THE USE OF GUIDED QUESTION TECHNIQUE IN TEACHING WRITING

RECOUNT TEXT

(Pre - Experimental Research of the Second Year Students of SMA Muhammadiyah7 Makassar)

A THESIS

Submitted to the Faculty of Teacher Training and Education Makassar Muhammadiyah University in Partial Fulfillment of the Requirement for the Degree of Sarjana Pendidikan

A.NINING ANDRIANI
10535 4890 11

ENGLISH EDUCATION DEPARTMENT

FACULTY OF TEACHERS TRAINING AND EDUCATION

MAKASSAR MUHAMMADIYAH UNIVERSITY

2015
ABSTRACT

A. Nining Andriani, 2015. The Use of Guided Question Technique in Teaching Writing Recount Text at the second year students’ of SMA Muhammadiyah 7 Makassar. A thesis of English Education Department Faculty of Teacher Training and Education University of Muhammadiyah Makassar. Guided by Andi Tenri Ampa and Maharida.

The objective of the research was to find out the improvement of the students’ writing through guided question technique at the second year in term of content and organization. The researcher applied a pre-experimental research with one group pre-test and post-test design. The subject of the research was the second year students’ of SMA Muhammadiyah 7 Makassar in academic year 2015-2016. The sample consisted of 22 students of class XI IPA. The data were collected through writing test (pre-test and post-test). To find out the effectiveness of guided question in improving writing ability, the researcher applied t-test analysis. The researcher was held in eight meetings.

The results of the analysis showed that there was a significant difference between pre-test and post-test. The mean score of post-test of content (44.05) was greater than the pre-test (30.91). The mean score of post-test of organization (44.55) was greater than the pre-test (31.82). The value of t-test of content (8.61) was greater than the t-table (2.080). The value of t-test of organization (13.12) was greater than the t-table (2.080) and degree of freedom (df)=22.

Therefore, the researcher concluded that the use of Guided Question Technique was successful to improving the students’ Writing Content and Organization of the second year students’ of SMA 7 Muhammadiyah Makassar.

ACKNOWLEDGMENT
Alhamdulillah Robbil A’lamin, the writer expresses her sincere gratitude to the almighty God, Allah S.W. T, who has given guidance, mercy, and good health. So that she could finish writing this thesis. Salam and Shalawat are delivered to the final, chosen, religious messenger, the prophet Muhammad S.A.W.

I would like to express my deepest profound and gratitude to my parents, my father is A. Arsyad, my mother is A.Nilmawati for their prayer, financial, motivation and sacrificed. My thanks for all my lovely brothers Armansyah and Agustiawan, my sisters Nilawati, Fitriani and Fauziah and my boyfriend Fandi Khairul who always pray to Allah S.W.T for my success.

The researcher realizes that in carrying out the research and writing this thesis, many people had contributed their valuable suggestion, guidance, assistance, and advice for the completion of this thesis. Therefore I would like to thank them:

1. Dr. Irwan Akib, M. Pd, the rector of the Makassar Muhammadiyah University for his advices during I study at the University.
2. Dr. A. Syukri Syamsuri, M. Hum, the dean of teacher training and education.
3. Erwin akib, S.Pd, M.Pd, the head of English education department of FKIP UNISMUH Makassar, who gave me valuable authorities and suggestion in doing thesis.
4. My greatest thanks are due to my first consultant Dr. Hj Andi Tenri Ampa, M. Hum and Maharida, S.Pd, M.Pd as the second consultant who had given their valuable time and patient, to support assistance and guidance to finish this thesis.

5. The staff and all lecturers of the FKIP UNISMUH especially to the lecturers of English Department who taught me for many years.

6. Special thanks to my close friends (Sitti Surya Nugraha, Fajriani, Fitriani, Rosinta, Fitrawati and all my friends in C class English Department 2011).

7. Finally, for all everybody that could not be mentioned one by one, may Allah almighty bless us now and forever.

Makassar, September 2015

A. Nining Andriani
**LIST OF CONTENTS**

**TITLE PAGE** ................................................................................................................................. i

**APPROVAL SHEET** ......................................................................................................................... ii

**COUNSELLING SHEET** ..................................................................................................................... iii

**SURAT PERJANJIAN** ......................................................................................................................... iv

**SURAT PERNYATAAN** ..................................................................................................................... v

**ABSTRACT** ................................................................................................................................. vi

**MOTTO** ........................................................................................................................................ vii

**ACKNOWLEDGMENTS** ................................................................................................................... viii

**CHAPTER I: INTRODUCTION**
- A. Background ............................................................................................................................... 1
- B. Problem Statement ....................................................................................................................... 4
- C. Objective of the research ........................................................................................................... 4
- D. Significance of the research ....................................................................................................... 5
- E. Scope of the research .................................................................................................................. 5

**CHAPTER II: REVIEW OF RELATED LITERATURE**
- A. The concept of guided question .................................................................................................. 7
- B. The concept of recount text ......................................................................................................... 9
- C. Procedures of teaching recount text through guided question .............................................. 16
- D. The concept of writing .............................................................................................................. 17
- E. The aspect of writing ................................................................................................................... 19
- F. Conceptual framework ............................................................................................................... 22
- G. Hypothesis ................................................................................................................................... 22

**CHAPTER III: RESEARCH METHOD**
- A. Research Design .......................................................................................................................... 24
- B. Research variable and indicators .............................................................................................. 26
- C. Population and Sample .............................................................................................................. 27
- D. Research Instrument .................................................................................................................. 27
- E. Data Collection ............................................................................................................................ 27
- F. Data Analysis ............................................................................................................................... 28
CHAPTER IV: FINDINGS AND DISCUSSIONS

A. Findings ......................................................................................................................... 34
   1. The improvement of the students’ ability to write recount txt in terms of content through guided question technique.......................................................................................... 34
   2. The improvement of the students’ ability to write recount txt in terms of organization through guided question technique ................................................................. 36
   3. The significant of content and organization .............................................................. 38

B. Discussions .................................................................................................................... 39
   1. The improvement of the students’ ability to write recount txt in terms of content through guided question technique ................................................................. 39
   2. The improvement of the students’ ability to write recount txt in terms of organization through guided question technique ................................................................. 41
   3. The significant of content and organization .............................................................. 42

CHAPTER V: CONCLUSION AND SUGGESTION

A. Conclusion ...................................................................................................................... 44

B. Suggestion ....................................................................................................................... 44

BIBLIOGRAPHY

APPENDICES

CURRICULUM VITAE
LIST OF TABLES

Table 3.1. Research Design .................................................................24

Table 3.2. Scoring the Students’ Test Result in Content .........................29

Table 3.3. Scoring the Students’ Test Result in Organization ....................30

Table 3.4. Students’ Score Classification .............................................31

Table 3.5. Hypothesis Testing ............................................................33

Table 4.1. The Students’ Improvement in Content ................................34

Table 4.2. The Students’ Improvement in Organization ..........................37

Table 4.3. T-tes of the Students’ Improvement .................................39
LIST OF GRAFIK

Grafik 4.1. The Mean Score of the Students’ Ability in Content .................36

Grafik 4.2. The Mean Score of the Students’ Ability in Organization ..........38
CHAPTER I

INTRODUCTION

A. Background

Guideline of School Based Curriculum Depdiknas (2006: 33), which is applied by the government for all schools in Indonesia, leads the students to have real-life skills. Referring to the goal of teaching English stated in School Based Curriculum for English subject, there are four skills to be mastered, they are listening, reading, speaking, and writing.

According to the curriculum, the goal of teaching learning at Senior High School is that the students must be able to develop communicative competence in written as well as in spoken to achieve functional literacy level. They are expected to be able to communicate both in spoken and written form to solve problems in their daily lives.

In this curriculum, the English material is taught based on the text. One of the texts that has to be learnt by the second year students of Senior High School is recount text. The students have to be able to understand and create a recount text cohesively based on the social function and generic structure of the text.

In fact, this objective is very hard to achieve. Most of the students’ skills are far away from their learning target. Diharyono (1990: 1) said that the students know or have the ideas what they are going to wrote but they do not know how to put them into words. The second year students of SMA Muhammadiyah 7 Makassar cannot
build a good sentence. The result showed that many students could not express their ideas in written form although they might know what would be written. They still could not understand or create a recount text although the teacher had explained it. After interviewing the English teacher of SMA Muhammadiyah 7 Makassar about the difficulties the students in writing, the students problems in writing is the students do not know how put their idea into words so the students cannot build a good sentences.

Many English teachers still teach writing in conventional way and seldom used media and technique in teaching writing text (Noprianto, 2007: 59). Consequently, the students would easily get bored in writing class and thought that writing is boring and difficult activity to learn. The fact proves that writing is still difficult for the students besides other skills. Considering to the importance of recount text for the students to master, it is very important for the teacher to apply the best way to teach recount text in order to achieve the objectives stated on the curriculum. Referring to this, Wilkins (1983: 14) stated that the students’ learning depends on the effectiveness of the teacher techniques. Therefore, the used of various teaching techniques is necessary for motivating the students to learn English, as well as for adjusting the material and avoiding the students’ boredom. By mastering a good technique, the teacher was able to performed well in the teaching learning process and simultaneously was be able to achieved the target. Thus, the teacher must guides the students in writing carefully in order to brainstorm the students in expressing their ideas, their thought, their expressions, and their feelings.
Concerning the problems that the students faced when they tried to express their ideas into written form, a teacher should choose an appropriate technique in teaching recount text. One of the techniques which can be applied in teaching writing recount text is Guided Writing in the form of Guided Question. The researcher choose guided writing in the form of Guided Question a technique to develop the students’ ability in writing recount text because it gave the opportunity for the students to develop their own idea freely by answering the questions given by the teacher. The researcher believed that by gave them such questions as a guide, then, the students follow the questions while they are writing, they was expressed the idea in form of writing easily and their piece of writing was be better organized. The assumption above supports Raimes (1983: 101) who states that the Guided Question are used to allow the students a little more freedom in structuring sentences. Carefully constructed questions was produced a coherent text.

The researcher choose recount text, based on the School Based Curriculum. One of the objectives of teaching is that the students have to be able to understand and create a recount text cohesively based on the social function and generic structure of the text. Another reason is that recount text was assumed to be appropriate with guided writing in the form of guided question.

Based on the descriptions above, the writer was used guided writing in the form of Guided Questions to develop the students’ ability in writing recount text. The writer defines that guided writing in the form of Guided Questions would help the
students arrange their ideas coherently. And the problems faced by the students when they do not know what they are going to wrote, would be solved since the questions made before writing flow coherently from the beginning to the end of the writing. Here, by the researcher was focused on the students’ ability to write recount text.

