify complex issues of frequency, distribution, reach, regularity, and other important topics.

d) How

This question word can be used in a number of ways. First, it can ask for a process description rather than a phenomenon or object. Second, it can be a request for various features or characteristics. Finally, I can ask for an explanation.

e) Why

Why often ask for explanations and theories? It can be used in a number of ways. First, it can be used to ask for a causal explanation, meaning the cause of an event or phenomenon. Second, why can we ask purposive explanations such as reasons, intentions, and goals from those responsible for an action, event, or phenomenon? Third, why demand a functional explanation to ask what function something has or what role it plays? The last why can be a request for a deductive explanation, which asks what combination of societal conditions to deduce a logical conclusion.

As the points above explain, what, who, where, when, why, and how are the types of 5W + 1H questions that can open students' minds. This question can be used as a guiding question given to students when they are writing stories or events to guide them in writing and generating their ideas and details.

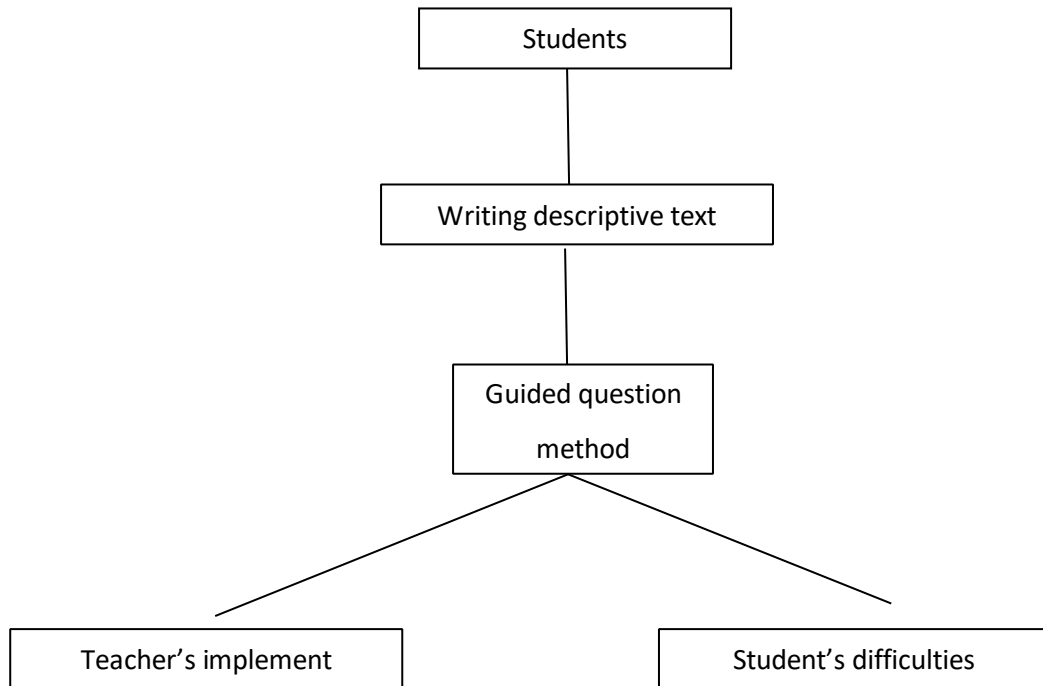
d. The Purpose of Guided Questions

Based on the definition of guided questions above, the purposes of using guided questions are:

- a) To increase students' achievement in writing skills, especially in a descriptive paragraph

- b) To make it easier for students to explore the topic which they will write about.

C. Conceptual Framework



In teaching writing descriptive text, the teacher uses any technique or method to make students interested to learn. For example, EGRA (Exposition, Generalization, Reinforcement, and Application) technique, guided question, sketch technique, and many more. In this case, the researcher will use guided questions to write a descriptive text.

Many experts have explained the definition of guided question, and one factor that interferes with the students' knowing how to write well and correctly is the technique of teaching which the teacher applies. However, the guided question is a technique that can be used to teach writing of descriptive texts.

This research shows that the researcher wants to know how the teacher implements guided questions in teaching the writing of descriptive text and wants to find out the difficulties faced by class ninth-grade students in learning descriptive texts using guided questions.

CHAPTER V

CONCLUSION AND SUGGESTION

A. Conclusion

1. This explores students' problems in the use of guided questions in students' writing skills of descriptive text in English language proficiency from basic and upper-intermediate levels. Nevertheless, just focusing on problems related to writing components, namely guided question, vocabulary, grammar, mechanics, and form. Regarding the content of the descriptive text, basic-level students need help with details.
2. Students needed to provide sufficient details in the content because they had difficulty expressing their ideas in English, caused by a lack of vocabulary and an inability to write with proper grammar. The problem is mainly in the lack of vocabulary and the lack of ability to operate English grammar. Problems in applying correct grammar also become a big obstacle for students in conveying their ideas.
3. Lack of ability in vocabulary and grammar provoke problems in writing introductory paragraphs, thesis statements, body, and conclusion. The respondents also have problems with capitalization, punctuation, and spelling. Meanwhile, for vocabulary, grammar, and mechanics, students who are at the upper-intermediate level have no difficulties.

B. Suggestion

Based on the above conclusions, the researcher can make the following suggestions:

1. For teacher

The teacher should always give supporting students to be confident in interacting with using English. The teacher hoped to give feedback and do the reflection for the students. The learning process takes place.

2. For students

When teachers use guided questions, make the relationship between teacher and students is more bonded. Students must know their goals and treat them with respect.

3. For researcher

From the findings of this study, it is expected to be useful and applied in practical use. The researchers suggest that English teachers use guided questions to improve students' writing skills in writing descriptive text. This is because guided questions can help students who still have problems expressing their ideas in written form to produce their ideas related to the topic and help students to write well-organized sentences in descriptive texts. Then the researcher suggests that future researchers apply this technique with other types of texts, procedures, analytical expositions, or other types of texts and can also do this technique at different levels, such as in high school.. This study used 26 students, and only 22 students concluded.

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