STUDENTS' PERCEPTION ABOUT QUESTION IN WRITING DESCRIPTIVE TEXT USED BY THE TEACHER AT THE FIRST GRADE OF MAN KUBANG PUTIH ACADEMIC YEAR 2017/2018

A THESIS

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Demikianlah pernyataan ini saya buat dengan sesungguhnya untuk dipergunakan sebagaimana mestinya.

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ABSTRACT

Lisa Ramadhani, 2311.024. Students' Perception about Question in Writing Descriptive Text used by the Teacher at the First Grade of MAN Kubang Putih Academic Year 2017/2018. A Thesis, State Islamic Institute (IAIN) Bukittinggi, 2018

This research was conducted because the reseacher found several problems faced by the first grade students of MAN Kubang Putih in writing Descriptive Text. The phenomenon show that some of students need too much time to find good ideas that suitable with the title. Some of students lack of vocabulary. Some of them were difficult to determine the generic structure of Descriptive Text. Basically, this research is aimed to find Students' Perception about Question in Writing Descriptive Text used by the Teacher at the First Grade of MAN Kubang Putih Academic Year 2017/2018.

This research was a quantitative research. The population of this research was students at the first grade of MAN Kubang Putih which consist of 69 the students. The sample was taken 69 students. The sample were taken by using total sample.The technique of data colection in this research was the questionnaire. This research used close questionnaire. To answer the questionnaire the research provided 12 options. The researcher analyzed the data used percentage for each item.

Based on finding results, the researcher has found percentage students' perception related to six types question used by teacher. First, student's perception on knowledge is *always (*55%). Second, student's perception on comprehension is *always (*75,3%).Third, student's perception on application is *always (*71%). Fourth, student's perception on analysis is *never (*50,72%) Fifth, student's perception on synthesis is *always (*43,4%). Last, student's perception on evaluation is *always (*43,4%). So, the students' perception of question in writing descriptive text at the first grade students of MAN Kubang Putih in academic year 2017/2018 is *very good* quality.

Key word: Students' Perception, Question and Descriptive Text.

ABSTRAK

Lisa Ramadhani, 2311,024. Persepsi Siswa tentang *Question* dalam Menulis Teks Deskriptif yang digunakan oleh Guru pada Siswa Kelas Satu MAN Kubang Putih tahun ajaran 2017/2018.

Penelitian ini di lakukan karena peneliti menemukan beberapa masalah yang dihadapi oleh siswa kelas satu di MAN Kubang Putih dalam menulis teks deskriptif. Fenomena menunjukan bahwa siswa membutuhkan waktu yang lama untuk mengembangkan ide-ide yang sesuai dengan judul teks, beberapa siswa memiliki kosa kata yang terbatas dan beberapa siswa kesulitan dalam menentukan kerangka paragraf teks deskriptif. Pada dasarnya penelitian ini bertujuan untuk mengetahui persepsi siswa tentang *question* yang di gunakan oleh guru dalam menulis teks deskriptif.

Penelitian ini menggunakan penelitian kuantitatif. Populasi dalam penelitian ini adalah semua siswa kelas satu MAN Kubang Putih yang terdiri dari 69 siswa. Sampel dalam penelitian ini diambil 69 siswa. Dalam pengambilan sampel peneliti menggunakan teknik *total sampling*. Teknik pengumpulan data dalam penelitian ini menggunakan angket. Peneliti menggunakan angket tertutup. Peneliti menganalisa data menggunakan persentasi untuk masing- masing item dan persentasi untuk masing-masing bagian dari variable.

Hasil penelitian menunjukan bahwa persentase persepsi siswa yang berkaitan dengan enam jenis *question* yang digunakan oleh guru. Pertama, persepsi siswa pada tipe *Knowledge* adalah *always* (55%). Kedua, persepsi siswa pada tipe *Comprehension* adalah *always* (55%). Ketiga, persepsi siswa pada tipe *Application* adalah *always (*71%). Keempat, persepsi siswa pada tipe *Analysis* adalah *Never (*50,72%. Kelima, persepsi siswa pada tipe *synthesis* adalah *always (*43,4%). keenam, persepsi siswa pada tipe *Evaluation* adalah *always (*43,4%). Jadi, persepsi siswa tentang *question* dalam menulis teks deskriptif di MAN Kubang Putih pada tahun ajaran2017/2018 adalah sangat bagus.

Kata kunci: Persepsi Siswa, *Question,* dan Teks Deskriptif

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CHAPTER I
INTRODUCTION

A. Background of the Problem

English is one of the important subjects that should be mastered by the students. Students have to realize that they need English to compete in the globalization era, cultural, and technological development. Therefore, students should master English skills well in order to be successful in facing globalization era. Moreover, most of the sources of knowledge nowadays use English. So, in order be able to comprehend it, students should master English.

In English, there are four basic skills, they are: speaking, reading, listening, and writing. Writing skill is one of the language skills that taught to students. It is based on the standard of graduate competency, stated in syllabus, in the writing skill, the graduate of senior high school must be able to write short written functional texts and simple essays in the forms of recount, narrative, procedure, descriptive, news item, report, analytical exposition, spoof, explanation, discussion, and review in the daily life context. In line with this policy, the teacher should try hard to encourage the students reach the purpose of English learning, especially in writing.

Writing is one of the language skills that should be taught besides the other skills. Writing as a productive skill aims at helps students in expressing their idea written. Therefore, the students must have extensive knowledge if they want to write something. In writing, the students are hoped to have an ability to understand and write many kinds of text. Sokolik states in Nunan

that an English learners' ability to form and write correctly was seen as evidence of learners' ability to write, and moreover, of learner's overall ability in English.[1] In addition as stated in English syllabus of senior high school at first grade, the students should master kinds of texts. They are descriptive text, narrative text and recount text. Finally, having a good writing ability is important for students especially, on descriptive text.

Descriptive text is a text describes something. Richard states that descriptive text is a text that describes the features of someone, something, or certain place[2]. In this case, the teacher describes to the students about pet, place, things and someone. Hopefully, the students can express their ideas through question which is showed by the teacher. So, the teacher used question to help the students to improve their writing on descriptive text.

To overcome the problems, the teacher should use varieties strategies in teaching writing especially in writing Descriptive Text. One of the strategies that used by the teacher in teaching writing is using question. Question can help the students to explore their idea in learning writing skill. Fran Peavey said that question will be a good way to help releases the blocks to change and new ideas in writing skill.[3] In addition, Sockalingam state that to guide students on the learning process, it is essential to question on learning outcome (content) as well as students' thinking and learning

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[1] David Nunan, *Practical English Language Teaching,* (McGraw-Hill; Singapore,2003), p.89

[2] Jack C. Richards and Willy A. Renandya, *Methodology in Language Teaching: An Anthology of current practice*, (New York, Cambridge University Press:2002), p.303

[3] Fran Peavey, *Strategic Question*: *An Approach To Creating Personal And Social Change,* edited by Vivian Hutchinson, 1997), p.3

processes.[4] It means that by using the question, the students are able to catch the idea about what will they write because here the teacher gives them a key word or clues that will lead them to write more and more. It is the teacher's job to make the students in the classroom, especially in the writing descriptive text class to be able to write, even master the writing skills. So, the question can give positive effect for the students in writing.

Question is a common strategy used in teaching English. Hilda in Wilen described question as" the single most influential teaching act" because of the power of question to impact students to reflect on critical thinking and learning.[5] In addition, Guide questions which is used in teaching writing.[6] Using questions could help the students produced their writing, because by answering the questions they would write easily. The students could start their writing easily by answering questions. It was very motivating. Teacher asked questions, then the students analyzed and answered the questions to produce their writing.

Based on the preliminary research by doing observation and interview, the researcher found that the teacher has applied question in writing class, but the teacher still difficult to make students feel interested about the writing

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[4]NachammaSockalingam, *Questioning Skills to Engage Students, from* http://www.facultyfocus.com/articles/teaching-and-learning/questioning-skills-to-engagestudents/,accessed on August, 10th , 2017, at 20.00.

[5]WilenWilliam.W, *Questions Questioning Technique and Effective Teaching,* (Washington D.C:National Education Assiciation, 1987), p. 13

[6]e-Journal of English Language Teaching Society (ELTS), from; http://jurnal.untad.ac.id/jurnal/index.php/ELTS/article/viewFile/3025/2099. Vol. 2 No. 1 2014 – ISSN 2331-1841, accessed on August, 10th , 2017, at 20.00.

materials. So, some of students need too much time to find good ideas that suitablewith the title.

The second problem is based on students' documents tasks, some of students lack of vocabulary, so they need a long time to explore their ideas. They could not arrange the sentence well. They just combined the sentences without considering the main idea and supporting details. They could not make a well-organized paragraph. They did not know how to start making the next paragraph in order that the paragraphs are coherent. Most of their sentences in a paragraph were not related to each others.

The third problem is some of them were difficult to determine the generic structure of Descriptive Text. In the students' documents task, most of them write description on first paragraph. On descriptive text, identification belong to first paragraph and description on second paragraph. They did not know what they should write for identification and description of the Descriptive Text.

Based on the explanation above, the researcher decides to look what are students' perception question in writing descriptive text used by teacher. Under the title "**Students' Perception about Question in Writing Descriptive Text used by the Teacher at the First Grade of MAN KubangPutih Academic Year 2017/2018".**

B. Identification of the Problem

Based on the background of the problem, the researcher identifies the problems as follow:

1. Some of students need too much time to find good ideas that suitable with the title.
2. Some of students lack in vocabulary mastery.
3. Some of them were difficult to determine the generic structure of Descriptive Text.

C. Limitation of Problem

Based on the identification of problem above, the researcher focuses on "Students' Perception about Question in Writing Descriptive Text used by the Teacher at the First Grade of MAN Kubang Putih Academic Year 2017/2018".

D. Formulation of the Problem

Based on the limitation above, the researcher is formulated into "What are Students' Perception about Question in writing DescriptiveText used by the Teacher at the First Grade of MAN Kubang Putih Academic Year 2017/2018".

E. Purpose of the Research

Based on the problem formulated above, the purpose of this research is to know the Students' Perception about Question in writing Descriptive Text used by the Teacher at the First Grade of MAN Kubang Putih Academic Year 2017/2018

F. Significance of the Research

The researcher supposes that the research finding might be useful for many people, such as:

1. The students

   It is expected that the use of Question can be a good way for students in learning writing. So, the students can enjoy to generate their ideas.

2. The teacher

   Being the reference for the teacher to teach and motivate the students to learn English especially writing. It can be an alternative, ways to solve the problem in teaching writing in the class.

3. The Reader

   It is hoped that the result of the study can give the information related to the teaching writing using question.