B. Problem Statement

Based on the background above, the writer formulated the problems as follows:

1. How is the improvement of the students’ ability to write recount text in terms of the content through guided questions technique at the second year students of SMA Muhammadiyah 7 Makassar?

2. How is the improvement of the students’ ability to write recount text in terms of the organization through guided questions technique at the second year students of SMA Muhammadiyah 7 Makassar?

3. Is the improvement of content and organization significant?

C. Objective of the Research

1. To find out the improvement of the students’ ability to write recount text in terms of the content through guided questions technique at the second years students of SMA Muhammadiyah 7 Makassar.

2. To find out the improvement of the students’ ability to write recount text in terms of the organization through guided questions technique at the second years students of SMA Muhammadiyah 7 Makassar.
3. To find out the significant of the students write recount text through guided question technique in terms of content and organization.

D. Significance of the Research

This research was expected to be useful information and gave contribution for foreign language teaching as consideration to used guided question technique as a technique of stimulation and to enhance the students’ attention for more exploring ideas especially in teaching writing.

The result of this study can provide useful information for:
1. Teacher
   - The result of this study was useful for English teacher to get information about teaching recount writing using guided question technique.
2. Students
   - The result of this study was given an input to the students to improve their ability in writing.
3. Other researcher
   - For further researchers who are interested in teaching recount writing can get the basic information from this study to do the further research.

E. Scope of the Research

The scope of the study was the students improvement in recount writing skill through guided question technique. It focused on two components of good writing namely content and organization. Content refers to substance of recount text ( 
orientation, series of events and reorientation), the experience of the main idea. 
Organization refers to the logical organization of the recount text content (the 
coherence of events series), the study was implemented in the second year students of
SMA Muhammadiyah 7 Makassar.
CHAPTER II

REVIEW OF RELATED LITERATURE

A. The Concept of Guided Question

In writing, there are several methods of developments that are commonly used to present written materials. Here, the writer was interested in using Guided Writing technique in the form of Guided Questions making or developing recount text. Guided writing is a teaching strategy that can be used to extend and develop text written during independent writing or Guided writing is useful for a range of teaching purposes. It allows the students to consider the audience, purpose, topic, selection of text type, etc, when planning their writing.

Guided writing strategy can adapt for teaching the students to wrote narrative, reports, recounts, expository, and procedures. There are various ways to conduct guided writing. Guided writing can involve the class, small group or individuals. Guided writing are also a useful strategy for providing support for the students with specific needs. In common guided writing activity involves the students and the teacher jointly composing a text because sometimes by answering the questions given before writing, the students are helped to discover details that should be put in their writing paper when they get stuck with their writing paper. It is supported by Bramer and Sedley (1981: 24), who said that asking then answering the questions is a good method to discover details of experience. It is also one of the best ways to discover
ideas; it is useful in narrowing down a broad subject to a manageable topic and in discovering what to say about the topic.

Robinson (1967:2) defined guided writing as writing in which one cannot make a serious error so long as he follows directions. From this statement, if it is applied in the classroom context, it seems that the guide is used to avoid a serious error made by the students and the condition is that they should follow the direction. Raimes (1983: 101) stated that the Guided Question are used to allow the students a little more freedom in structuring sentences. Carefully constructed questions was produced a coherent text. In addition, Byrne (2007: 36 ) suggested that we should consider more carefully what kind of guidance we should gave them, particularly in relation to the various problems they have when writing. Based on this idea, the writer assumed that one of the possibilities to be used as a guided writing is by giving Guided Questions that by answering the questions, the students can wrote something easily.

In relation to teaching writing, Harmer (1984: 40) points out that there is certain particular consideration that needs to be taken into account, such as sentence, organization, paragraph arrangement, and coherence. Teaching writing requires the elements of writing skills including grammar, sentence organization, writing recount text, and mechanic. In other words, teaching writing guides the students not only to write sentence in paragraph but also to organize ideas in written form.
The Guided Writing technique in the form of Guided Question was provided the students’ preparation with the information, the facts, and the details about the subject before they begin to wrote. If the students follow the questions well, they were made their story flow coherently. Of course, not all the questions will be relevant to every topic. We must be able to choose the most suitable questions to develop the topic from the questions that we have made.

Kindergarten (2005:75) said that when the students wrote a recount text, it means that they recount an event or an experience or can be the story from their experience or somebody else’s experience. When narrating the story or experience, they must be able to arrange the sentences coherently in order to make the story easy to follow. Some advantages of guided writing based on explanation above as follows:

First, on the positive side, the students appreciate the models or examples that show what they have to do in writing. The students vocabulary building was involved in the process of writing preparation so that the students may builds their self-confidence in composing writing. The students may quickly go through the exercises orally, so that the students can see how they work. In oral preparation, it can be done in different ways according to the interest and ability of the class. Furthermore, ideas about what to wrote come from the students, themselves. This made the activity much more interesting and involves the class more. It can minimize mistakes by the students when they wrote. The students was not be confused about what they are going to wrote because they are guided to wrote by answering the questions related to
the topic. It allows the students to consider topic when planning their writing. The students do not only learn by themselves but also they can share their knowledge to their friends during the writing process. It was made their writing flow coherently because they wrote the paragraph by following the questions.

B. The Concept of Recount Text

Perin (2007 : 111) defined that recount text is one of the texts that recalls and reconstructs events, experiences and achievements from the past in a logical sequence. Some recounts was purely informative, while others was aimed to both inform and entertain. All recounts reconstruct the past, but the purpose, audience and focus was very according to the form used. Many reluctant readers or writers find this text type accessible and manageable because it was generally based on fact rather than fiction.

Recounts generally follow a similar structure, but the students should be guided by the purpose for an audience of their text in their used of the following structure:

1. Orientation

Oshima (1997: 27) stated that the orientation provided all the necessary background information to enable the audience to made sense of the text. To ensure that the orientation was detailed and thorough, used the words (who, what, when, where, and why). The writer or speaker needs to gives information about what happened, who or what was involved, when and where the events occurred and why.
An awareness of audience and purpose was assisted the author in selecting the amount of detailed needed.

2. Series of events

Adelstein and prival, (1980 : 121) In series of events the writer wrote the events chronologically. It begins from the first event, followed by the second event to the last event. The sum of events depend on the creativity of the writer. Events should be selected carefully to add to the audience’s understanding of the topic. The students should be prepared to discard events and details that are unimportant or uninteresting. A recount, in most cases, was more than a ‘shopping list’ of every possible detail. The students should be guided to select only those events that are relevant and that can be expanded through the inclusion of specific details.

3. Re-orientation (optional)

The final section concluded the recount by summarizing outcomes or results, evaluating the topic’s importance or offering personal comment or opinion. It can also look to the future by speculating about what might happen next. But, not all of recount closed by re-orientation. It is optional.

Derewianka (1990 : 36) defined that, there are five types of recount text, they are:

1. Personal Recount

Telling about activities whereas the writer or speaker involved or do by her or himself (e.g. oral anecdote, diary entry) used the first pronouns (I, we). Personal
responses to the events can be included, particularly at the end. Details are often chosen to add interest or humor.

2. Factual Recount

Record the particulars of an incident (e.g. report of science experiment, police report, news report, historical account). Oshima (1997: 15) defined that a factual recount was concerned with recalling events accurately. It can range from everyday tasks such as a school accident report to a formal, structured research tasks such as a historical recount. The emphasis is on using language that is precise, factual and detailed, so that the reader gains a complete picture of the event, experience or achievement.

This type used the third person pronouns (he, she, it, and they). Details are usually selected to help the reader reconstruct the activity or incident accurately. Sometimes the ending describes the outcomes of the activity (e.g. science experiment). Details of time, place and manner may need to be precisely stated (e.g. at 2.45 pm., between Pandawa street and Antasari street, the man drove at 90 km/h). The passive voice may be used (e.g. the beaker was filled with water), it may be appropriate to included explanations and justifications.

3. Imaginative Recount

Imaginative or literary recounts entertain the reader by recreating the events of an imaginary world as though they are real. “A day in my life as a family pet”, for
example. Emotive language, specific detail and first person narration are used to gave
the writing impact and appeal.

4. Procedural Recount

A procedural recount records the steps taken in completing a task or procedure.
The used of technical terms, an accurate time sequence and first person narration (I or
we), give credibility to the information provided. Examples included a flow chart of
the actions required for making bread, a storyboard of videotaped script or
advertisement, the steps taken to solved mathematical problem.

5. Biographical Recount

A biographical recount tells the story of person’s life using a third person
narrator (he, she, and they). In the case of an autobiography, first person narration (I, we) is used. It is usually factually accurate and records specific names, times, places
and events. A purely factual, informative biography, however, would lack the appeal
provided by personal responses and memorable anecdotes. There was often an
evaluation of the subject’s achievements in the final section.

From five types of recount text above, the focused of the research was personal
recount since it retells the activities whereas the writer or speaker involved or do by
her or himself. Language features zainuddin (2003:18) said that are used in Recount
text are:
1. Simple past tense was used in most recounts, but present tense may be used to create immediacy. For example, in a diary or journal. Future tense was sometimes used in the conclusion of an imaginative or biographical recount to predict what might happen in the future, for example, “This great tennis player will no doubt win many more tournaments”.

2. Subject-specific terms (larvae, topography) were used to record facts and events accurately. They also add authenticity and credibility to the tone of the writing.

3. Specific descriptive words (adjectives) helped the audience visualize or imagine events. For example, “The butterfly spread out its limp, wet wings to dry”. In a factual recount or accident report, adjective provided necessary detail for an accurate recount.

4. A range of conjunctions (because, although, while) was used to link clauses within sentences.

5. Time connectives (firstly, secondly, next, finally) were used to link separate events or paragraphs into a cohesive whole text.

6. Passive voice was used, particularly in factual recounts, to give objectivity to the text. For example, “The land was worked by the peasants from sunrise to sunset.”

7. Adverbs (yesterday, outside) and adverbial phrases. For example, “In 1991, in top of the hotel”, are used to indicate specific times and places.

8. Specific participants (nouns and pronouns, such as Mt Stromlo Observatory, William Wallace) provide detail and credibility.

Here is the example of recount text:
**Last Holiday to Kuta Beach**

Last month, I went to Bali with my family. We went there by plane. We planned to stay there for three days. We stayed in the hotel near The Kuta Beach. We choose Bali because we thought that Bali was the most beautiful place and it was the island of the God.

At the first day, my family and I walked along the beach. My sister and I built a sand castle, while our parents sat and enjoyed the scenery around the beach. There were many tourists at the beach.

Next day, I swam on the beach and dived under the sea. The view was very beautiful; there were many little fishes and other sea creatures. I enjoyed my adventure in the sea. On the last day, I sunbathed in the beach like other tourists. Then, my family and I rowed a boat around the beach. The wind blew and we felt really relax. Kuta beach was really beautiful.

I will never forget it. And I am proud of being an Indonesian because my country is one of the most famous places in the world.

And here is the organization of the recount text:
Last Holiday to Kuta Beach

Orientation:

Last month, I went to Bali with my family. We went there by plane. We planned to stay there for three days. We stayed in the hotel near The Kuta Beach. We choose Bali because we thought that Bali was the most beautiful place and it was the island of the God.

Series of events:

Event 1:

At the first day, my family and I walked along the beach. My sister and I built a sand castle, while our parents sat and enjoyed the scenery around the beach. There were many tourists at the beach.

Event 2:

Next day, I swam on the beach and dived under the sea. The view was very beautiful; there were many little fishes and other sea creatures. I enjoyed my adventure in the sea.
Event 3:

*On the last day, I sunbathed in the beach like other tourists. Then, my family and I rowed a boat around the beach. The wind blew and we felt really relax. Kuta beach was really beautiful.*

Re-orientation:

*I will never forget it. And I am proud of being an Indonesian because my country is one of the most famous places in the world.*

A guided writing was used for guided a learner to write something. One of the possibilities for a guided writing was by giving the learner some questions as guide before writing, so that by answering the questions the students can express the idea in writing.

This idea is advocated by Victoria University of Wellington, Communication Service Section (1992: 106) by stated:“In some guided tasks, the guidance comes through question. Questions can be asked or answered in the first language. The questions can also be asked by means of pictures and diagrams. There was a widened variety of questions forms and types”. This is added by Rivers (1964: 262) by said “a series of questions may be constructed that the students wrote a continue narrative as he answers them”.
Based on the explanations above the researcher concludes that guided writing in the form of Guided Question an activity in which the students are guided to express their ideas into the written form by giving them some questions related to the topic which is going to be written by the students, in order to minimize the mistakes made by the students and to help them organize their ideas coherently as long as they follow the questions given by the teacher.

C. Procedures of Teaching Recount Text through Guided Questions

In teaching recount text through guided writing in the form of guided questions, the teacher follows the following procedures:

1. Pre-writing Activity
   
   a. The teacher explain what recount text is and also explain parts or generic structures that the students must write in a paragraph.
   
   b. The teacher or the students choose the topic to write by themselve.
   
   c. The teacher gave the students some questions related to the topic
   
   d. The teacher gave an example of the recount text based on the questions as the model for the students.

2. Writing Activity

   a. The teacher ask the students to write their own recount text.

   b. The students begin to write a recount text by answering the questions given.
c. While the students are writing, the teacher move among them, gave assistance and guidance as required.

3. Re-writing Activity

a. The teacher collect the students’ work, monitoring and marking their work one by one right away; writing his comment and suggestion underneath.

b. The teacher ask the students to do their final revision and collect their work.

D. The Concept of Writing

Writing is a process of communication that used conventional graphic system to convey a message to readers (Linderman, 1983:11). Writing ability deals with the ability to arrange the graphic system such as letter, words, and sentences of certain language being used in written communication in order that the reader can understand the message or the information. This also means that writing was used for communicating one’s idea in written form to the readers. Furthermore, Raimes (1983: 76) said that writing is a ability in which we express the ideas, feelings, and thoughts arranged in words, sentences and paragraphs using eyes, brain, and hand. Thus, writing is basically the process of expressing ideas and thoughts of the writer using knowledge of structure and writing recount text to combine the writer’s ideas as a means of communication.

In addition, Tarigan (1987: 7) said that writing is a language ability that is used for indirect communication. The students can communicate their ideas and their thoughts to others through written form such as letter, message, or invitation for
communication. From these statements, it can be inferred that writing refers to a process in which its activities are not produced immediately. The writer must think first about the topic, try to know the topic and find some information about the topic. Writing involved some efforts such as trying, selecting, adding, revising, and rearranging the words or the sentences that have been written. And Guided Writing Technique can be used for helping the students develop their ideas.

Based on the definitions above, the researcher conclude writing as an activity in which a person expresses his ideas, thought, expressions, and feelings which was used for communicating to the readers in the form of written words.

Murcia (1978: 129) said that there are principles of writing in order to write. They include what to say, how to sequence what to say, and how to expressed what was said. Based on this statement, it can be said that in writing the students must be able to express their idea and sequence it in good order. In writing, it is important for language learners to know syntactical structure of a paragraph that consists of words, phrase, clause, and sentence. Each of them can be elaborated in detail as follows:

1. Word: it is both a combination of letters and a symbol for an object, action, or intention. Thus, in grammatical terms, a word can consist of more than one set of letter combinations. For example, Paul Jefferson is one word because the two sets of letter combination refer to one item. Likewise, the union of soviet socialist is one word.
2. Phrase: a group of words that does not contain both a subject and a verb and that function as a single part of speech, such as a noun, adjective, or adverb.
   
   a. Water entered through the hull. (prepositional phrase functioning as an adverb)
   
   b. The lookouts scanning the ocean did not see the iceberg until it was too late. (participle phrase functioning as an adjective)
   
   c. The crew fire flares to signal other ships. (infinitive phrase functioning as an adverb)
   
   d. Spotting an iceberg is more difficult in calm seas than in choppy seas. (gerundial phrase functioning as noun)

3. Clause: A series of words that contains a subject and a verb. An independent clause can stand as a complete sentence; a dependent clause need to be attached to an independent clause.

4. Sentence: the kind of sentence is determined by the kind of clauses used to form it.

E. The Aspects of Writing

In writing process, the writer can be said successful if their writing contains some aspects of writing. According to Jacob et al (1981: 90) there are five aspects of writing. They are:

1). Content
The content to relevance, clarity, originality, logic etc. The content itself must be clear for the readers so they can get the information from it. To have a good content in a piece of writing, the content should be unity and Completeness. (Oshima & Hogue 1986).

a). Unity in writing means that each sentence must relate each other and support the main idea.

b). Completeness means that the main idea has been explained and develop fully completeness as Baker in Oshima & Hogue (1986), said that controlling idea with was developed thoroughly by these of particular information.

2). Organization

A.R. Coulthard in Syaparuddin (2010:11) Defined that Organization concern with the way how the writer arranges and organizes their idea and their messages in writing from which consist of some partial order. In writing, the writer should know about what kinds of paragraph that they want to wrote and what topic that they want to tell to the readers. It must be supported by cohesion.

a). Coherence

Coherence means that sticking together and in coherent essay, all the idea stick together. A coherent paragraph was each idea in supporting sentence related to the topic or the idea.
b). Spatial order

If the purpose of the paragraph was to tell how something looks, most effective organization pattern is usually spatial.

3). Language Use

Cole, et al in Yuharniati (2002:15) language use in writing description and other forms of writing involved correct usage and points of grammar. However, considering that there are many points of grammar, the writer would like to quote a little literature about tenses, verbs, nouns, and agreement. Specific nouns and strong verbs used modifier or adjectives, adverbs, and participle in the writing. A modifier may also be a phrase. A single, well-chosen modifier is often more effective than several used together. If it is difficult to describe a subject with overused or worn-out modifier, find more interesting synonyms in the dictionary.

4). Vocabulary

Byrne (1988):34) stated that vocabulary is an area which gave the students various kinds of learning problems, including spelling. It is also an area where it can be useful for them to have reference lists, in the form of lexical sets, such as clothes, furniture, food, etc.

5). Mechanics
Heaton (1975:135) stated that mechanics concerns with the ability to use correctly words to the written language such as using of capitalization, punctuation, spelling. It is very important to lead the readers to understand or recognize what the written means to express. The used of favourable mechanics in writing was made the readers easy to the group to conveying ideas or message of writing. The explanation as follows: a) capitalization, the used of capitalization can clarify the ideas. If the sentences are not capitalized correctly, ambiguous and misunderstanding was appear. It also helped to differentiate from sentences to others. The words which are capitalized at beginning of: the name of people, organization, first and last word of title. b) Punctuation. Punctuation was helped the readers to identify should be taken as a unit of meaning and suggest how the units of it relate to each other. c) Spelling. Using of spelling has three rules; they are suffixes addition, plural formation and the change of certain words.

Based on the definition above, the writer conclude that writing is important means of indirect communication that referred to the productive and expressive activity. In this case, students are expected to be able to express their ideas, feeling, and thought in written language.
F. Conceptual framework

The conceptual framework of the research was illustrated as follow:

The main components above are described as follows:

**INPUT**: Refers to the students’ material in writing skill, there are two factors was focused to improve the students’ writing skill. They are content and organization.

**PROCESS**: To improve of them, there is a method of teaching writing skill was applied in this research. The students’ was teach using guided question technique.

**OUTPUT**: Refers to the improve of the students’ writing skill, the students’ can arrange their ideas coherently.
G. Hypothesis

1. Null Hypothesis (H₀): There is no significant difference of the students' writing ability before using guided question technique and after using guided question technique.

2. Alternative Hypothesis (H₁): There is significant difference of the students' writing ability before using guided question technique and after using guided question technique.
CHAPTER III
RESEARCH METHOD

A. Research Design

The design of this research was Pre-Experimental and used one group pre-test and post-test design. The researcher gave pre-test (O₁), treatment (X), and post-test (O₂). The comparison of the pre-test and post-test scores determines the success of the treatment. This design can be described as follows:

Table 3.1 Research Design

<table>
<thead>
<tr>
<th>Pre-test</th>
<th>Treatment</th>
<th>Post-test</th>
</tr>
</thead>
<tbody>
<tr>
<td>O₁</td>
<td>X</td>
<td>O₂</td>
</tr>
</tbody>
</table>

Where:

O₁ : Pre-test
X : Treatment
O₂ : Post-test

Arifin, (2012 : 81)

This design was involved one group that is administered pre-test and post-test, where the pre-test was administered before giving treatment and post-test was administered after giving treatment. The group received by using guided question technique.
a. **Pre-test**

The test was given to know how far the students’ ability in writing recount text before given the treatment. It determined the readiness for instructional program, and to diagnose individual’s specific strengths and weaknesses in writing text. The students’ was wrote a recount text based on the given topic.

b. **Treatment**

The students’ were given the treatment by using guided question technique. The treatment would be given in four meetings after pre-test is conducted. The procedures of treatment from the first meeting until the fourth meeting as follow:

The procedures of treatment:

1. **Pre-writing Activity**

   a. The teacher explain what recount text is and also explain parts or generic structures that the students must write in a paragraph.

   b. The teacher or the students choose the topic to write by themselves.

   c. The teacher gave the students some questions related to the topic.

   d. The teacher gave an example of the recount text based on the questions as the model for the students.
2. Writing Activity

a. The teacher was asked the students to write their own recount text.

b. The students began to write a recount text by answering the questions given.

c. While the students were writing, the teacher moved among them, gave assistance and guidance as required.