G. Definition of the Key Term

In order to avoid misunderstanding, the researcher defines some essential terms which are used in the research. They are:

1. The students' perception is the students understanding towards things, object or person, so that create perspective that positive or negative which can enrich everything lack in a thing, object or person.
2. Question a central part of developing interactive language in the classroom. It serves as a guide for the teacher to determine which questions to plan and ask in the classroom and it provides a framework for interaction with the students.[7]

[7]Scarino Angela and Anthony J. Liddecoat, *Teaching and Learning Language: A Guide,* (Australia:Goverment, 2009), p. 42

3. Descriptive text is a text that describes the features of someone, something or certain place[8].

[8]Jack C. Richards and Willy A. Renandya, *Methodology in Language Teaching: An Anthology of current practice*, (New York, Cambridge University Press:2002), p.303

CHAPTER II

REVIEW OF RELATED LITERATURE

A. Reviewed of Related Theory

There are some theories proposed by experts related to writing, essay and cohesiveness.

1. The Nature of Perception.

a. Definition Perception

Cognitive process is the process that allow appear perception that is through process it someone will interpret and comprehend their around environment. As Wibowo states perception is a cognitive process that allow us to interpret and understand around us.[1]Moreover, the function of perception is a process of giving meaning toward environment.

Perception is related with get special knowledge about object or event so that perception occur since stimuli actuate sensory. According to Saverin is a process that we use to interpret sensory data.[2] On the other hand perception includes acceptance of stimulus by the sense, selection and organizing stimuli.

Perception is an instrument to get information about the around world. Someone will make definition about the world through their own definition. As Wibowo states perception is a process of

[1]Wibowo, *PrilakuDalamOrganisasi*, (Jakarta , PT RajaGrafindoPersada, 2013), p 59
[2]Werner J Severin and James W Tankard.*TeoriKomonikasi: Sejarah, MetodedanTerapandalam Media Massa* (Jakarta, Prenada Media 2005) p 83

receiving information by making definition about the world around us.[3] It needs consideration of information , how to group information and how to interpret it to our last knowledge. So, the accurate and correct information is created to be used as guidance for someone in knowing the world.

By giving definition to environment, someone will organize and interpret their responses impression. The responses impression is everything observed around environment by organizing and interpreting it so that definition about the around environment is appeared. According to Rivai, perception is a process that done by individuals where they organize and interpret their responses impression with the intention of giving meaning to their environment. Inconclusion, perception is process enable someone to organize information and interpret impression toward around environment.

b. The Factors Influencing Perception

In fact, people can observe the same thing, but they feel difference. There are some factors that influence them in giving opinion. According to Wibowo, there are three factors that influence perception.[4]

1. Perceiver

   Perceiver is people who give perception. People can influence perception because different people will create

[3]Wibowo, *PrilakuDalamOrganisasi*,.....,p 59
[4]Wibowo, *PrilakuDalamOrganisasi*,.....,60-61

different perception. There are some component in perceiver factor:

a) Attitude

   Attitude is behavior in interacting or communicating with fellow human beings. Attitudes also become one component wich is needed by the perceiver.

b) Motives

   Motives is the reason in giving perception. Motive also become one component in giving perception because when someone who gives his perception about something, he has motives before he gives a perception.

c) Interest

   Interest is the most important thing needed by someone in giving perception. When someone has interesting with something , it can make it sure in giving perception.

d) Experience

   Experience is knowledge or mastery of an event subject gained through involvement. Experience also become one component to give perception toward something which influences to perceiver.

e) Expectation

Expectation is something that hoped by people who is giving perception. Someone's perception also become one component in giving perception toward something or someone.

2. Target

Target is people or object to be objective perception. Target factor has components:

a) Novelty

Novelty may be the shared experience of new cultural phenomenon or the subjective perception of an individual.

b) Motion

People give more attention to move objects that the stationary objects. Motion mean that subject which will be given a perception and it is also one component or perception. It will influence perveicerin giving perception.

c) Sounds

Sounds is meaningful sound that srve as target perception. Sounds also become one component in giving perception.

d) Size

In size, a large object is more likely to be nocited than a smaller object. The size of object also becomes one component in giving perception because the bigger object is morenoticed than a smaller object.

e) Background

Background is the prior knowledge about the target. The percever's background about a subject also becomes one important thing in giving perception.

f) Proximity

Proximity means that nearness. The objects which are nearner to each other can be perceived meaningfully by grouping them.

g) Similarity.

If there is similarity in these objects, they are grouped together and perceived, even if they are away.

3. Situation

Situation is condition at the time of perception done. The situation factor has components:

a) Time

Time is time at the perception done. Time is one factor in giving perception and become one condition which influence the perception.

b) Work Setting

Occuptation influences perceiver to give the perception toward the target perception.

c) Social Setting.

Relation of setting social of someone toward target perception will influence someone's perception.

In conclusion there are three factors that influence perception, for instance perceiver (attitides, motive, interest, experience, and expectation), target (novely, motion, sounds, size, background, proximity, and similarity), and situation (time, work setting, and social setting). These factors will influence someone perception in interpretation the event or the object happens in their environment.

c. Measuring perception

There are two methods can be applied in measuring perception. Safaruddin states that measuring perception has the same way as measuring behavior.[5] There are two methods in measuring perception. The first one is self report and the second is involuntary behavior.

[5]Rudi Sararuddin, *Scolar Perception Toward of Library Tanjung Pura University*, p. 6

1. Self - Report

   Self-report is a method where respondent gives answer that can be used to indicate student's perception. The researcher gives alternative answers to respondents where the alternative answer can be always, often, sometimes, and never. The respondent chooses one of the alternative answers that has been provided

2. Involuntary

   Involuntary is a method can only be done if there is a willing from the respondents in doing it.

It can be concluded that someone can use these method of behavior measurement in measuring perception by answers given by the respondents through questionnaire.

4. Question

a. Definition of Question

Questionis the activity which cannot be separated in every learning process. It is one of the most popular modes of teaching. Almost all of teachers ask questions in the class every day. Teacher use questions more than other activity. They are central to such strategy as recitation, review, discussion, inquiry, and problem

solving.[6] Hence, questions can help to review essential content in a subject.

Besides, Scarino stated that "questioning is a central part of developing interactive language in the classroom".[7] In classroom setting, teacher's questions are defined as stimulate that convey to students the content elements to be learned and directions for what they to do and how they to do it. So, teacher questions that ask students to think actively and develops their thinking in generating ideas..

Questioning is the way of teacher to manage the class, make the classroom situation become meaningful and encourage the student's participation. Moreover, questioning is a strategy that can give positive effect for the students such as improve their thinking ability, raise their curiosity, guide them to decide the answer, and focusing their attention to the topic that discuss.

b. The Purpose of Question

Teachers ask questions for a variety of purpose, including:

1) To stimulate student participation
2) To conduct a review of materials previously read or studied
3) To stimulate discussion of a topic, issue, or problem
4) To involve students in creative thinking

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[6]Wilen, William.W, *Questions, Questioning Technique and Effective Teaching*, (Washington D.C:National Education Association, 1987), p.11

[7]ScarinoAngela and Anthony J. Liddecoat, *Teaching and Learning Language: A Guide*, (Australia:Goverment, 2009), p. 42

5) To diagnose student abilities
6) To assess student progress
7) To determine the extent to which objectives have been achieved
8) To rouse student interest
9) To control student behavior
10) To personalize subject matter
11) To support student contributions in class.[8]

This variety of purposes strongly suggests the important role questions can play in instruction. It is not difficult to imagine a teacher using questioning behaviors related to a variety of purposes within a single lesson. Moreover, the purpose is to provide teachers with information on what types of question and questioning behavior can facilitate the learning process.

c. The Type of Question

To develop variety in questioning, the teacher need to know what kind of question they commonly ask. Types of question can be seen on its' aim, the level of difficulty and students' in writing. Hence, Bloom in Charles divides the types of questions into six types based on cognitive level[9]. There are:

[8]Wilen, William.W, *Questioning Skills for Teachers:What Research Saysto the Teacher,* (Washington D.C:National Education Association, 1991), p. 8

[9]Charles C Bonwell and James A. *„Active Learning; Creating Excitement in the Classroom.*Washington, DC: Office of Educational Research and Improvement(ED), 1991), p. 24

1) Knowledge: identification and recall of information

This is the lowest level of questions and requires students to identification and recall of information. Knowledge questions usually require students to identify information in basically the same form it was presented. The question words: who, what, where, when, how and etc (describe).

a. Knowledge Terminology

In the learning process the teacher use specific symbols (verbal and non-verbal). This may include knowledge of the most generally accepted symbol referent, knowledge of the variety of symbols which may be used for a single referent, or knowledge of the referent most appropriate to a given use of a symbol.

b. Knowledge of Criteria

This knowledge teacher share knowledge which fads, principles, opinions, and conduct are tested or judged. Familiarity with criteria for judgment appropriate to the type of work and the purpose for which it is read. Knowledge of criteria for the evaluation of recreational activities.[10]

[10] Bloom, *Cognitive Domain, A Committee Of CollegeAnd University Examiners,* Published Simultaneously In The Dominion Of Canada, 1956. P. 200

2) Comprehension: organization and selection facts and ideas

Simply stated, comprehension is the way in which ideas are organized into categories. Comprehension questions are those that ask students to take several bits of information and put them into a single category or grouping. These questions go beyond simple recall and require students to combine data together. The question words: (retell, discuss, explain).

a. Interpretation

. The ability to grasp the thought of the work as a whole at any desired level of generality. The students' ability to interpret various types of social data and the explanation or summarization of a communicate.[11]

b. Extrapolation

The ability to deal with the conclusions of a work in terms of the immediate inference made from the explicit statements. Students can predict continuation of trends.

3) Application: use of facts, rules and principles

At this level, teachers ask students to take information they already know and apply it to a new situation. In other words, they must use their knowledge to determine a correct response. The question words: (interpret, apply, use, demonstrate).Abstractions

[11]Bloom, *Cognitive Domain, A Committee Of College And University Examiners*, Published Simultaneously In The Dominion Of Canada, 1956. P. 205

may be in the form of general ideas, rules of procedures, or generalized methods. The abstractions may also be technical principles, ideas, and theories which must be remembered and applied. Application to the phenomena discussed in one paper of the scientific terms or concepts used in other papers.

4) Analysis: Separation of a whole into component parts

An analysis question is one that asks a student to break down something into its component parts. To analyze requires students to identify reasons, causes, or motives and reach conclusions or generalizations. The question words: (compare, contrast, examine, analyze)

a. Analysis of Elements

Identification of the elements included in a communication. Students' ability to recognize unstated assumptions.

b. Analysis of Relationships

In this case, the students check the consistency of hypotheses with given information and assumptions, connections and interactions between elements and parts of a communication and skill in comprehending the interrelationships among the ideas in a passage.