3. Re-writing Activity

a. The teacher collected the students’ work, monitoring and marking their work one by one right away; writing his comment and suggestion underneath.

b. The teacher asked the students to do their final revision and collect their work.

c. Post-test

The researcher conducted post-test to measure the increase of the students’ ability in writing recount text after being taught by using guided question technique. The students were assigned to write a recount text consisting of orientation, series of events, and reorientation.

B. Research Variable and Indicators

1. Variables
The research consists of two variables. Those were independent and dependent variable. The independent variable was guided question technique and dependent variable was students’ writing skill in recount.

2. Indicators

The indicators of this research were the students’ content and organization in recount writing.

C. Population and Sample

1. Population

The population of this research was the second year students of SMA Muhammadiyah 7 Makassar in 2015/2016 academic year. This population comprised two classes; IPA and IPS Class. IPA class has 22 students and IPS has 20 students, so the population of the research is 42 students.

2. Sample

In selecting the sample, the researcher uses purposive sampling technique based on interview with a teacher at the school that the class was chosen as the sample with the consideration from the English teacher in the school that this class have the lowest in English proficiency that the others and have more self confident to explore their ideas in writing. In this case, the researcher was took the second year students is
XI IPA class was consisted of 22 students. Therefore, the total number of samples was 22 students.

D. Research Instrument

The researcher use writing test as instrument, pre-test and post-test. The students’ write the paragraph based on information. Test was used to measure the students recount writing skill.

E. Data Collection

The procedure of collecting data was presented in chronological order as follow:

1. Pre-test
   a. Before the treatment, the researcher determine one group as sample group from the population by using purposive sampling technique.
   b. The researcher gave pre-test to the students to wrote a recount text that consist of orientation, series of events, and reorientation in long holiday. The times was allocated for about 2 x 45 minutes.

2. Post-test

After entire the three meetings, the researcher gave the post-test to the group which supplied the same test as pre-test. The mean score of pre-test and post-test was compared in order to find out whether they were different significantly or not.
F. Data analysis

The data from the students was calculated in the mean score to find out the students’ writing ability. The two components of good writing as follows;

a. Content

b. Organization

1. Scoring and classifying the students’ ability into the following criteria:

   a. Content

   To evaluated the score of the content, the writer was used the following scale:

   **Table 3.2 Scoring the Students’ Test Result in Content**

<table>
<thead>
<tr>
<th>Score</th>
<th>Criteria</th>
</tr>
</thead>
</table>
   | 50    | • Meaning is conveyed effectively  
   |       | • Shows a clear understanding of writing, topic, and main idea  
   |       | • Contains some idea more than 5 paragraphs and they are coherence with each other. |
   | 40    | • Meaning is conveyed but breaks down at items  
   |       | • Shows a good understanding of writing, topic, and main idea development  
   |       | • Contain some ideas 4 or 3 paragraphs and they are coherence with each other |
   | 30    | • Meaning is frequently clear  
   |       | • Show some understanding of writing, topic, and main idea development  
   |       | • Contains some ideas 4 or 2 paragraph but they not coherence each other |
Based on the table above, the researcher describe that the score of content were 10 if the criteria were no complete sentence are written and no evidence of concept of writing. The score of content were 20 if the criteria were meaning is unclear, showed little evidence of discourse understanding and contains some ideas 3 or 2 paragraph and they not coherence each other and the score of content were 30 if the criteria are organization may be extremely simple or there may be evidence of disorganization and there were few transitional marker or repetitive transitional markers. The next score of content were 40 if the criteria were meaning is conveyed but breaks down at items, showed a good understanding of writing, topic, and main idea development and contain some ideas 4 or 3 paragraphs and they are coherence with each other. The last score of content were 50 if the criteria were meaning is conveyed effectively, showed a clear understanding of writing, topic, and main idea and contains some idea more than 5 paragraphs and they are coherence with each other.

b. Organization
To evaluated the score of the content, the writer was used the following scale:

**Table 3.3 Scoring the Students’ Test Result in Organization**

<table>
<thead>
<tr>
<th>Score</th>
<th>Criteria</th>
</tr>
</thead>
</table>
| 50    | • Organization is appropriate to write assignment and contains clear introduction, developments of idea and conclusion  
      | • Transition from one idea to another is smooth and provides rider with clear understanding that topic is changing. |
| 40    | • Evens are organized logically, but some part of the sample may not be fully developed  
      | • Some transition of ideas evidence |
| 30    | • Organization may be extremely simple or there may be evidence of disorganization  
      | • There are few transitional markers or repetitive transitional markers |
| 20    | • Sample is compared if only a few disjoined sentences  
      | • No transitional markers |
| 10    | • No complete sentence are written  
      | • No evidence of concept of writing |

(Harmer, Jeremy 1987:336)

Based on the table above, the researcher describe that the score of organization were 10 if the criteria are no complete sentence are written and no evidence of concept of writing. The score of organization were 20 if the criteria were sample is compared if only a few disjoined sentences and no transitional markers and the score of organization is 30 if the criteria are organization might be extremely simple or there might be evidence of disorganization and there are
few transitional marker or repetitive transitional markers. The next score of organization were 40 if the criteria were evens are organized logically, but some part of the sample might not be fully developed and some transition of ideas evidence. The last score of organization were 50 if the criteria are organization was appropriate to write assignment and contains clear introduction, developments of idea and conclusion and transition from one idea to another is smooth and provided rider with clear understanding that topic was changed.

The data collected was analyzed the test, the steps are as follow:

2. The students’ in the two components would be tabulated and analyzed. To classify data, Depdikbud standar of evaluation (2009:39)

**Table 3.4. The Students Score Classification**

<table>
<thead>
<tr>
<th>No</th>
<th>Classification</th>
<th>Score</th>
</tr>
</thead>
<tbody>
<tr>
<td>1.</td>
<td>Very Good</td>
<td>85-100</td>
</tr>
<tr>
<td>2.</td>
<td>Good</td>
<td>74-84</td>
</tr>
<tr>
<td>3.</td>
<td>Fair</td>
<td>65-73</td>
</tr>
<tr>
<td>4.</td>
<td>Poor</td>
<td>55-64</td>
</tr>
<tr>
<td>5.</td>
<td>Very Poor</td>
<td>40-54</td>
</tr>
</tbody>
</table>
3. Scoring the students correct answer of pre-test and post-test.

\[
\text{Students score} = \text{Students’ correct answers} \times 10
\]

Total number of items

4. Calculating the collecting data from the students in answer the test, the researcher use formula to get mean score of the students as follow:

\[
\bar{X} = \frac{\sum X}{N}
\]

Where:
- \(\bar{X}\) = Mean Score
- \(\sum X\) = The sum of all scores
- \(N\) = The total number of sample

(Gay, 1981: 298)

5. To find out the improvement of percentage:

\[
\% = \frac{X_2 - X_1}{X_1} \times 100
\]

Where:
- \(\%\) : the percentage of improvement
- \(X_2\) : the total score of Post-test
- \(X_1\) : the total score of Pre-test

(Gay, 1987)

6. Calculating the value of the test to indicated the significance between post-test and pre-test, the researcher use the formula as follow:
\[ t = \frac{\bar{D}}{\sqrt{\frac{\sum D^2}{N} \frac{(\sum D)^2}{N(N-1)}}} \]

Where:
- \( t \) = Test of significance
- \( \bar{D} \) = The mean of different score
- \( \sum D \) = The sum of total score of significance
- \( \sum D^2 \) = The square of the sum for difference
- \( N \) = The total number of subject

(Gay, 1981:331).

After calculating the value of t-test, it was compared with the value of t-table. When it found that the value of t-test was greater than the value of t-table, it mean that Null hypothesis (\( H_0 \)) was rejected and Alternative hypothesis (\( H_1 \)) was accepted because there was significant difference between pre-test and post-test before and after being taught writing recount paragraph by using guided question technique. Meanwhile, when it found that the value of t-test was lower than the value of t-table, it mean that Null hypothesis (\( H_0 \)) was accepted and Alternative hypothesis (\( H_1 \)) was rejected because there was no significant difference between pre-test and post-test before and after being taught recount paragraph by using guided question technique.

The criteria was used to accept or reject the hypothesis can be seen in the table below:
Table 3.5. Hypothesis Testing

<table>
<thead>
<tr>
<th>No</th>
<th>Testing</th>
<th>Null Hypothesis</th>
<th>Alternative Hypothesis</th>
</tr>
</thead>
<tbody>
<tr>
<td>1.</td>
<td>t-test &gt; t-table</td>
<td>Rejected</td>
<td>Accepted</td>
</tr>
<tr>
<td>2.</td>
<td>t-test &lt; t-table</td>
<td>Accepted</td>
<td>Rejected</td>
</tr>
</tbody>
</table>

( Gay, 2010 : 38 )
CHAPTER IV

FINDINGS AND DISCUSSIONS

This chapter particularly covers the findings and discussion. The findings of the research consist of the description of the result from the data collected through a writing test (pre-test and post-test). Then, the discussion was described further explanations and interpretation of the findings given and the relation of the findings with the previous research.

A. Findings

The findings of this research was deal with the students’ score. They are the mean score of pre-test and post-test, the t-test value, and hypothesis testing. These findings describe as follows:

1. The improvement of the students’ ability to write recount text in terms of content through guided questions technique.

The use of guided question technique in the form of teaching strategy of English Writing skills can improve the students’ content. It is proved by the writing test as indicated by the significant difference between the score of pre-test and post-test in the following table.
Table 4.1: The Students’ Improvement in Content

<table>
<thead>
<tr>
<th>No</th>
<th>Test</th>
<th>Mean Score</th>
<th>Improvement</th>
</tr>
</thead>
<tbody>
<tr>
<td>1</td>
<td>Pre-test</td>
<td>30.91</td>
<td>42.65 %</td>
</tr>
<tr>
<td>2</td>
<td>Post-test</td>
<td>44.09</td>
<td></td>
</tr>
</tbody>
</table>

The use of Guided Question Method in developing the students’ writing content.

In the pre-test the students got low score (31.82) because they were still afraid to lack in forming the sentences and their ideas and they didn’t understand well about the Guided Question Method, beside that the students were lack of ideas to explore their thought to form sentences that related to the topics were given, the supporting ideas were not related to main idea, and the way to describe the topics was not specific so the content was misunderstand. Most of the students’ paragraph was dominated by errors of the central purposes and unity. It was caused of the researcher recognizing to the students was still low and the researcher still efforted to look for the students’ weakness in writing content which deals with organization and content. Furthermore, the students still didn’t accostume in Guided Question Method.

In the post-test the students’ content score achievement improved became (44.55). The students’ have found ideas to express in their writing, they also knew what kind of paragraph they want to make and knew how to develop it and the students’ paragraph more understandable. The paragraph only contained some or few errors. So the improvement from pre-test and post-test is (40 %). Furthermore, the
students were accostumed in teaching and learning process through Guided Question Method.

**Grafik 4.1 The Mean Score of The Students’ Ability In Content**

![Chart showing the improvement of students' ability in content from pre-test to post-test.](chart)

The chart above shows that there is improvement of the students’ writing ability in terms of content from the pre-test with the mean score is 30.91 to the post-test with the mean score 44.09, so the improvement from pre-test to post-test is 42.65%.

2. **The improvement of the students’ ability to write recount text in terms of organization through guided questions technique.**

The use of guided question technique in the form of teaching strategy of English Writing skills can improve the students’ content. It is proved by the writing test as indicated by the significant difference between the score of pre-test and post-test.
The following table shows the distribution of main score in pre-test and post-test.

**Table 4.2 The Students’ Improvement in Organization**

<table>
<thead>
<tr>
<th>No</th>
<th>Test</th>
<th>Mean Score</th>
<th>Improvement</th>
</tr>
</thead>
<tbody>
<tr>
<td>1</td>
<td>Pre-test</td>
<td>31.82</td>
<td>40 %</td>
</tr>
<tr>
<td>2</td>
<td>Post-test</td>
<td>44.55</td>
<td></td>
</tr>
</tbody>
</table>

The use of Guided Question Method in developing the students’ writing organization. In the pre-test the students got low score (31.82) because they were still afraid to lack in forming the sentences and their ideas and they didn’t understand well about the Guided Question Method, beside that they couldn’t think well in making their own answer based on the question given. It was caused of the researcher recognizing to the students was still low and the researcher still efforted to look for the students’ weakness in writing organization which deals with organization and content. Furthermore, the students still didn’t accostume in Guided Question Method.

In the post-test the students’ organization score in writing finally developing became (44.55) because in this test the researcher could recognize the students’ well, then the researcher also found the weakness of the students’ writing organization which deals with organization and content, and gave the suitable action for their weakness. So the improvement from pre-test and post-test is (40 %). Furthermore, the students were accostumed in teaching and learning process through Guided Question Method.
The chart above shows that there is improvement of the students’ writing ability in terms of organization from the pre-test with the mean score 31.82 to the post-test with the mean score 44.55, so the improvement from pre-test to post-test is 40%.

It proved that there is significant improvement for the students’ writing ability in term of content and organization in recount text using guided question technique at the second year students of SMA Muhammadiyah 7 Makassar.

Based on these result, it can be concluded that using guided question technique can improve the students’ ability in writing recount text.
3. The significants of content and organization

The researcher was used t-test analysis on the level of the significance (p)= 0.05 with the degree of freedom (df)= N-1, where N = number of subject (22 students) then the value of t-table is 2.080. The t-test statistical, analysis for independent sample was applied. The following table shows the result of t-test calculation:

Table 4.3 The t-test of the Students’ Improvement

<table>
<thead>
<tr>
<th>No</th>
<th>Components</th>
<th>T-test value</th>
<th>T-table value</th>
<th>Description</th>
</tr>
</thead>
<tbody>
<tr>
<td>1.</td>
<td>Content</td>
<td>8.61</td>
<td>2.080</td>
<td>Significant</td>
</tr>
<tr>
<td>2.</td>
<td>Organization</td>
<td>13.12</td>
<td>2.080</td>
<td>Significant</td>
</tr>
</tbody>
</table>

The table 4.3 above shows that t-test value for content was greater than t-table (8.61 > 2.080), t-test value of organization was greater than t-table (13.12 > 2.080). It means that there was significant difference between the students’ writing skill before and after using guided question technique in writing recount text of the second year students of SMA Muhammadiyah 7 Makassar. It is also said that the null hypothesis (H₀) was rejected and the alternative hypothesis (H₁) was accepted.

B. Discussion

The discussion section deals with the interpretation of the findings derived from the result of statistically analysis through writing test.
1. The improvement of the students’ ability to write recount text in terms of the content through guided questions technique.

The content of writing is about the ability to think creatively and develop thoughts, excluding all irrelevant information. It should be clear for the readers, so that the readers can understand the message convey and gain information from it, in order to have a good content of writing, its content should be well unified and completed.

In the first meeting when gave pre-test, the researcher actually found that the most students’ did not know about writing recount text. It can be seen in table 4.1 that the students’ writing achievement on pre-test was very poor. Most of the students’, wrote non recount text when the researcher gave topics even though several of them could be wrote the right.

In terms of the content, in pre-test, the students were lack of ideas to explore their thought to form sentences that related to the topics were given, the supporting ideas were not related to main idea, and the way to describe the topics was not specific so the content was misunderstood. Most of the students’ paragraph was dominated by errors of the central purposes and unity.

In the second meeting, the researcher applied guided question technique to the students’. They tried to pay attention and participate. At the time, the researcher emphasized to improve the students’ content component. At the end of the meeting,
the researcher asked the students’ to write recount text based on the topic given by the teacher.

After giving treatment, the students’ achievement improved. The students’ have found ideas to express in their writing, they also knew what kind of paragraph they want to make and knew how to develop it and the students’ paragraph more understandable. The paragraph only contained some or few errors of the central purposes and unities. It can be seen from the mean score between pre-test and post-test. After applied guided questions technique, the mean score in pre-test was 30.91 (classified as very poor ) and the mean score of post-test 44.09 (classified as poor ) with the improvement was 42.65 %. Guided question technique helped the students’ to make paragraph by answer the question that related to the topic.

2. The improvement of the students’ ability to write recount text in terms of the organization through guided questions technique

In addition to the content, the next problem was organization. Organization is the ability to develop ideas and topic which is relevant in a united form. On the other hand, it concerns with the ways through writer arranges and organizes the idea in order the message in the words.

Before giving the treatment, most of the students have difficulties to organize words well because the lack of vocabulary and most of the words have to found in dictionary and this consumed time. Several students were wrong in choosing the right
words to express their idea so theirs paragraph dominated by errors of words and sentences.

At the third meeting, the researcher emphasized the students’ writing organization. The researcher instructed students’ to use daily vocabulary and the use of dictionary only supporting media. The improvement of the students organization was 40% where the mean score of pre-test was 31.82 classified as very poor) and mean score of post test was 44.55 (fair).

3. The significant of content and organization

After calculating the value of t-test, it was compared with the value of t-table. When it found that the value of t-test was greater than the value of t-table, it mean that Null hypothesis (H₀) was rejected and Alternative hypothesis (H₁) was accepted because there was significant difference between pre-test and post-test before and after being taught writing recount paragraph by using guided question technique. Meanwhile, when it found that the value of t-test was lower than the value of t-table, it mean that Null hypothesis (H₀) was accepted and Alternative hypothesis (H₁) was rejected because there was no significant difference between pre-test and post-test before and after being taught recount paragraph by using guided question technique.

T-test value for content was greater than t-table (8.61 > 2.080), t-test value of organization was greater than t-table (13.12 > 2.080). It means that there was
significant difference between the students’ writing skill before and after using guided question technique in writing recount text of the second year students of SMA Muhammadiyah 7 Makassar. It is also said that the null hypothesis ($H_0$) was rejected and the alternative hypothesis ($H_1$) was accepted.

Therefore, the researcher was concluded that the use of guided question technique was one of good technique that can improve the students’ skill in writing recount text. From the discussion above, it can be concluded that the students’ writing ability of the second year students’ of SMA Muhammadiyah 7 Makassar can be improved in writing recount text by using guided question technique.
A. Conclusion

Based on the research findings and discussions in the previous chapter, the researcher can make conclusion as follow:

1. The students writing contents in the mean score of post-test is greater than the mean score of pre-test. In pre-test is 48.18 and post-test is 69.09. so that, the improvement of students writing in content is 43.39 %.

2. The students writing organization in the mean score of post-test is greater than the mean score of pre-test. In pre-test is 52.72 and post-test is 76.36. so that, the improvement of students writing in content is 44.82 %.

3. The students t-test value for content was greater that t-table (8.61 > 2.080), t-test value of organization was greater that t-table (13.12 > 2.080). It means that there was significant difference between the students’ writing skill before and after using guided question technique in writing recount text of the second year students of SMA Muhammadiyah 7 Makassar.

B. Suggestion

Based on the result of the data analysis, the researcher would like to give some suggestions as follow:
1. The researcher suggests to the English teacher to use guided question technique as an alternative among other teaching methods to improve the students’ writing ability especially in writing recount text.

2. In teaching writing, the teacher has to avoid the monotonous classroom atmosphere.

3. The students are expected to increase their intensity in learning writing through guided question technique.

4. It is suggested to the text researcher to apply of using guided question technique. It is suitable to be applied in experimental researcher since the students’ improvement can be gained and observed directly in the classroom.
BIBLIOGRAPHY


Zainuddin. 2003, *Improving Student’s Writing Narrative Text Through Writing Group Methode at SMPN 1 Tompobulu*. The State of Islamic University, Makassar.


Rahman. Abdul (2012 )states that in improving the students’ proficiency there are many aspects in developing ideas and concept.


RENCANA PELAKSANAAN PEMBELAJARAN
(RPP)

Jenjang Sekolah : SMA MUHAMMADIYAH 7 MAKASSAR
Mata Pelajaran : BAHASA INGGRIS
Kelas/Semester : XI/I
Pertemuan/Siklus : I/1
Alokasi waktu : 2x 45 menit
Standar Kompetensi : Menulis

  Memahami makna dalam teks lisan fungsional dan monolog pendek sederhana berbentuk decriptive dan recount untuk berinteraksi dengan lingkungan sekitar.

I. Kompetensi dasar :

  Mengungkapkan makna dalam monolog pendek sederhana dengan menggunakan ragam bahasa lisan secara akurat, lancar dan berterima untuk berinteraksi dengan lingkungan sekitar dalam teks berbentuk recount.