5) Synthesis: Combination of ideas to form a new whole

Synthesis questions challenge students to engage in creative and original thinking. These questions invite students to produce original ideas and solve problems. There's always a variety of potential responses to synthesis question. The question words(compose, design, predict).

a. Production of a Unique Communication

The students attempts to convey ideas, feelings, and/or experiences to others. In writing, the students use an excellent organization of ideas and statements.

b. Production of a Plan or Proposed set of Operations

The teacher should satisfy requirements of the task which may be given to the student or which he may develop for himself. Students' ability to propose ways of testing hypotheses and ability to plan a unit of instruction for a particular teaching situation.[12]

6) Evaluation: development of opinions, judgments or decisions

Evaluation requires an individual to make a judgment about something. The teacher asked to judge the value of an idea, a candidate, a work of art, or a solution to a problem. When students are engaged in decision-making and problem-solving, they should be thinking at this level. Evaluation questions do not

[12]Bloom, Cognitive Domain, A Committee Of College
And University Examiners, Published Simultaneously In The Dominion Of Canada, 1956. P. 200

have single right answers. The question words(judge, appraise, evaluate, assess).

a. Judgments in Terms of Internal Evidence

Students can evaluate of the accuracy of a communication from such evidence as logical accuracy, consistency, and other internal criteria. The students canto assess general probability of accuracy in reporting facts from the care given to exactness of statement, documentation, proof, etc.

b. Judgments in Terms of External Criteria

Evaluation of material with reference to selected or remembered criteria. Judging by external standards, the ability to compare a work with the highest known standards in its field-especially with other works of recognized excellence.

In addition, Walter suggest two types of question based on the student's comprehension:

1) Display Question

This question is designed to elicit student's background knowledge and to check the student's basic comprehension. This type of question tends to limit the student's engagement and only provide little opportunity for the students in

negotiating meaning or providing comprehensible input, besides teacher are already knew the student's answer.

E.g., What does....mean?

2) Referential Question

This question requires the students to refer their own background knowledge or related experiences, opinion, and to explain or clarify.[13]This question is more empower because it also requires that students to engage their self in language interaction.

E.g., What do you think about....?

In conclusion, display question is used to check the student's basic comprehension while the referential question is used to engage student's background knowledge. Moreover, those to types of question are suitable for pre listening activities.

d. The Characteristic of Good Question

The good question which will be asked by the teacher to the students should has some characteristic. It is important to make the students completely understand with the question later than they can answer it well. The learners should be able to understand the questions asked and the meaning of the questions should be clear to them.The characters of good question are:

1. Questions asked must be according to the level of the learners.

[13] Teresa Walter, *Teaching English Language Learners*, (New York : Longman,2004), p.32

2. Questions with definite answers should be encouraged.
3. Challenging questions that require learners to compare, evaluate, or draw inference should be asked.
4. A question should not have a 'trick' or 'catch' to it.
5. Yes/No questions should be avoided.[14]

By these characteristics, the question which is given to the students to make them easy to understand it. The seven characters are should be included in the question

e. The Reasons for Asking Students Questions

In teaching writing by using question, the teacher should know about reason for asking questions, they are:

1. To get learners thinking
2. To motivate learners
3. To improve the lesson effectiveness
4. To foster rapport between instructor and learner
5. To enhance learning through communication among learners
6. To assess prior knowledge
7. To assess learning
8. To assess teaching effectiveness
9. Guide learners having difficulties back to the task.
10. To encourage personal connections to the content.[15]

[14]Aga Khan,*HelpingEfl/Esl Students By Asking Quality Questions* , The Internet TESL Journal, Vol. IX, No. 10, October 2003,**http://iteslj.org/http://iteslj.org/Techniques/Hussain-Questions.html**.

In addition, Clarke states that askingwell structured/thought-out questions has a number of positive benefits within the classroom including:

1. Directing students' thinking in a particular way.
2. Encouraging learners to think and actively construct their own schemas.
3. Structuring or guiding the learning of a task.
4. Allowing teachers to assess the learning of their students both in terms of what they bring to the lesson and what they are taking from the lesson.
5. Identifying gaps and/or misconceptions in students' learning.
6. Providing immediate insight into where the learning of pupils has developed to Helps students clarify their understanding of a topic.
7. Motivating students' interest and engagement in a topic.
8. Providing opportunities for student learning through discussion.[16]

5. The Nature of Descriptive Text

a. The Definition of DescriptiveText

Descriptive text is one of a text genre that is studied by students to be written at senior high school level. It is a kind of text used to describe a particular person, place, or thing in details. Gerrot and Wignell state that descriptive text is a kind of text with a purpose to

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[15]Bcit learning and teaching centre, *Using Classroom Questions Effectively 3700 Willingdon Avenue, Burnaby, BC, V5G 3H2, p 2*

[16] Clarke, S. (2001). *Unlocking Formative Assessment*. London: Hodder and Stoughton. http://projects.coe.uga.edu/epltt/index.php?title=Bloom% 27s_Taxonomy. p.1

give information.[17] Through this text, the writer can show to the reader about physical appearance of something clearly.

From the explanation above, it can be concluded that descriptive text is a text which aims to describe place, things, animals, persons, or others in details. It may be used to describe more about the appearance of people, their character or personality. It also reproduces the way things look, smell, taste, feel, or sound.

b. The Generic Structure of Descriptive Text

In writing descriptive text, the writer should know the structure of descriptive text; it can help the writer to be more effective in writing and can produce a good writing. The structure of descriptive text usually consists of two stages, they are[18]:

1. Identification

   The aim of identification is to identify the phenomena that to be described. It identifies who or what to be described. The identification usually stated in the first paragraph to introduce reader what to be describe in the next paragraph.

2. Description

   The function of description is to describe part, qualities, and characteristics. In this part, the writer explains about the subject in detail.

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[17] Linda Gerot and Peter Wignell, *Making Sense of Functional Grammar*, (Sydney: GerdStabler, 1994), p. 214

[18] Jenny Hammound, *et. al*., *English for Social Purposes (A Handbook for Teachers of Adult Literacy)*, (Sydney: Macquarie University, 1992), p. 75

Therefore, descriptive text has two generic structures; they are identification and description. Identification is to identify about the object that will be described and description is to describe about parts, qualities, characteristic, etc. So, generic structures can help students to learning reading and comprehend the text. The students have to know about the generic structure Descriptive Text in order to comprehend the text. Here the example of Descriptive Text:

c. The Language Features of Descriptive Text

Descriptive text also has language features. Hammond states that there are some language features of descriptive text[19]:

1) Specific Nouns, e.g. my car, my new house, my dog, etc.
2) Simple Present tense, e.g. I live in a simple house; the house is very beautiful; it has a wonderful park.
3) Detailed Noun Phrase to give information about subject. E.g. I have a white skinned girl friend, etc.
4) Some adjectives (describing, numbering, classifying), e.g. two strong legs, sharp white fangs, etc.
5) Relating verbs to give information about subject, e.g. My mum is really cool; it has very thick fur, etc.

[19] Jenny Hammound, *et. al*., ... p. 78

6) Thinking verb or feeling verb to express personal writer view about subject, e.g. Police believed the suspect is armed; I think it is a clever animal, etc.
7) Action verb, e.g. Our new puppy bites our shoes; my cat eats mouse, etc.
8) Adverbials to give addition information about its behavior, e.g. fast, at the tree house, etc.
9) Figurative language, like simile, metaphor. E.g. John is white as chalk; her hair is black as ebony, etc.

So, the writer makes conclusion that in descriptive text there are specific nouns, simple presents, noun phrases, adjectives, action verbs, and also adverbials.

d. Teaching Writing Descriptive Text Using Questions

In teaching learning process, the teacher usually uses questions in their explanation. The goals why the teacher use question in the middle of their explanation in order to check the students understanding or just for motivating the students. Questioning skills are essential to good teaching. Teachers often use questions to ensure that students are attentive and engaged, and to assess students‟ understanding. Teachers not only need to have a clear intent for questioning, but also need to learn how to ask the right questions. To guide students on the learning process, it is essential to question on learning outcome (content) as well as students‟ thinking and learning

processes.[20]The usage of the question in teaching writing is also explained byTaylor in his book entitled *A Student's Writing Guide*. They are:[21]

1. Choose an essay topic that is interest for the writer. Such a topic that thewriter already has idea about that.
2. Ask the questions about the topic. The questions can be 5W+1H questions which is related to the topic that will be written.
3. Answer the questions and write down the answer in no more than a sentence or two.
4. Develop the answers of the question become the paragraph. The writer can add more ideas that can support the answers to make them detail.
5. Consider the paragraph as temporary answer before the writer's eventual answer. This paragraph become a foundation of the text but it can be changed

Besides, In teaching Descriptive Text using question by following used steps by teacher. Those steps of teaching Descriptive Text through question can be described as follow:

1. Pre -writing Activity
   a. The teacher explains what descriptive text is, and also explains the parts or generic structures of descriptive text that the

[20]NachammaSockalingam, *Questioning Skills to Engage Students*, from http://www.facultyfocus.com/articles/teaching-and-learning/questioning-skills-to engagestudents/, accessed on on Tuesday, Agus 10th , 2017, at 13.00

[21] Rise B. Axelrod and Charles R. Cooper, *The ST. Martin's guide to writing* (New York: ST. Martin press, 1985), p. 475

students must write in a paragraph. First paragraph on Descriptive Text contains Orientations. This step is presented by making the questions 5W+1H questions which is related to the topic that will be written.

b. The teacher decides a topic to be given to the students.
c. The teacher gives the students some questions related to the topic
d. The teacher gives an example of descriptive text based on the question as the model for the students.

2. Writing Activity
   a. The teacher asks the students to write their own descriptive text.
   b. The students begin to write a descriptive text by answering the questions given by the teacher.
   c. While the students are writing, the teacher moves among the, gives assistance and guidance as required.
3. Re-writing Activity
   a. Collecting the student's work, monitoring and marking their work one by one right way, writing the comment and suggestion underneath.
   b. The teacher asks the students to do their final revision and collect their work.

After following question procedures, the students should write and generate the conclusion of their ideas based on the teacher' questions. The

students write the paragraph about what the topic based on that has been chosen in the procedure of generating idea.

B. Review of Related Studies

To support this research, the areseveral researches on teaching English for question which have been conducted by some researches. First, IlvaWahyuni. R (2012) conducted the research under the title" The Application of Question in Pre-Listening Activities on Teaching Listening Comprehension at the Seventh Grade in SMP N 4 Bukittinggi. The result of this the research shows that the teacher applies the question in pre-listening activity in teaching listening comprehension well enough.

The second by LenyMahdalena (2007) conducted a research under title" The Effect of Questioning on the Reading Comprehension Achievement of the Second Grade Students at SMA-2 Jekan Raya Palangkaraya ". She found that questioning has a significant effect on the student's comprehension achievement.

The third byKahfiAndigi (2014) conducted a research under title'The Effectiveness of Using Question in Student's Reading Comprehension at MtsNegeri Bandung". He found that teaching through questioning is effective than without using question.