II. Indikator

1. Bertanya dan menjawab berbagai informasi secara lisan dalam monolog pendek berbentuk recount.
2. Melakukan monolog pendek berbentuk decriptive berdasarkan topic dan pertanyaan yang diberikan.

III. Tujuan pembelajaran

1. Siswa mampu bertanya dan menjawab berbagai informasi secara lisan dalam monolog pendek berbentuk recount.
2. Siswa mampu melakukan monolog pendek berdasarkan topic dan pertanyaan yang diberikan.

IV. Materi Pembelajaran :

  Recount text about Holiday
V. Metode/Model pembelajaran:
Guided Question Method

VI. Langkah-langkah pembelajaran:
1. Kegiatan awal (10 menit)
   1. Memberi salam
   2. Mengecek kehadiran siswa
2. Kegiatan Inti (60 menit)
   1. Guru membagi siswa kedalam beberapa kelompok yang beranggotakan 4 orang.
   2. Guru memberikan penjelasan yang berhubungan dengan teks recount.
   3. Setiap kelompok diberikan sebuah kartu yang berisi pertanyaan yang berhubungan dengan tema yang akan dideskripsikan.
   4. Secara kelompok siswa menjawab pertanyaan dari kartu yang diberikan.
   5. Guru memanggil perwakilan kelompok untuk memberikan jawabannya.
   6. Siswa dari kelompok lain diberikan kesempatan untuk memberikan tanggapan.
   7. Guru memberikan penekanan terhadap jawaban yang benar.
3. Kegiatan akhir (10 menit)
   1. Guru memberikan kesimpulan dan penguatan.
   2. Pemberian tugas rumah.

VII. Sumber Pembelajaran:
   - Buku Look A Head An English Course 1 for Junior High School Student Year VIII.
VIII. Alat / Media Pembelajaran :

- Kamus
- Teks yang relevan
- Kartu

IX. Penilaian :

- Teknik : Writing test
- Bentuk : Performance assessment

Makassar, Agustus 2015
Penulis,

A. Ninin Andriani
NIM. 10535 4890 11
RENCANA PELAKSANAAN PEMBELAJARAN  
(RPP)

Jenjang Sekolah : SMA MUHAMMADIYAH 7 MAKASSAR  
Mata Pelajaran : BAHASA INGGRIS  
Kelas/Semester : XI/I  
Pertemuan/Siklus : 2/1  
Alokasi waktu : 2x 45 menit

Standar Kompetensi : Menulis  
Memahami makna dalam teks lisan fungsional dan monolog pendek sederhana berbentuk descriptive dan recount untuk berinteraksi dengan lingkungan sekitar.

I. Kompetensi dasar :  
Mengungkapkan makna dalam monolog pendek sederhana dengan menggunakan ragam bahasa lisan secara akurat, lancar dan berterima untuk berinteraksi dengan lingkungan sekitar dalam teks berbentuk recount.

II. Indikator  
1. Bertanya dan menjawab berbagai informasi secara lisan dalam monolog pendek berbentuk recount.
2. Melakukan monolog pendek berbentuk descriptive berdasarkan pertanyaan yang diberikan.

III. Tujuan pembelajaran  
1. Siswa mampu bertanya dan menjawab berbagai informasi secara lisan dalam monolog pendek berbentuk recount.
2. Siswa mampu melakukan monolog pendek berdasarkan pertanyaan yang diberikan.

IV. Materi Pembelajaran :  
Recount text about Study Tour.
V. Metode/ Model pembelajaran:
Guided Question Method

VI. Langkah-langkah pembelajaran:
1. Kegiatan awal (10 menit)
   1. Memberi salam
   2. Mengecek kehadiran siswa
2. Kegiatan Inti (60 menit)
   1. Guru membagi siswa kedalam beberapa kelompok yang beranggotakan 4 orang.
   2. Guru memberikan penjelasan yang berhubungan dengan teks recount.
   3. Setiap kelompok diberikan sebuah kartu yang berisi pertanyaan yang berhubungan dengan tema yang akan dideskripsikan.
   4. Secara kelompok siswa menjawab pertanyaan dari kartu yang diberikan.
   5. Guru memanggil perwakilan kelompok untuk memberikan jawabannya.
   6. Siswa dari kelompok lain diberikan kesempatan untuk memberikan tanggapan.
   7. Guru memberikan penekanan terhadap jawaban yang benar.
3. Kegiatan akhir (10 menit)
   1. Guru memberikan kesimpulan dan penguatan.
   2. Pemberian tugas rumah.

VII. Sumber Pembelajaran :
   - Buku Look A Head An English Course 1 for Junior High School Student Year VIII.
VIII. Alat /Media Pembelajaran :
- Kamus
- Teks yang relevan
- Kartu

IX. Penilaian :
- Teknik : Writing test
- Bentuk : Performance assessment

Makassar, Agustus 2015
Penulis,
A.Nining Andriani
NIM. 10535 4890 11
RENCANA PELAKSANAAN PEMBELAJARAN  
(RPP)

Jenjang Sekolah : SMA MUHAMMADIYAH 7 MAKASSAR  
Mata Pelajaran : BAHASA INGGRIS  
Kelas/Semester : XI/I  
Pertemuan/Siklus : 3/1  
Alokasi waktu : 2x 45 menit  

Standar Kompetensi : Menulis  
Memahami makna dalam teks lisan fungsional dan monolog pendek sederhana berbentuk descriptivedan recount untuk berinteraksi dengan lingkungan sekitar.

I. Kompetensi dasar :  
Mengungkapkan makna dalam monolog pendek sederhana dengan menggunakan ragam bahasa lisan secara akurat, lancar dan berterima untuk berinteraksi dengan lingkungan sekitar dalam teks berbentuk recount .

II. Indikator  
1. Bertanya dan menjawab berbagai informasi secara lisan dalam monolog pendek berbentuk recount .  
2. Melakukan monolog pendek berbentuk descriptivederbasarkan pertanyaan yang diberikan.

III. Tujuan pembelajaran  
1. Siswa mampu bertanya dan menjawab berbagai informasi secara lisan dalam monolog pendek berbentuk recount .  
2. Siswa mampu melakukan monolog pendek berdasarkan pertanyaan yang diberikan.

IV. Materi Pembelajaran :  
Recount text about Experience Happy
V. Metode/ Model pembelajaran:
Guided Question Method

VI. Langkah-langkah pembelajaran:
1. Kegiatan awal (10 menit)
   1. Memberi salam
   2. Mengecek kehadiran siswa
2. Kegiatan Inti (60 menit)
   1. Guru membagi siswa kedalam beberapa kelompok yang beranggotakan 4 orang.
   2. Guru memberikan penjelasan yang berhubungan dengan teks recount.
   3. Setiap kelompok diberikan sebuah kartu yang berisi pertanyaan yang berhubungan dengan tema yang akan dideskripsikan.
   4. Secara kelompok siswa menjawab pertanyaan dari kartu yang diberikan.
   5. Guru memanggil perwakilan kelompok untuk memberikan jawabannya.
   6. Siswa dari kelompok lain diberikan kesempatan untuk memberikan tanggapan.
   7. Guru memberikan penekanan terhadap jawaban yang benar.
3. Kegiatan akhir (10 menit)
   1. Guru memberikan kesimpulan dan penguatan.
   2. Pemberian tugas rumah.

VII. Sumber Pembelajaran :
• Buku Look A Head An English Course 1 for Junior High School Student Year VIII.

VIII. Alat /Media Pembelajaran :
• Kamus
• Teks yang relevan
• Kartu

IX. Penilaian :
• Teknik : Writing test
• Bentuk : Performance assessment

Makassar, Agustus 2015
Penulis,
A.Nining Andriani
NIM. 10535 4890 11
RENCANA PELAKSANAAN PEMBELAJARAN
(RPP)

Jenjang Sekolah : SMA MUHAMMADIYAH 7 MAKASSAR
Mata Pelajaran : BAHASA INGGRIS
Kelas/Semester : XI/I
Pertemuan/Siklus : 4/1
Alokasi waktu : 2x 45 menit

Standar Kompetensi : Menulis
Memahami makna dalam teks lisan fungsional dan monolog pendek sederhana berbentuk descriptive dan recount untuk berinteraksi dengan lingkungan sekitar.

I. Kompetensi dasar :
Mengungkapkan makna dalam monolog pendek sederhana dengan menggunakan ragam bahasa lisan secara akurat, lancar dan berterima untuk berinteraksi dengan lingkungan sekitar dalam teks berbentuk recount.

II. Indikator
1. Bertanya dan menjawab berbagai informasi secara lisan dalam monolog pendek berbentuk recount.
2. Melakukan monolog pendek berbentuk descriptive berdasarkan pertanyaan yang diberikan.

III. Tujuan pembelajaran
1. Siswa mampu bertanya dan menjawab berbagai informasi secara lisan dalam monolog pendek berbentuk recount.
2. Siswa mampu melakukan monolog pendek berdasarkan pertanyaan yang diberikan.

IV. Materi Pembelajaran :
Recount text about Going to the Beach or Mountain
V. Metode/ Model pembelajaran:
Guided Question Method

VI. Langkah-langkah pembelajaran:
1. Kegiatan awal (10 menit)
   1. Memberi salam
   2. Mengecek kehadiran siswa

2. Kegiatan Inti (60 menit)
   1. Guru membagi siswa kedalam beberapa kelompok yang beranggotakan 4 orang.
   2. Guru memberikan penjelasan yang berhubungan dengan teks recount.
   3. Setiap kelompok diberikan sebuah kartu yang berisi pertanyaan yang berhubungan dengan tema yang akan dideskripsikan.
   4. Secara kelompok siswa menjawab pertanyaan dari kartu yang diberikan.
   5. Guru memanggil perwakilan kelompok untuk memberikan jawabannya.
   6. Siswa dari kelompok lain diberikan kesempatan untuk memberikan tanggapan.
   7. Guru memberikan penekanan terhadap jawaban yang benar.

3. Kegiatan akhir (10 menit)
   1. Guru memberikan kesimpulan dan penguatan.
   2. Pemberian tugas rumah.

VII. Sumber Pembelajaran
• Buku Look A Head An English Course 1 for Junior High School Student Year VIII.

VIII. Alat /Media Pembelajaran :
• Kamus
• Teks yang relevan
• Kartu

IX. Penilaian :
• Teknik : Writing test
• Bentuk : Performance assessment

Makassar, Agustus 2015
Penulis,
A. Nining Andriani
NIM. 10535 4890 11
RENCANA PELAKSANAAN PEMBELAJARAN
(RPP)

Jenjang Sekolah : SMA MUHAMMADIYAH 7 MAKASSAR
Mata Pelajaran : BAHASA INGGRIS
Kelas/Semester : XI/I
Pertemuan/Siklus : 5/1
Alokasi waktu : 2x 45 menit
Standar Kompetensi : Menulis
Memahami makna dalam teks lisan fungsional dan monolog pendek sederhana berbentuk descriptive dan recount untuk berinteraksi dengan lingkungan sekitar.

I. Kompetensi dasar :
Mengungkapkan makna dalam monolog pendek sederhana dengan menggunakan ragam bahasa lisan secara akurat, lancar dan berterima untuk berinteraksi dengan lingkungan sekitar dalam teks berbentuk recount.

II. Indikator
1. Bertanya dan menjawab berbagai informasi secara lisan dalam monolog pendek berbentuk recount.
2. Melakukan monolog pendek berbentuk descriptive berdasarkan pertanyaan yang diberikan.

III. Tujuan pembelajaran
1. Siswa mampu bertanya dan menjawab berbagai informasi secara lisan dalam monolog pendek berbentuk recount.
2. Siswa mampu melakukan monolog pendek berdasarkan pertanyaan yang diberikan.

IV. Materi Pembelajaran :
Recount text about My Busy Day

V. Metode/ Model pembelajaran:
Guided Question Method

VI. Langkah-langkah pembelajaran:

1. Kegiatan awal (10 menit)
   1. Memberi salam
   2. Mengecek kehadiran siswa

2. Kegiatan Inti (60 menit)
   1. Guru membagi siswa kedalam beberapa kelompok yang beranggotakan 4 orang.
   2. Guru memberikan penjelasan yang berhubungan dengan teks recount.
   3. Setiap kelompok diberikan sebuah kartu yang berisi pertanyaan yang berhubungan dengan tema yang akan dideskripsikan.
   4. Secara kelompok siswa menjawab pertanyaan dari kartu yang diberikan.
   5. Guru memanggil perwakilan kelompok untuk memberikan jawabannya.
   6. Siswa dari kelompok lain diberikan kesempatan untuk memberikan tanggapan.
   7. Guru memberikan penekanan terhadap jawaban yang benar.

3. Kegiatan akhir (10 menit)
   1. Guru memberikan kesimpulan dan penguatan.
   2. Pemberian tugas rumah.

VII. Sumber Pembelajaran:

- Buku Look A Head An English Course 1 for Junior High School Student Year VIII.
VIII. Alat /Media Pembelajaran :

- Kamus
- Teks yang relevan
- Kartu

IX. Penilaian :

- Teknik : Writing test
- Bentuk : Performance assessment

Makassar, Agustus 2015

Penulis,

A. Ninin Andriani
NIM. 10535 4890 11
RENCANA PELAKSANAAN PEMBELAJARAN
(RPP)

Jenjang Sekolah : SMA MUHAMMADIYAH 7 MAKASSAR
Mata Pelajaran : BAHASA INGGRIS
Kelas/Semester : XI/I
Pertemuan/Siklus : 6/1
Alokasi waktu : 2x 45 menit
Standar Kompetensi : Menulis
   Memahami makna dalam teks lisan fungsional dan monolog pendek sederhana berbentuk descriptive dan recount untuk berinteraksi dengan lingkungan sekitar.

I. Kompetensi dasar :
   Mengungkapkan makna dalam monolog pendek sederhana dengan menggunakan ragam bahasa lisan secara akurat, lancar dan berterima untuk berinteraksi dengan lingkungan sekitar dalam teks berbentuk recount.

II. Indikator
   1. Bertanya dan menjawab berbagai informasi secara lisan dalam monolog pendek berbentuk recount.
   2. Melakukan monolog pendek berbentuk descriptive berdasarkan pertanyaan yang diberikan.

III. Tujuan pembelajaran
   1. Siswa mampu bertanya dan menjawab berbagai informasi secara lisan dalam monolog pendek berbentuk recount.
   2. Siswa mampu melakukan monolog pendek berdasarkan pertanyaan yang diberikan.

IV. Materi Pembelajaran :
   Recount text about At Grandma House

V. Metode/ Model pembelajaran:
Guided Question Method

VI. Langkah-langkah pembelajaran:

1. Kegiatan awal (10 menit)
   1. Memberi salam
   2. Mengecek kehadiran siswa

2. Kegiatan Inti (60 menit)
   1. Guru membagi siswa kedalam beberapa kelompok yang beranggotakan 4 orang.
   2. Guru memberikan penjelasan yang berhubungan dengan teks recount.
   3. Setiap kelompok diberikan sebuah kartu yang berisi pertanyaan yang berhubungan dengan tema yang akan dideskripsikan.
   4. Secara kelompok siswa menjawab pertanyaan dari kartu yang diberikan.
   5. Guru memanggil perwakilan kelompok untuk memberikan jawabannya.
   6. Siswa dari kelompok lain diberikan kesempatan untuk memberikan tanggapan.
   7. Guru memberikan penekanan terhadap jawaban yang benar.

3. Kegiatan akhir (10 menit)
   1. Guru memberikan kesimpulan dan penguatan.
   2. Pemberian tugas rumah.

VII. Sumber Pembelajaran :
- Buku Look A Head An English Course 1 for Junior High School Student Year VIII.

**VIII. Alat /Media Pembelajaran :**
- Kamus
- Teks yang relevan
- Kartu

**IX. Penilaian :**
- Teknik : Writing test
- Bentuk : Performance assessment

Makassar, Agustus 2015

Penulis,

A. Nining Andriani

NIM. 10535 4890 11
RENCANA PELAKSANAAN PEMBELAJARAN
(RPP)

Jenjang Sekolah : SMA MUHAMMADIYAH 7 MAKASSAR
Mata Pelajaran  : BAHASA INGGRIS
Kelas/Semester : XI/I
Pertemuan/Siklus : 7/1
Alokasi waktu   : 2x 45 menit

Standar Kompetensi : Menulis

Memahami makna dalam teks lisan fungsional dan monolog pendek sederhana berbentuk descriptivedan recount untuk berinteraksi dengan lingkungan sekitar.

I. Kompetensi dasar :
Mengungkapkan makna dalam monolog pendek sederhana dengan menggunakan ragam bahasa lisan secara akurat, lancar dan berterima untuk berinteraksi dengan lingkungan sekitar dalam teks berbentuk recount.

II. Indikator
1. Bertanya dan menjawab berbagai informasi secara lisan dalam monolog pendek berbentuk recount.
2. Melakukan monolog pendek berbentuk descriptive berdasarkan pertanyaan yang diberikan.

III. Tujuan pembelajaran
1. Siswa mampu bertanya dan menjawab berbagai informasi secara lisan dalam monolog pendek berbentuk recount.
2. Siswa mampu melakukan monolog pendek berdasarkan pertanyaan yang diberikan.

IV. Materi Pembelajaran :
Recount text about This Morning

V. Metode/ Model pembelajaran:
Guided Question Method

VI. Langkah-langkah pembelajaran:

1. Kegiatan awal (10 menit)
   1. Memberi salam
   2. Mengecek kehadiran siswa

2. Kegiatan Inti (60 menit)
   1. Guru membagi siswa kedalam beberapa kelompok yang beranggotakan 4 orang.
   2. Guru memberikan penjelasan yang berhubungan dengan teks recount.
   3. Setiap kelompok diberikan sebuah kartu yang berisi pertanyaan yang berhubungan dengan tema yang akan dideskripsikan.
   4. Secara kelompok siswa menjawab pertanyaan dari kartu yang diberikan.
   5. Guru memanggil perwakilan kelompok untuk memberikan jawabannya.
   6. Siswa dari kelompok lain diberikan kesempatan untuk memberikan tanggapan.
   7. Guru memberikan penekanan terhadap jawaban yang benar.

3. Kegiatan akhir (10 menit)
   1. Guru memberikan kesimpulan dan penguatan.
   2. Pemberian tugas rumah.

VII. Sumber Pembelajaran :
- Buku Look A Head An English Course 1 for Junior High School Student Year VIII.

**VIII. Alat /Media Pembelajaran**: 
- Kamus
- Teks yang relevan
- Kartu

**IX. Penilaian**: 
- Teknik : Writing test
- Bentuk : Performance assessment

Makassar, Agustus 2015

Penulis,

A. Nining Andriani
NIM. 10535 4890 11
RENCANA PELAKSANAAN PEMBELAJARAN
(RPP)

Jenjang Sekolah : SMA MUHAMMADIYAH 7 MAKASSAR
Mata Pelajaran : BAHASA INGGRIS
Kelas/Semester : XI/I
Pertemuan/Siklus : 8/1
Alokasi waktu : 2x 45 menit

Standar Kompetensi : Menulis
    Memahami makna dalam teks lisan fungsional dan monolog pendek sederhana berbentuk descriptive dan recount untuk berinteraksi dengan lingkungan sekitar.

I. Kompetensi dasar :
    Mengungkapkan makna dalam monolog pendek sederhana dengan menggunakan ragam bahasa lisan secara akurat, lancar dan berterima untuk berinteraksi dengan lingkungan sekitar dalam teks berbentuk recount.

II. Indikator
    1. Bertanya dan menjawab berbagai informasi secara lisan dalam monolog pendek berbentuk recount.
    2. Melakukan monolog pendek berbentuk descriptive berdasarkan pertanyaan yang diberikan.

III. Tujuan pembelajaran
    1. Siswa mampu bertanya dan menjawab berbagai informasi secara lisan dalam monolog pendek berbentuk recount.
    2. Siswa mampu melakukan monolog pendek berdasarkan pertanyaan yang diberikan.

IV. Materi Pembelajaran :
    Recount text about At Family House

V. Metode/ Model pembelajaran:
Guided Question Method

VI. Langkah-langkah pembelajaran:

1. Kegiatan awal (10 menit)
   1. Memberi salam
   2. Mengecek kehadiran siswa

2. Kegiatan Inti (60 menit)
   1. Guru membagi siswa kedalam beberapa kelompok yang beranggotakan 4 orang.
   2. Guru memberikan penjelasan yang berhubungan dengan teks recount.
   3. Setiap kelompok diberikan sebuah kartu yang berisi pertanyaan yang berhubungan dengan tema yang akan dideskripsikan.
   4. Secara kelompok siswa menjawab pertanyaan dari kartu yang diberikan.
   5. Guru memanggil perwakilan kelompok untuk memberikan jawabannya.
   6. Siswa dari kelompok lain diberikan kesempatan untuk memberikan tanggapan.
   7. Guru memberikan penekanan terhadap jawaban yang benar.