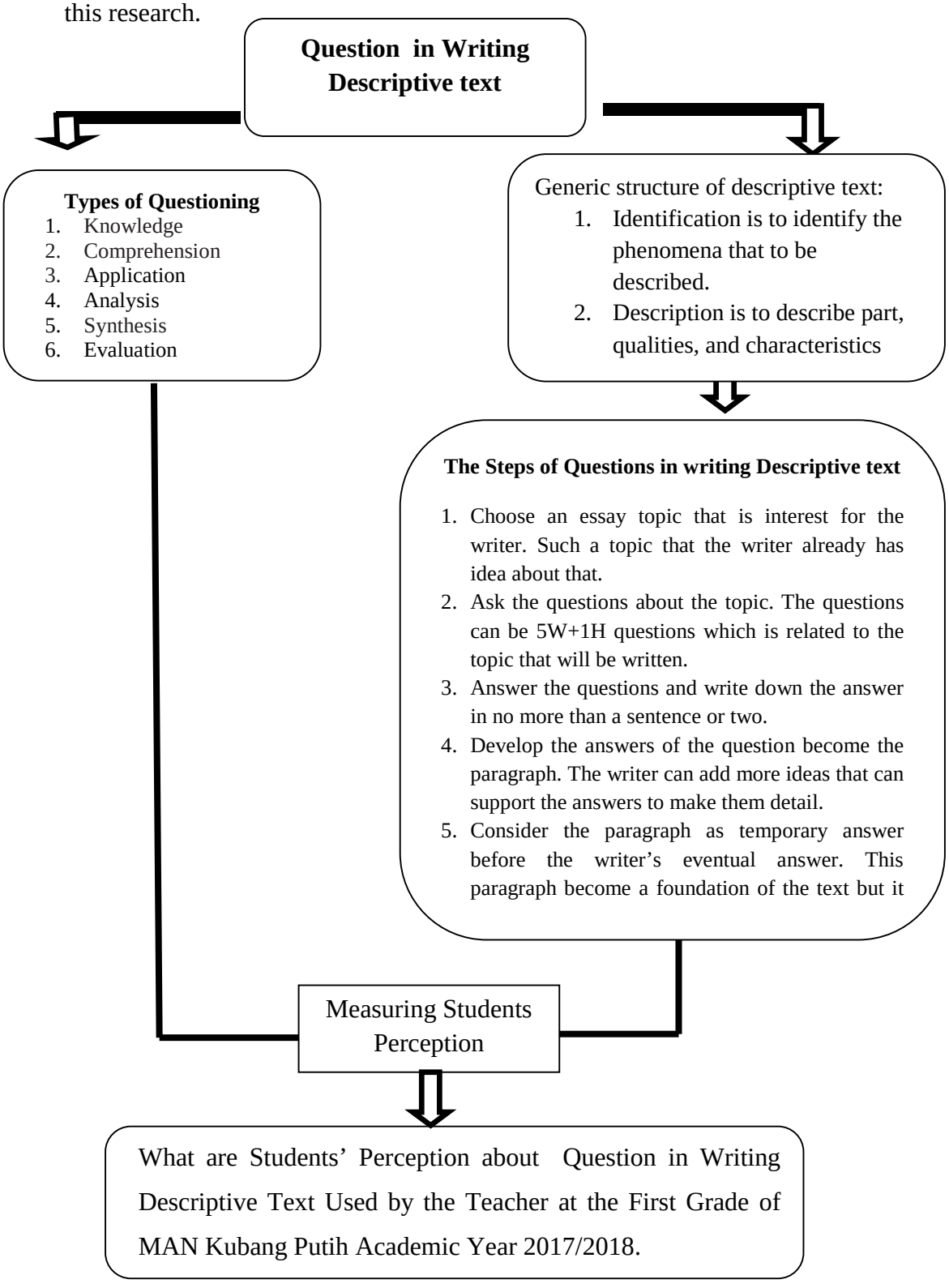
Based on the previously study above, the researcher would conduct a research about the use of the questionby the teacher in writIng desriptive text. The similarity between the previous researches and this research is about the question that used by the teacher in writing.

There is difference between this research and previous research. The previous research is focused on the effect of using basic question, while this

research is focused on students' perception Aboutquestion in writing descriptive textused by the teacher. So, the previous research is used treatment in doing research, while this research is not. So, in this research, the teacher has use question and the researcher woulddescribestudents' perception.

C. Conceptual Framework

The chart below will show the conceptual framework in conducting this research.



Based on the chart above, the question has five steps, which are: first, Choose an essay topic that is interest for the writer. Such a topic that the writer already has idea about that. Ask the questions about the topic. The questions can be 5W+1H questions which is related to the topic that will be written. Second, Answer the questions and write down the answer in no more than a sentence or two. Third, Develop the answers of the question become the paragraph. Fourth, The writer can add more ideas that can support the answers to make them detail. Last, Consider the paragraph as temporary answer before the writer's eventual answer. This paragraph become a foundation of the text but it can be changed. The step have to be followed by the teacher in applying question in writing Descriptive text.The researcher do this research is to know about student's perception in writing descriptive text, this research do research about Students' Perception about Question in Writing Descriptive Text Used by the Teacher at the First Grade of MAN KubangPutihAcademic Year 2017/2018".

CHAPTER III

RESEARCH METHOD

A. Design of the Research

In designing this research, This research used descriptive quantitative research. Gay states that descriptive research involves collecting data in order to test hypothesis or to answer the questions concerning to the current status of the subject of the study.[1] Moreover, According to Johnson, the primary purpose of descriptive research is to provide an accurate description or picture of the status or characteristics of a situation or phenomenon.[2] So, descriptive research can be defined as a purposive process of gathering, analyzing, classifying and tabulating data.

Quantitative research is a kind of research that collects the data in the form of numbers. According to Margono, quantitative research is a process to find a knowledge which is used the numeral data; in other words, the data is used as a tool to find the information that will be found by the researcher.[3]Moreover, Husaini stated that descriptive quantitative is a numeral that related to statistic descriptive such as measuring scale, portrays graphic and variability[4]. Then, the purposes of descriptive design are used to describe naturally occurring phenomena without experimental manipulation. So, this research concerned with the what are students' perception about

[1]L.R. Gay, *Educational Research, Competencies For Analysis And Application(third edition)*,(Singapore: Publishing Company, 1990, Third Edition), p. 189

[2] Burke Johnson and Larry Christensen, *Educational Research: Quantitative, Qualitative, and Mixed Approaches* (fourth edition), (USA: SAGE Publications, Inc.,2012), p366

[3] S. Margono, *MetodologiPenelitianPendidikan*, (Jakarta: RinekaCipta, 2007),p.105

[4]HusainiUsman, *MetodologiPenelitianSosial*, (Jakarta: BumiAksara), p. 130

Question in writing Descriptive Text used by The Teacher at the First Grade in MAN Kubang Putih in Academic Year 2017/2018.

B. Population and Sample

In descriptive quantitative research, the researcher used population and sample as research object. The population and sample which was used in this research as listed below:

1. Population

The population is the whole object of the research field. Gay states that population is the group of interest to the researcher which he would like the results of the study to be generalizable.[5] It means that the population is generally a realistic choice that is used by researcher to find the result of the study. Meanwhile, the population of this research is all of the first grade students of MAN Kubang Putih. The total of the population was about 69 students. The researcher chose the first grade students of MAN Kubang Putih as the population because teacher taught writing on descriptive text by using Questions.

[5]L. R. Gay, *Education Research,*…….(New York: Mncmillan Publishing company 1990), p. 118

Table 3.1: The Totally of the First Grade Students of MAN KubangPutihAcademic Year 2017/2018

No	Class	Students' Totally
1	X MIA	26
2	X IIS	24
3	X IIK	19
Total		**69**

Source :Administration of MAN KubangPutih

2. Sample

The sample is the process of selecting a number of individual for a study in which such a way that they represent the larger group from which they were selected. The purpose of sampling is to gain information about the population using sample.[6]The sample of this research was selected by total sampling. According to Arikunto, the researcher use total sampling if the amount of population less than hundred, so it is better to take all of the population as the sample of the research in order to make accurate generalization.[7]Whereas the population in this research was less than 100 students. It is only about 69 students. So, the researcher took all of the first grade students as the sample of the research.

[6]L. R. Gay, *Education Research: Competencies For Analysis And Application(third edition)*, (Singapore: Merrill, 1990) p.117

[7]SuharsimiArikunto, *Procedure PenelitianSuatuPendenkatanPraktek* (Jakarta: RinekaCipta, 1998), p. 107

C. Instrumentation

The researcher used the close questionnaire as the instrument to collect the data from sample. According to Gay, descriptive data are usually collected is through a questionnaire survey or observation.[8] It means that the questionnaire can be used to collect data on this research is descriptive quantitative research. The instrument which is used in this research is the instrumentation is arranged to identify students' perception.

To avoid misunderstanding and to make it clear, the researcher decide to make questionnaire in Indonesian with positive and negative statements. It was expected that the students as the sample will give spontaneous and accurate answer. It also to make the researcher is easier in analyzing the data. The questionnaire were used Likert scale (always, often, sometimes, seldom and never).

Table 3.2 Likert Scale

Likert Scale	Code
Always	S
Often	SR
Sometimes	KD
Seldom	JR
Never	TP

Source :Sugiyono

[8]L.R.Gay, *Educational Research,,,,,,,,,,,,p*

The researcher uses validity to test the list of questionnaire items. The purposes of the validity focus on the content and instrument function.[9] This questionnaire is analyzed by using judgment experts.[10] In this case, the researcher makes the instrument that is questionnaire about the aspect would be measured then it is consulted with the expert.

D. Technique of Data Collection

The data in this research was collected through questionnaire. Questionnaire is the technique of data collection by giving some questions with answering some alternates to respondent. Margono states that, questionnaire as technique of data collection that is done by giving some written question to respondent.[11] Questionnaire is an instrument in collecting data or information about the use question in writing. questionnaire in this research consists of 12 list questions item.

E. Technique of the Data Analysis

Data analysis is the process in organizing and arranging the data into pattern, category and the basic explanation in order to get the result of the data. The data is gathered by using documentation and questionnaire. The researcher analyzed the data related descriptive quantitative after gathering the data through collection method. It is shows the data accurately. as follow:

1. Questionnaire

The data analyze by inculpating likert scale model in

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[9]

[10] L R Gay Educational Research, competnecies of analysis and application (New York Merrill Publishing 1990, p 129

[11]Margono, *MetodePenelitinPendidikan*, (Jakarta : PT. RinekaCipta, 2007), p. 167

indentifyingthe students' question in writing descriptive text. Sugiyono states that likert scale model is used to measure attitudes, opinions, and perceptions of person or group of social phenomena.[12] Every list of items arrange based on indicators of question that related to material of writing. in determining the percentage of variable, in order to make clear the data obtained, the questionnaire develop with graduations for every positive to very negative expressed in words, with ranting scale as follows:[13]

Table 3.3: Ranting Scale of Likert Scale

Alternative Answers item	**Positive Questionnaire Item**
Selalu (S)	4
Sering (Sr)	3
Kadang-kadang (K)	2
TidakPernah (T)	1

Source: Sugiyono

After the data collect, the researcher conducts the following procedure to analyze them.

1.Give the questionnaire to the students which contains some questions about types of question uses by teacher.

2. Analyzed the questionnaire based on the students' answer.

3. The researcher calculated the frequencies, percentages, means of the score obtained students' answer. To find out percentage of

[12]Sugiyono, *MetodePenelitianPendidikan: PendekatanKwantatif, Kualitatifdan R&D,* (Bandung: Alfabeta 2007), p. 134

[13]Sugiyono,....., p. 199

each items, the researcher uses the formula that purposed by Sudjana as follows:

$$\mathbf{P} = \frac{fn}{n} \times \mathbf{100}\%$$

Notes: P = Percentage
fn = Frequency of each item
n = Total of sample[14]

4.The finding mean of the data by using formula that suggested by Subana as follow[15]

$$Mx = \frac{x}{n}$$

Mx= Mean

x= Total of percentage

n= Amount of items

5.Drawing the conclusion

The researcher made conclusion about the students' perception of English Clinic in speaking ability based on the highest mean percentage of each indicator. Then, interpreted the data into the rating quality that suggested by Anas Sudjono.[16]

[14]Sudjana, Nana dan Ibrahim, *PenelitiandanPenilaianPendidikan*, (Bandung: SinarBaru, 2001), p. 129.
[15]SubanaSudrajat, DasarDasarPenelitianIlmiah, p 188
[16]Anas, Sudijono, PengantarStatistikPendidikan 1987

Table 3.4 Data Interpretation of Rating Quality

Very good	41-50%
Good	31-40%
Moderate	21-30%
Poor	11-20%
Bad	0-10%

Source :AnasSudjono

Table 3.2 shows that the interpretation of rating quality they are; very good, good, moderate, poor and bad. For instance, if the indicator gets the highest mean score in range 0-10%, it is means that this indicator has bad condition. If the indicator gets the highest mean score in range 11-20%, it is means that this indicator has poor condition. And if the indicator gets the highest mean score in range 21-30%, it is means that this indicator has moderate condition. Next, if the indicator gets the highest mean indicator score in range 31-40%, it is means that the indicator has good condition. The last if the indicator gets the highest mean score in range 41-50%, it is means that this indicator has very good condition.

6. The researcher made the conclusion based on the result of the percentage of the students' option in questionnaire and what rating quality of students' perception in writing descriptive text used by the teacher descriptive.

CHAPTER IV

FINDING AND DISCUSSION

A. Finding

In this section, the researcher describes about the data which is gotten in the field in order to answer the formulations of the problems: What are Students' Perception about Question in Writing Descriptive Text used by the Teacher at the First Grade of MAN Kubang Putih Academic Year 2017/2018".

Based on the researcher observation at MAN Kubang Putih, it was known that the teacher had used question in teaching writing descriptive text with the topic about describe the family. The finding was intended to knowStudents' Perception about Question in Writing Descriptive Text Used by the Teacher at the First Grade of MAN Kubang Putih Academic Year 2017/2018very good.

1. Description of the Data

This part is focused on the data description. The data was collected from questionnaire.Qquestionnaire was obtained from result of question used by teacher in teaching writing descriptive text.

The questionnaire consists of 12 items regarding the question in teaching writing in each stage. The type of question consist 6 items, they areKnowledge: identification and recall of information (2 items), comprehension: Organization and Selection Facts and Ideas (2 items), application: use of facts, rules and principles (2 items),analysis: Separation of a whole into component parts (2 items),synthesis: Combination of ideas

to form a new whole (2 items), and evaluation: development of opinions, judgments or decisions (2 items). It used to find out and describe question used by teacher in teaching writing.

2. Data Analyzing

The researcher would like to describe the frequency of question used by teacher in teaching writing descriptive text. The researcher described the all of types question used by teacher. It could be described in data below:

Table 4.1 The result of students perception about question in writing descriptive text

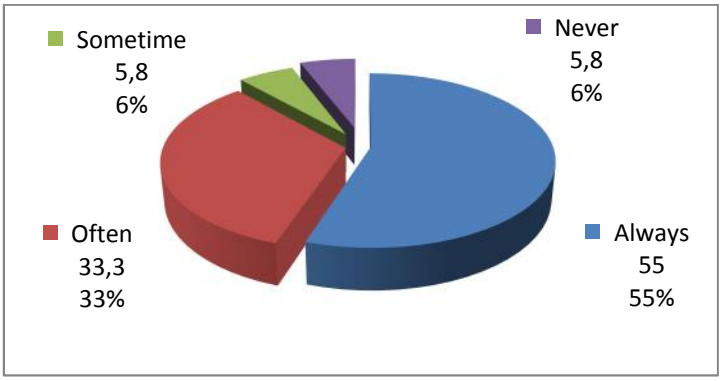
No	Statement Number	Always	Often	Sometimes	Never
1.	Statement 1	55%	33,3%	5,8%	5,8%
2.	Statement 2	69.50%	14,4%	13%	2.90%
3.	Statement 3	13%	7,2%	21,7%	58%
4.	Statement 4	75,3%	14,4%	5,8%	4,34
5.	Statement 5	71%	21,7%	5,8%	1,44
6.	Statement 6	63,7%	21,7%	7,2%	7,2%
7.	Statement 7	7,2%%	21,7%	20,28%	50,72%
8	Statement 8	20,28%	21,7%	43,3%	14,4%
9.	Statement 9	21.7%	14,4%	40,5%	23,18%
10.	Statement 10	43,4%	29%	14,4%	13%
11.	Statement 11	36,2%	29%	21,7%	13%
12.	Statement 12	43,4%	36,2%	11,59%	8,7%
	Total	**519,69%**	**264.7%**	**211.07%**	**202.68%**
	Mean	**43,31%**	**22,06%**	**17.60%**	**17%**

Based on data of the table above. it shows that there are 12statements that answered by 69 students as sample. One statements consists of 4 possible answers. they are ; *always, often, sometimes, and never*. From the table above can be seen that the mean percentage of each answer. *Always* gets **43,31%,** *often* gets **22,06%,** *sometimes* gets **17.60%,** and *never* gets **17%.** The highest mean percentage of all the answers is *always* which has highest **43,31%.**It means that the teacher used question in writing and students always used all of type question in writing descriptive text. It can be described into percentage of this stage in the diagram below:

1. **Students' Knowledge in Writing Descriptive Text by Using Question**

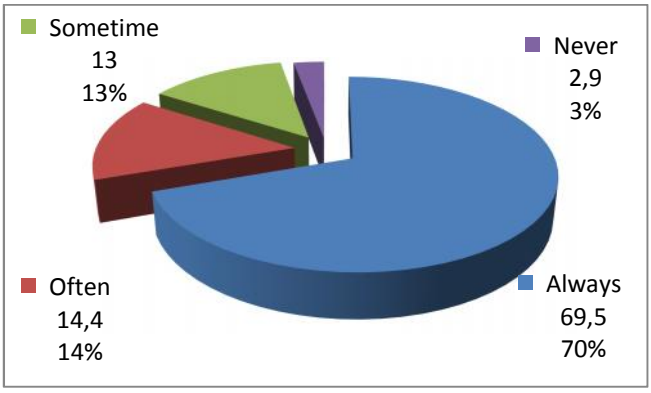
   In this type questions, there are two statements. Each of item can be seen in the following table:

Figure 4.1: *The percentage statement 1 of type questions:Knowledge*



Based on the digram above, it describes that teacher has used type question to check students' knowledge in writing descriptive text. It can be proved based on questionnaire that choosing by students with option, 38 respondents answered *always* (55%),23 respondents answered *often* (33%), 4 respondents answered *sometimes*(6%), and4 respondents answered *never* (6%). So, the students' perception for this item is *always* which has highest percentage (55%).

Figure 4.2: *The percentage statement 2 of type questions:Knowledge*

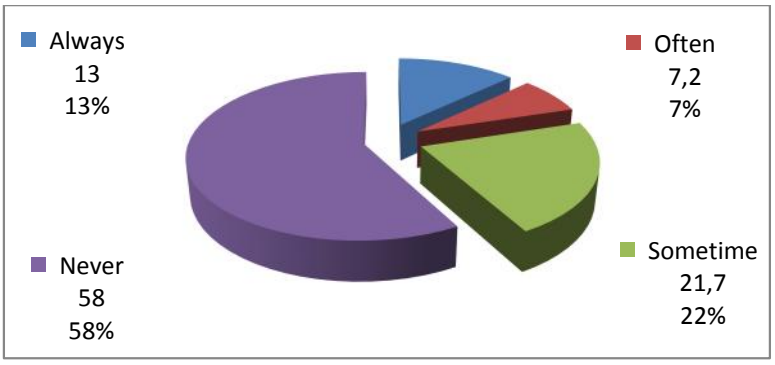


Based on the digram above, it describes that teacher has used type question to check students' knowledge in writing descriptive text. It can be proved based on questionnaire that choosing by students with option, 48 respondents answered *always* (70%), 10 respondents answered *often* (14%), 9 respondents answered *sometimes*(13%), and 2respondents answered *never* (3%). So, the students' perception for this item is *always* which has highest percentage (70%).

2. Students' Comprehension in Writing Descriptive Text by Using Question

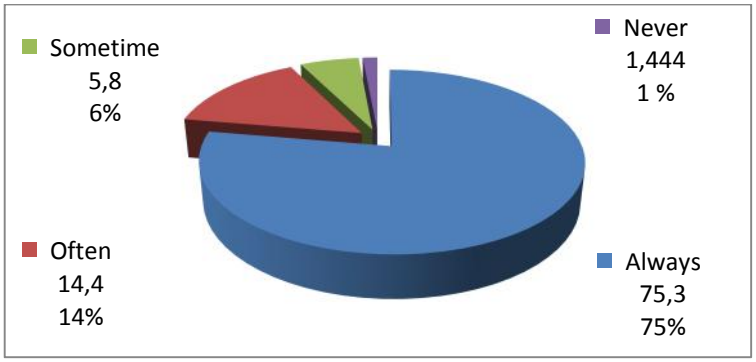
In this type questions, there are two statements. Each of item can be seen in the following table:

Figure 4.3: *The percentage statement 3 of type question:Comprehension*



Based on the digram above, it describes that teacher has used type question to check students' comprehension in writing descriptive text.It can be proved based on questionnaire that choosing by students with option, 9 respondents answered *always* (13%), 5 respondents answered *often* (7%),15 respondents answered *sometimes*(22%), 40 respondents answered *never* (58%). So, the students' perception for this item is *never*which has highest percentage (58%).

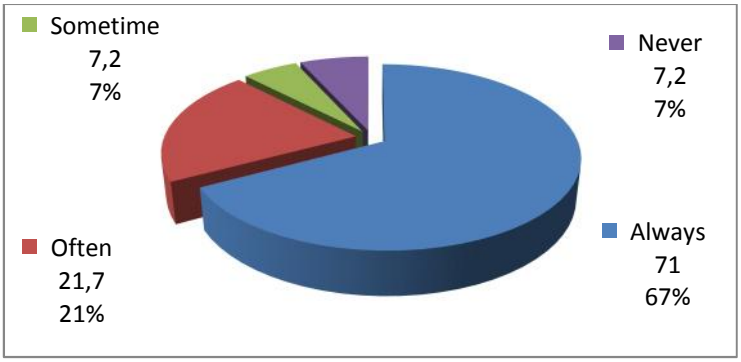
Figure 4.4: *The percentage statement 4 of type questions:comprehension*



Based on the digram above, it describes that teacher has used type question to check students' comprehension in writing descriptive text.It can be proved based on questionnaire that choosing by students with option, 52 respondents answered *always* (75%), 10 respondents answered *often* (14%), 4 respondents answered *sometimes*(6%), and 1 respondents answered *never* (1%). So, the students' perception for this item is *always* which has highest percentage (75%).

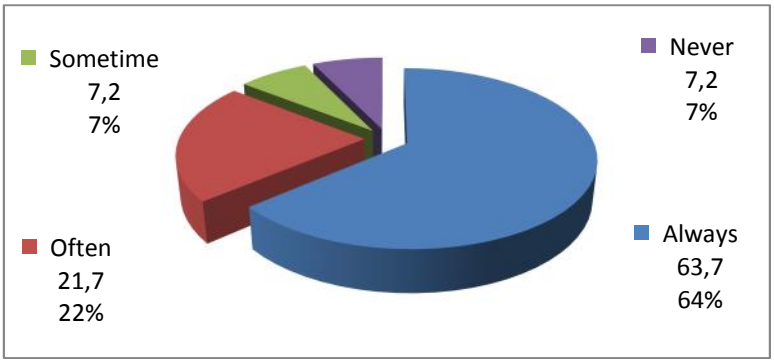
3. Students' Application in Writing Descriptive Text by Using Question

Figure 4.5: *The percentage statement 5 of type questions:Application*



Based on the digram above, it describes that teacher has used type questiontowardstudents' application in writing descriptive text. It can be proved based on questionnaire that choosing by students with option, 49 respondents answered *always* (71%), 15 respondents answered *often* (22%), 5 respondents answered *sometimes*(7%), and 5 respondents answered *never* (7%). So, the students' perception for this item is *always* which has highest percentage (71%).

Figure 4.6: *The percentage statement 6 of type questions:Application*

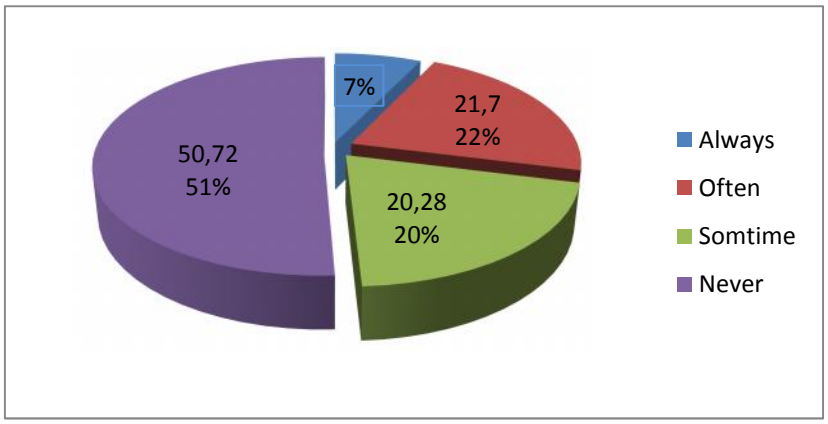


Based on the digram above, it describes that teacher has used type questiontowardstudents' application in writing descriptive text .It can be proved based on questionnaire that choosing by students with option, 44 respondents answered *always* (64%), 15 respondents answered *often* (22%), 5 respondents answered *sometimes*(7%), and 5 respondents answered *never* (7%). So, the students' perception for this item is *always* which has highest percentage (64%).

4. Students' Analysis in Writing Descriptive Text by Using Questioning

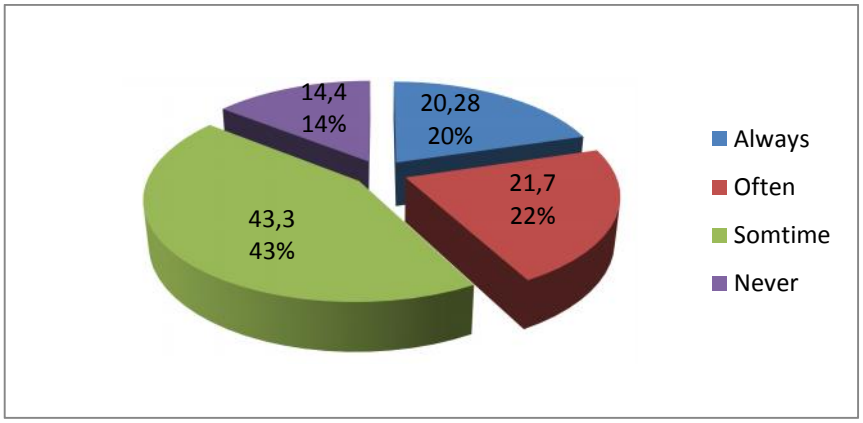
In this type questions, there are two statements. Each of item can be seen in the following table:

Figure 4.7: *The percentage statement7 of type questions :Analysis*



Based on the digram above, it describes that teacher has used type question towardsstudents' analysis in writing descriptive text .It can be proved based on questionnaire that choosing by students with option, 5 respondents answered *always* (7%), 15 respondents answered *often* (22%), 14 respondents answered *sometimes*(20%), and 35 respondents answered *never* (51%). So, the students' perception for this item is *never* which has highest percentage (51%).

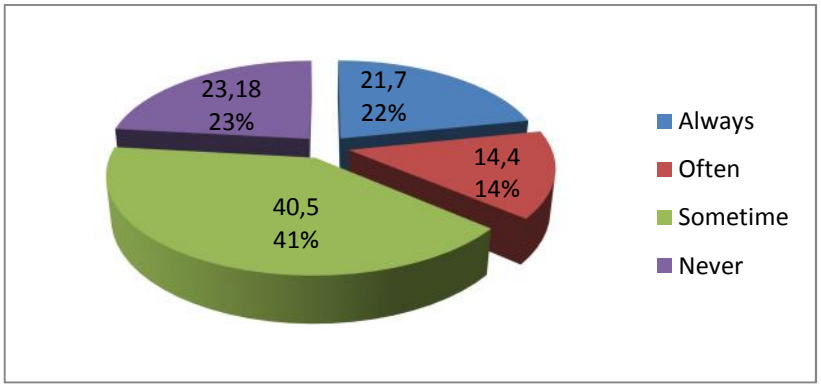
Figure 4.8: *The percentage statement 8 of type questions :Analysis*



Based on the digram above, it describes that teacher has used type question towardsstudents' analysis in writing descriptive text. It can be proved based on questionnaire that choosing by students with option, 14 respondents answered *always* (20%), 15 respondents answered *often* (22%), 30 respondents answered *sometimes*(43%), and 10 respondents answered *never* (14%). So, the students' perception for this item is *sometime* which has highest percentage (43%).

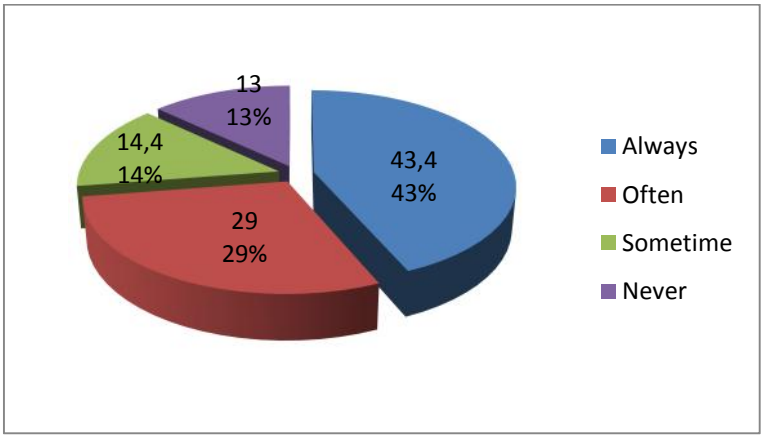
5. **Students' Synthesis in Writing Descriptive Text by Using Question**

Figure 4.9: *The percentage statement 9 type question:Synthesis*



Based on the digram above, it describes that teacher has used type question to check students' synthesis in teaching writing descriptive. It can be proved based on questionnaire that choosing by students with option, 15 respondents answered *always* (22%), 10 respondents answered *often* (14%), 28 respondents answered *sometimes*(41%), and 16 respondents answered *never* (23%). So, the students' perception for this item is *sometimes* which has highest percentage (41%)

Figure 4.10:*The percentage statement 10 of type questions :Synthesis*

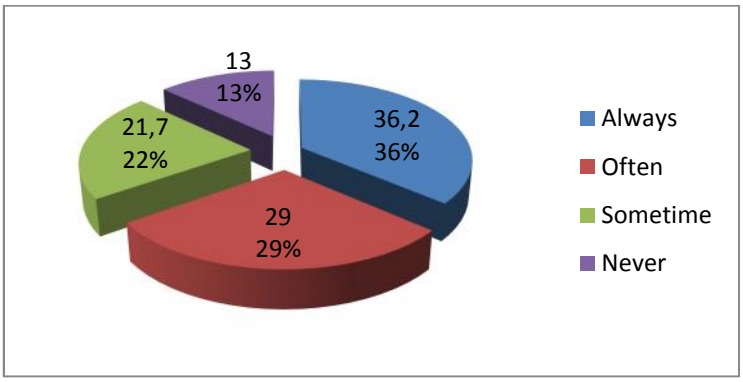


Based on the digram above, it describes that teacher has used type question to check students' synthesis in teaching writing descriptive text . It can be proved based on questionnaire that choosing by students with option, 30 respondents answered *always* (43%), 20 respondents answered *often* (29%), 10 respondents answered *sometimes*(14%), and 10 respondents answered

never(13%). So, the students' perception for this item is *always* which has highest percentage (43%)

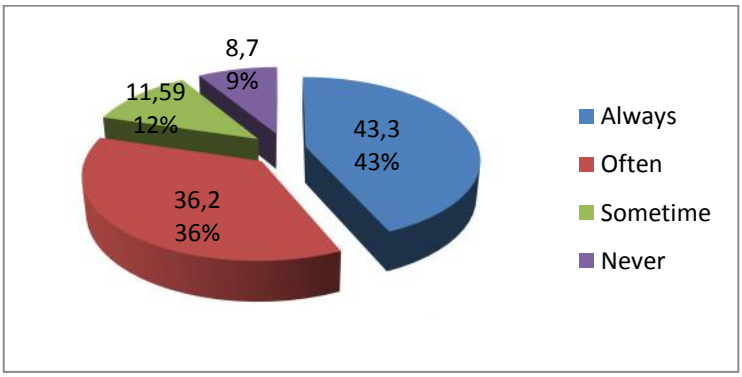
6. Students' Evaluation in Writing Descriptive Text by Using Questioning

Figure 4.11: *The percentage statement 11of type question:Evaluation*



Based on the digram above, it describes that teacher has used type question on evaluation.. It can be proved based on students' perception on questionnaire that choosing by students with option, 25 respondents answered *always* (36%), 20 respondents answered *often* (29%), 15 respondents answered *sometimes*(22%), and 9 respondents answered *never* (13%). So, the students' perception for this item is *always* which has highest percentage (36%).

Figure 4.12: *The percentage statement 12 of type question:Evaluation*



Based on the digram above, it describes that teacher has used type question on evaluation to ask students to evaluate and revisi their paragraph . It can be proved based on students' perception on questionnaire that choosing by students with option, 30 respondents answered *always* (43%), 25 respondents answered *often* (36%), 8 respondents answered *sometimes*(12%), and 6 respondents answered *never* (9%). So, the students' perception for this item is *always* which has highest percentage (43%).

B. Discussion

Based on the description and analysis of the data above, the there are two points that need to be discussed in this research, first the description of the question that used by teacher in teaching writing. The teacher of MAN Kubang Putih applied question in teaching writing especially in writing descriptive text. It can be seen from mean questionnaire students' perception below:

The Result of Students Perception about Questionin Writing Descriptive Text

No	Statement number	Always	Often	Sometimes	Never
1.	Statement 1	55%	33,3%	5,8%	5,8%
2.	Statement 2	69.50%	14,4%	13%	2.90%
3.	Statement 3	13%	7,2%	21,7%	58%
4.	Statement 4	75,3%	14,4%	5,8%	4,34
5.	Statement 5	71%	21,7%	5,8%	1,44
6.	Statement 6	63,7%	21,7%	7,2%	7,2%
7.	Statement 7	7,2%%	21,7%	20,28%	50,72%
8	Statement 8	20,28%	21,7%	43,3%	14,4%
9.	Statement 9	21.7%	14,4%	40,5%	23,18%
10.	Statement 10	43,4%	29%	14,4%	13%
11.	Statement 11	36,2%	29%	21,7%	13%
12.	Statement 12	43,4%	36,2%	11,59%	8,7%
	Total	**519,69%**	**264.7%**	**211.07%**	**202.68%**
	Mean	**43,31%**	**22,06%**	**17.60%**	**17%**

Based on data of the table above. it shows that there are 12statements that answered by 69 students as sample. One statements consists of 4 possible answers. they are ; *always, often, sometimes, and never*. From the table above can be seen that the mean percentage of each type question. *Always* gets **43,31%,** *often* gets **22,06%,** *sometimes* gets **17.60%,** and *never* gets **17%**The highest mean percentage of all the answers is *always* which has highest **43,31%.**It means that the students

used in writing and students always used all of type question in writing descriptive text.

The teacher of Man Kubang Putih used types of question in teaching writing. There are some types of question used by the teacher in teaching writing. They are: Knowledge: identification and recall of information, Comprehension: Organization and Selection Facts and Ideas, Application: use of facts, rules and principles,Analysis: Separation of a whole into component parts,Synthesis: combination of ideas to form a new whole, and evaluation: development of opinions, judgments or decisions.

Based on the data in the previous pages, there are six types question used by the teacher. First, the highest perception given by students based on teacher's question on knowledge by option is *always (*70%). The researcher assumed that there were some reason why the students always perception on teacher's question related to their knowledge. Based on the theory, question can help students in writing skill and generate their ideas and also teacher's question in order to make students will be easy to write.

Second, the highest perception given by students based on teacher's question on comprehension by option is *always (*75%). The researcher assumed that there were some reason why the students always perception on teacher's question related to their comprehension. It means that, based on teacher' question student can comprehend question in order to make students will be easy to generate ideas.

Third, the highest perception given by students based on teacher's question on Application: by option is *always (*71%). The researcher assumed that there were some reason why the students always perception on teacher's question related to application:. It means that, based on teacher' question students apply the rules and principle in writing descriptive text.

Fourth, the highest perception given by students based on teacher's question on analysis: by option is *never(*51%). The researcher assumed that there were some reason why the students *never*perception on teacher's question related to analysis because the students wrote descriptive text directly without separation of a whole into component parts.

Fifth, the highest perception given by students based on teacher's question on Synthesis: combination of ideas to form a new whole: by option is *always(*43%). The researcher assumed that there were some reasons why the students *always* perception on teacher's question related toSynthesis: combinaton of ideas to form a new whole because before the students wrote descriptive text, the students combined their ideas with the teacher's question.

Last, the highest perception given by students based on teacher's question on evaluation: by option is *always(*43%). The researcher assumed that there were some reason why the students *always* perception on teacher's question related to evaluation because before the

studentscollected their paragraph, the students revise about all of their ideas and their paragraph.

The researcher interpreted the highest of mean data percentage into rating quality that suggested by Anas Sudjono that divide into five rating quality; *very good* (41-50%), *good* (31-40%), *moderate* (21-30%), *poor* (11-20%) and *bad* (0-10%). Based on the findings the data, the researcher made conclusion about the students' perception of question in writing descriptive text atthe first grade students of MAN Kubang Putih based on the highest mean percentage of each parts of type question.

In summary, the researcher indicated that the students' perception of question in writing descriptive text atthe first grade students of MAN Kubang Putih academic year 2017/2018. First, students' perception on knowledge is *always (*69,50%)in rating quality of very *good*. Second, students' perception on comprehension is *always (*75,3%)in rating quality of very *good*. Third, students' perception on application is *always (*71%)in rating quality of very *good*. Fourth, students' perception on analysis is *never(*50,72%) in rating quality of very *good*. Fifth, students' perception on synthesis is *always(*43,4%) in rating quality of very *good*. Last, students' perception on evaluation is *always (*43,4%) in rating quality of very *good.* By over all, the Students' Perception about Question in Writing Descriptive Text at the First Grade Students of MAN Kubang Putih Academic Year 2017/2018 is *very good* quality.

Based on the theory,Fran Peavey said that question will be a good way to help releases the blocks to change and new ideas in writing skill.[1]It means that question can help students in generate students' idea in writing and effective.

[1]Fran Peavey, *Strategic Question*: *An Approach To Creating Personal And Social Change*, edited by Vivian Hutchinson, 1997), p.3

CHAPTER V

CONCLUSION AND SUGGESTION

A. Conclusion

Based on the finding and discussion, the purpose of this research conclude that this research focuses on Students' Perception about Question in Writing Descriptive Text atthe First Grade of MAN Kubang Putih AcademicYear 2017/2018. It is related six aspects, they are; Knowledge: identification and recall of information, Comprehension: Organization and Selection Facts and Ideas, Application: use of facts, rules and principles,Analysis: Separation of a whole into component parts,Synthesis: combination of ideas to form a new whole, and evaluation: development of opinions, judgments or decisions.

The researcher indicated that Students' Perception about Question in Writing Descriptive Text at the First Grade of MAN Kubang Putih Academic Year 2017/2018. First, students' perception on knowledge is *always (*55%)in rating quality of very *good*. Second, student's perception on comprehension is *always (*75,3%)in rating quality of very *good*. Third, student's perception on application is *always (*71%)in rating quality of very *good*. Fourth, student's perception on analysis is *never(*50,72%) in rating quality of very *good*. Fifth, students' perception on synthesis is *always(*43,4%) in rating quality of very *good*. Last, students' perception on evaluation is *always(*43,4%) in rating quality of *very good.* By over all, Students' Perceptionabout Question in

WritingDescriptiveTextatFirst Gradeof MAN KubangPutihAcademicYear 2017/2018 is *verygood* quality.

B. Suggestion

Based on result of the research, it had been proved that Students' Perception about Question in Writing Descriptive Text atthe First Grade of MAN Kubang Putih Academic Year 2017/2018 is *very good* quality. There are some suggestions that may be useful for the English teacher and students. Those suggestions are proposed as follow:

1. The English teachers should be more pays attention on the students writing's ability,
2. The teacher know more about the method that should use in teaching writing
3. This research is an input or consideration for many people especially who concerns in English Department and other educational institutions.
4. It is important that students realize that being involved in question would help them to enhance their ability in writing.
5. Since this researcher was only a beginning research, so it still needs more revision and following up discussion.

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Appendix 1 **INSTRUMENT GUIDELINE (QUESTIONNAIRE)**

VARIABLE	SUB VARIABLE	INDICATORS	DESCRIPTOR	Data Colection	Amount of Item	Item Number
Questioning Strategy	Type of Questioning Strategy	1. Knowledge: identification and recall of information.	1. The teacher asks the question to recall of inormation 2. The theacher asks the question to identify of information	Que stionnaire	2	1 and 2
		2. Comprehension: organization and selection facts and ideas.	3. The teacher asks the question arrange the information into a single category or grouping. 4. The teacher asks the question to select ideas		2	3 and 4
		3. Application: use of facts, rules and principles.	5. The teacher asks the students use suitable language feature to write descriptive text 6. The teacher asks the students use generic structure correctly to write a descriptive text		2	5 and 6

		4. Analysis: Separation of a whole into component parts	. 7. The teacher asks the students separate their idea into component 8. The teacher ask the students identify their ideas		2	7 and 8
		5. Synthesis: Combination of ideas to form a new whole	9. The teacher asks the student write information to new context 10. The teacher asks the students to combine their ideas		2	9 and 10
		6. Evaluation: development of opinions, judgments or decisions	11. The teacher asks the students identify interrelationships among the paragraph in a passage 12. The teacher asks the students about their opinion		2	11 and 12

ANGKET

Nama :

Kelas :

A. Pengantar

Berikanlah pendapat anda mengenai pelaksanaan pembelajaran menggunakan *question strategy* dalam menulis *Descriptive Text* dengan memberikan jawaban anda yang sebenar-benarnya.

B. Petunjuk Pengisian Angket

1. Bacalah setiap butir pertanyaan dengan cermat, hati-hati dan teliti.
2. Berikanlah tanda *checklist*pada kolom jawaban yang dianggap sesuai dengan empat pilihan jawaban yaitu : Selalu (S), Sering (Sr), Kadang-kadang (K), Tidak pernah (T).
3. ***Jawaban yang diberikan hanya untuk penelitian ilmiah saja***.
4. ***Angket ini tidak berpengaruh terhadap nilai mata pelajaran yang bersangkutan***
5. Jawablah dengan hati nurani anda masing-masing tanpa ada paksaan , tekanan serta intimidasi dari pihak manapun.
6. Atas kesediaannya, saya ucapkan terima kasih

Jawablah pertanyaan dibawah ini sesuai dengan keadaan yang sebenarnya dengan lengkap serta terperinci

No	Pertanyaan	S	Sr	K	T
1.	Guru saya mengajukan pertanyaan untuk mengingatkan kembali informasi tentang teks deskriptif				
2.	Guru saya mengajukan pertanyaan untuk menjelaskan kembali informasi tentang teks deskriptif				

3.	Guru saya mengajukan pertanyaan untuk menyusun informasi yang saya dapatkan tentang teks deskriptif				
4.	Guru saya mengajukan pertanyaan untuk memilih ide –ide dulu sebelum saya menulis teks deskriptif				
5.	Guru saya mengajukan pertanyaan untuk menggunakan tata bahasa yang sesuai dalam menulis teks deskriptif				
6.	Guru meminta saya menulis teks deskriptif berdasarkan *generic structure*				
7.	Guru meminta saya menggelompokan setiap ide-ide sebelum menulis teks deskriptif				
8.	Guru meminta saya memahami kembali setiap kalimat yang telah saya tulis				
9.	Guru meminta saya mengembangkan ide- ide ke kalimat yang baru				
10.	Guru meminta saya menggabungkan ide- ide ke contoh yang berbeda				
11.	Guru meminta saya memahami teks yang telah saya tulis				
12.	Guru meminta pendapat saya tentang teks deskriptif yang telah saya tulis				

PERMOHONAN VALIDASI

Kepada Yth,

Bapak/ Ibu:

Di

Tempat

Assalamu'alaikum Wr. Wb

Saya yang bertanda tangan di bawah ini:

Nama : Lisa Ramadhani

Nim : 2311.024

Fakultas/ Jurusan : Fakultas Tarbiyah dan Ilmu Keguruan/ Pendidikan Bahasa Inggris

Judul skripsi : The Used of Questioning Strategy in Writing Descriptive Text Used by the Teacher at the First Grade in MAN Kubang Putih in Academic Year 2017/2018

Pembimbing : 1. Reflinda, S.S.,M. Pd

2. Drs. Genta Sakti, MA

Dengan ini mengajukan permohonan kepada Bapak/ Ibu, kiranya berkenan melakukan validasi instrument yang saya susun.

Demikianlah permohonan ini diajukan kepada Bapak/ Ibu, kiranya dapat mengabulkannya. Atas pertimbangannya terlebih dahulu saya ucapkan terimakasih.

Bukittinggi, Desember 2017

Saya yang bermohon,

Lisa Ramadhani
Nim: 2311.024

Diketahui oleh :

Ketua jurusan

Dr.Veni Roza, S.S.,M.Pd
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Kepada Yth :
Bapak/ Ibu Kepala Sekolah **MAN KUBANG PUTIH**
di
Tempat

Assalamu'alaikum Wr.Wb

Dalam rangka mencari pokok permasalahan dalam pengajuan judul skripsi bagi mahasiswa Fakultas Tarbiyah dan Ilmu Keguruan Institut Agama Islam Negeri (IAIN) Bukittinggi, kami harapkan Bapak/Ibu bersedia memberi izin melakukan observasi bagi mahasiswa :

Nama	: Lisa Ramadhani
NIM	: 2311.024
Semester	: XIII
Jurusan	: Pendidikan Bahasa Inggris
Judul Skripsi	: The Use Of Questioning Strategy In Writing Descriptive Text Used By The Teacher At The First Grade In MAN Kubang Putih In Academic Year 2017/2018

Demikian permohonan ini kami sampaikan, dengan harapan Bapak/Ibu kami ucapkan terima kasih.

Wassalamu'alaikum Wr. Wb

Dekan,

Dr. H. Nunu Burhanuddin, Lc, M.Ag
NIP. 19730510 200012 1 002

KEMENTERIAN AGAMA REPUBLIK INDONESIA
KANTOR KEMENTERIAN AGAMA KABUPATEN AGAM
MADRASAH ALIYAH NEGERI (MAN) KUBANG PUTIH
Jalan Kubang Putih Kenagarian Kubang Putih Kecamatan Banuhampu
Telepon (0752) 7835654; email: mankubangputih@kemenag.go.id

SURAT KETERANGAN PENELITIAN
Nomor : 342/Ma.03.6.4/PP.00.1/11/2017

Yang bertanda tangan di bawah ini,

nama	: Hj. YESIMAKHMI, M.Pd
N I P	: 19690722 199803 2 002
tempat tanggal lahir	: Rambatan / 22 Juli 1969
pangkat/gol ruang	: Pembina, IV/a
jabatan	: Kepala MAN Kubang Putih Kabupaten Agam
alamat	: Campago Guguk Bulek Mandiangin Koto Selayan

dengan ini menerangkan bahwa,

nama	: LISA RAMADHANI
NIM	: 2311.024
fakultas	: Tarbiyah dan Ilmu Keguruan
jurusan	: Pendidikan Bahasa Inggris

adalah mahasiswa IAIN Bukittinggi dan telah melaksanakan Observasi Awal di MA Negeri Kubang Putih meliputi *The Use Of Questions Strategy In Writing Descriptive Text Used By Teacher At The First Grade In MAN Kubang Putih* pada 12 Oktober 2017 yang dibimbing langsung oleh Guru Bahasa Inggris, Felly Tri Wahyuni, S.Pd.I.

Demikian surat keterangan ini kami berikan kepada yang bersangkutan untuk dapat digunakan seperlunya, terima kasih.

Kubang Putih, 09 November 2017
Kepala

Hj. YESIMAKHMI, M.Pd
NIP. 19690722 199803 2 002

KEMENTERIAN AGAMA REPUBLIK INDONESIA
INSTITUT AGAMA ISLAM NEGERI (IAIN) BUKITTINGGI
FAKULTAS TARBIYAH DAN ILMU KEGURUAN
Kampus II : Jalan Gurun Aur Kubang Putih Kab.Agam - Sumatera Barat - Telepon / Fax : (0752) 22875
Website : www.ftik.lainbukittinggi.ac.id | e-mail : ftik@iainbukittinggi.ac.id

29 Desember 2017

Nomor :B-3924/In.26.1/PP.07/12/2017
Lamp. : 1 (Satu) rangkap
Hal : **Mohon Izin Penelitian**

Yth : Bapak/Ibu Kapala Sekolah MAN Kubang Putih
Di Kubang Putih

Assalamu'alaikum Wr. Wb

Dalam rangka mengumpulkan data untuk penyusunan skripsi bagi mahasiswa Fakultas Tarbiyah dan Ilmu Keguruan (FTIK) IAIN Bukittinggi, maka bersama ini kami mohon kepada Bapak/Ibu untuk dapat memberi izin penelitian bagi mahasiswa dibawah ini :

Nama	:	**Lisa Ramadhani**
NIM	:	2311024
Jurusan	:	Pendidikan Bahasa Inggris
Judul Skripsi	:	The Use Of Questioning Strategy In Writing Descriptive Text Used By The Teacher At The First Grade In MAN Kubang Putih In Academic Year 2017/2018
Lokasi Penelitian	:	MAN Kubang Putih
Waktu	:	Desember s/d Januari 2018

Demikian permohonan ini kami sampaikan atas perhatian dan kerjasamanya diucapkan terimakasih.

Wassalam,
DEKAN

Dr. H. Nunu Burhanuddin, Lc, M.Ag
NIP. 197305102000121002

KEMENTERIAN AGAMA REPUBLIK INDONESIA
KANTOR KEMENTERIAN AGAMA KABUPATEN AGAM
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Telepon (0752) 7835654; email: mankubangputih@kemenag.go.id

SURAT KETERANGAN PENELITIAN

Nomor : 023/Ma.03.6.4/PP.00.1/01/2018

Yang bertanda tangan di bawah ini,

nama	: Hj. YESIMAKHMI, M.Pd
N I P	: 19690722 199803 2 002
tempat tanggal lahir	: Rambatan / 22 Juli 1969
pangkat/gol ruang	: Pembina, IV/a
jabatan	: Kepala MAN Kubang Putih Kabupaten Agam
alamat	: Campago Guguk Bulek Mandiangin Koto Selayan

dengan ini menerangkan bahwa,

nama	: LISA RAMADHANI
NIM	: 2311.024
fakultas	: Tarbiyah dan Ilmu Keguruan
jurusan	: Pendidikan Bahasa Inggris

adalah mahasiswa IAIN Bukittinggi dan telah melaksanakan Penelitian di Madrasah Aliyah Negeri (MAN) Kubang Putih Kabupaten Agam meliputi *The Use Of Questions Strategy In Writing Descriptive Text Used By The Teacher At The First Grade In MAN Kubang Putih* In Academic Year 2017/2018 pada Bulan Desember s.d Januari 2018 yang dibimbing langsung oleh Guru Bahasa Inggris, Felly Tri Wahyuni, S.Pd.I.

Demikian surat keterangan ini kami berikan kepada yang bersangkutan untuk dapat digunakan seperlunya, terima kasih.

Kubang Putih, 30 Januari 2018
K e p a l a,

Hj. YESIMAKHMI, M.Pd
NIP. 19690722 199803 2 002

KEPUTUSAN DEKAN FAKULTAS TARBIYAH DAN ILMU KEGURUAN (FTIK) IAIN BUKITTINGGI
Nomor : B-3914/In.26.1/PP.02.3/12/2017

TENTANG
PENUNJUKAN DOSEN PEMBIMBING SKRIPSI MAHASISWA JURUSAN PBI IAIN BUKITTINGGI

DEKAN FAKULTAS TARBIYAH DAN ILMU KEGURUAN (FTIK) IAIN BUKITTINGGI

Membaca : Surat permohonan mahasiswa Fakultas Tarbiyah dan Ilmu Keguruan (FTIK) Institut Agama Islam Negeri (IAIN) Bukittinggi an. Liza Ramadhani, NIM .2311024 tanggal 27 Desember 2017 perihal permohonan penerbitan SK Pembimbing Skripsi.

Menimbang : a. bahwa untuk lebih terarah dan terkoordinirnya penulisan skripsi mahasiswa Institut Agama Islam Negeri (IAIN) Bukittinggi, perlu ditetapkan Dosen Pembimbing.

: b. bahwa yang namanya tersebut di bawah ini, dipandang cakap dan mampu untuk diangkat sebagai Dosen Pembimbing I dan Dosen Pembimbing II.

Mengingat :
1. Undang-Undang Nomor 20 tahun 2003 tentang Sistem Pendidikan Nasional (Lembaran Negara Republik Indonesia Tahun 2003 Nomor 78. Tambahan Lembaran Negara Republik Indonesia Nomor 4301)
2. Peraturan Pemerintah Nomor 60 tahun 1999 tentang Pendidikan Tinggi (Lembaran Negara Republik Indonesia Tahun 1999 Nomor 115. Tambahan Lembaran Negara Republik Indonesia Nomor 3859)
3. Keputusan Presiden Nomor 181 Tahun 2014 tentang Pendirian Institut Agama Islam Negeri (IAIN) Bukittinggi
4. Peraturan Menteri Agama Nomor 12 Tahun 2015 tentang Organisasi dan Tata Kerja Institut Agama Islam Negeri (IAIN) Bukittinggi.

MEMUTUSKAN

Menetapkan : KEPUTUSAN DEKAN FAKULTAS TARBIYAH DAN ILMU KEGURUAN IAIN BUKITTINGGI TENTANG PENUNJUKAN DOSEN PEMBIMBING SKRIPSI MAHASISWA JURUSAN PBI IAIN BUKITTINGGI.

KESATU : Menyetujui judul skripsi mahasiswa yang bersangkutan **"The Use Of Questioning Strategy In Writing Descriptive Text Used By The Teacher At The First Grade In MAN Kubang Putih In Academic Year 2017/2018".**

KEDUA : Menunjuk Saudara :

1. Nama : Reflinda, SS.,M.Pd
   NIP : 19690729 199903 2 002
   Pangkat/Gol.Ruang : Penata Tk.I (III/d)
   Bidang Keahlian Pokok : Bahasa Inggris
   Sebagai Dosen : PEMBIMBING I

2. Nama : Drs. Genta Sakti, MA
   NIP : 19641010 199407 1 001
   Pangkat/Gol.Ruang : Penata (III/c)
   Bidang Keahlian Pokok : Bahasa Inggris
   Sebagai Dosen : PEMBIMBING II

KETIGA : Apabila dikemudian hari ternyata terdapat kekeliruan dalam penetapan ini akan diubah dan diperbaiki kembali sebagaimana mestinya.

DITETAPKAN DI BUKITTIINGGI
Pada tanggal : 29 Desember 2017
Dekan,