3. Kegiatan akhir (10 menit)
   1. Guru memberikan kesimpulan dan penguatan.
   2. Pemberian tugas rumah.

VII. Sumber Pembelajaran :
• Buku Look A Head An English Course 1 for Junior High School Student Year VIII.

VIII. Alat /Media Pembelajaran  :
• Kamus
• Teks yang relevan
• Kartu

IX. Penilaian :
• Teknik : Writing test
• Bentuk : Performance assessment

Makassar, Agustus 2015
Penulis,
A. Nining Andriani
NIM. 10535 4890 11
TEACHING MATERIAL

What is recount?

Recount is a piece of text that retells past events, usually in the order in which they happened. The purpose of a recount text is to give the audience a description of what happened and when it happened.

Generic structure

1. Orientation: Introducing the participants, place and time.
2. Events: Describing series of event that happened in the past.
3. Reorientation: It is optional. Stating personal comment of the writer to the reader

Language Features in recount:

1. Introducing personal participant: I, my group, etc
2. Using chronological connection: then, first, etc
3. Using linking verb: was, were, saw, heard, etc
4. Using action verb: look, go, change, etc
5. Using simple past tense

An example of recount text

VISITING BALI

There were so many places to see in Bali that my friend decided to join the tours to see as much as possible. My friend stayed in Kuta on arrival. He spent the first three days swimming and surfing on Kuta beach. He visited some tour agents and selected two tours. The first one was to Singaraja, the second was to Ubud.

On the day of the tour, he was ready. My friend and his group drove on through mountains. Singaraja is a city of about 90 thousands people. It is a busy but quiet town. The streets are lined with trees and there are many Old Dutch houses. Then they returned very late in the evening to Kuta.
INSTRUCTIONS

The first meeting

Write a recount text about your impressing holiday in min. 170 words. Do not forget to use the conjunctions and transitions to make your writing more dynamic.

1. Prewriting
   a. Why am I writing about this topic?
      Answer:
      ......................................................................................................................
      ......................................................................................................................
   b. What do I really want to say about?
      Answer:
      ......................................................................................................................
      ......................................................................................................................

2. Drafting
   a. Where do you spend your holiday?
      ......................................................................................................................
      ......................................................................................................................
   b. With whom do you spend your holiday?
      ......................................................................................................................
      ......................................................................................................................
   c. What are doing there?
      ......................................................................................................................
      ......................................................................................................................
Write your first draft based on information that you write above

Orientation

..........................................................................................................................
..........................................................................................................................

Sequences of events

..........................................................................................................................
..........................................................................................................................

Re-orientation

..........................................................................................................................
..........................................................................................................................

3. Revising
Discuss your draft with your group to get feedback, responses, comments and suggestions!
Feedback:
  a. ........................................................................................................................
  b. ........................................................................................................................
  c. ........................................................................................................................

4. Editing
Write your final text!

..........................................................................................................................
..........................................................................................................................

Publishing
Read your final writing in front of the class!
The Second Meeting

Write a recount text about your impressing study tour in min. 170 words. Do not forget to use the conjunctions and transitions to make your writing more dynamic.

1. Prewriting
   a. Why am I writing about this topic?
      Answer:
      ..........................................................................................................................
      ..........................................................................................................................
   b. What do I really want to say about?
      Answer:
      ..........................................................................................................................
      ..........................................................................................................................

2. Drafting
   a. Where the events happen?
      ..........................................................................................................................
      ..........................................................................................................................
   b. With whom do you went in your study tour ?
      ..........................................................................................................................
      ..........................................................................................................................
   c. What are doing there?
      ..........................................................................................................................
      ..........................................................................................................................
   d. What did you feel after study tour ?
      ..........................................................................................................................
      ..........................................................................................................................
Write your first draft based on information that you write above

Orientation
........................................................................................................................................
........................................................................................................................................

Sequences of events
........................................................................................................................................
........................................................................................................................................

Re-orientation
........................................................................................................................................
........................................................................................................................................

3. Revising
Discuss your draft with your group to get feedback, responses, comments and suggestions!
Feedback:
 a. ......................................................................................................................................
 b. ......................................................................................................................................
 c. ......................................................................................................................................

4. Editing
Write your final text!
........................................................................................................................................
........................................................................................................................................

Publishing
Read your final writing in front of the class!
The Third Meeting

Write a recount text about your experience happy in min. 170 words. Do not forget to use the conjunctions and transitions to make your writing more dynamic.

1. Prewriting
   a. Why am I writing about this topic?
      Answer:
      ..................................................................................................................
      ..................................................................................................................
   b. What do I really want to say about?
      Answer:
      ..................................................................................................................
      ..................................................................................................................

2. Drafting
   a. Where the events happen?
      ..................................................................................................................
      ..................................................................................................................
   b. What are doing there?
      ..................................................................................................................
      ..................................................................................................................

Write your first draft based on information that you write above
Orientation
..................................................................................................................
..................................................................................................................

Sequences of events
3. Revising
Discuss your draft with your group to get feedback, responses, comments and suggestions!
Feedback:

a. ........................................................................................................................................
b. ........................................................................................................................................
c. ........................................................................................................................................

4. Editing
Write your final text!
........................................................................................................................................
........................................................................................................................................

Publishing
Read your final writing in front of the class!
The Fourth Meeting

Write a recount text about you’re experience when you going to the beach in min. 170 words. Do not forget to use the conjunctions and transitions to make your writing more dynamic.

1. Prewriting
   a. Why am I writing about this topic?
      Answer: ..................................................................................................................
      ..................................................................................................................
      ..................................................................................................................
   b. What do I really want to say about?
      Answer: ..................................................................................................................
      ..................................................................................................................

2. Drafting
   a. Which beach did youre visit?
      ..................................................................................................................
      ..................................................................................................................
   b. With whom do you went to the beach?
      ..................................................................................................................
      ..................................................................................................................
   c. What are doing there?
      ..................................................................................................................
      ..................................................................................................................
Write your first draft based on information that you write above

Orientation

.............................................................................................................................
.............................................................................................................................

Sequences of events

.............................................................................................................................
.............................................................................................................................

Re-orientation

.............................................................................................................................
.............................................................................................................................

3. Revising
Discuss your draft with your group to get feedback, responses, comments and suggestions!
Feedback:

a. ........................................................................................................................

b. ........................................................................................................................

c. ........................................................................................................................

4. Editing
Write your final text!

.............................................................................................................................
.............................................................................................................................

Publishing
Read your final writing in front of the class!
The Fifth meeting

Write a recount text about your busy day in min. 170 words. Do not forget to use the conjunctions and transitions to make your writing more dynamic.

1. Prewriting
   a. Why am I writing about this topic?
      Answer: ..................................................................................................................................................
      ..................................................................................................................................................
   b. What do I really want to say about?
      Answer: ..................................................................................................................................................
      ..................................................................................................................................................
2. Drafting
   a. Where did the events happen?
      ..................................................................................................................................................
      ..................................................................................................................................................
   b. With whom do you spend your busy day?
      ..................................................................................................................................................
      ..................................................................................................................................................

Write your first draft based on information that you write above
Orientation ..................................................................................................................................................
..................................................................................................................................................
Sequences of events ........................................................................................................................................
..................................................................................................................................................
Re-orientation

.............................................................................................................................
.........................................................................................................................
.............................................................................................................................

3. Revising

Discuss your draft with your group to get feedback, responses, comments and suggestions!

Feedback:
a. ........................................................................................................................
b. ........................................................................................................................
c. ........................................................................................................................

4. Editing

Write your final text!

.............................................................................................................................
.............................................................................................................................

Publishing Read your final writing in front of the class!
The Sixth meeting

Write a recount text about your experience in your grandma’s house in min. 170 words. Do not forget to use the conjunctions and transitions to make your writing more dynamic.

1. Prewriting
   a. Why am I writing about this topic?
      Answer: ..................................................................................................................
      ..................................................................................................................
   b. What do I really want to say about?
      Answer: ..................................................................................................................
      ..................................................................................................................

2. Drafting
   a. What are you doing there?
      ..................................................................................................................
      ..................................................................................................................
   d. With whom do you went there?
      ..................................................................................................................
      ..................................................................................................................
   e. What are doing there?
      ..................................................................................................................
      ..................................................................................................................

Write your first draft based on information that you write above

Orientation
..................................................................................................................
..................................................................................................................
..................................................................................................................
Sequences of events

............................................................................................................................
............................................................................................................................

Re-orientation

............................................................................................................................
............................................................................................................................

3. Revising

Discuss your draft with your group to get feedback, responses, comments and suggestions!

Feedback:

a. ........................................................................................................................

b. ........................................................................................................................

c. ........................................................................................................................

4. Editing

Write your final text!

............................................................................................................................
............................................................................................................................

Publishing

Read your final writing in front of the class!
The seventh meeting

Write a recount text about your impressing experience this morning in min. 170 words. Do not forget to use the conjunctions and transitions to make your writing more dynamic.

1. Prewriting
   a. Why am I writing about this topic?
      Answer:
      ..................................................................................................................
      ..................................................................................................................
   b. What do I really want to say about?
      Answer:
      ..................................................................................................................
      ..................................................................................................................

2. Drafting
   a. Where the events happen?
      ..................................................................................................................
      ..................................................................................................................
   b. With whom do you spend your morning?
      ..................................................................................................................
      ..................................................................................................................

Write your first draft based on information that you write above

Orientation
..................................................................................................................
..................................................................................................................

Sequences of events
..................................................................................................................
..................................................................................................................
Re-orientation

3. Revising
Discuss your draft with your group to get feedback, responses, comments and suggestions!
Feedback:
a. ........................................................................................................................
b. ........................................................................................................................
c. ........................................................................................................................

4. Editing
Write your final text!
................................................................................................................
............................................................................................................................

Publishing
Read your final writing in front of the class!
The Eight Meeting

Write a recount text about your experience in your family house in min. 170 words. Do not forget to use the conjunctions and transitions to make your writing more dynamic.

1. Prewriting
   a. Why am I writing about this topic?
      Answer: 
      ........................................................................................................
      ........................................................................................................
   b. What do I really want to say about?
      Answer: 
      ........................................................................................................
      ........................................................................................................

2. Drafting
   a. When the event happen?
      ........................................................................................................
      ........................................................................................................
   b. With whom do you went there?
      ........................................................................................................
      ........................................................................................................
   c. What are doing there?
      ........................................................................................................
      ........................................................................................................

Write your first draft based on information that you write above

Orientation
........................................................................................................
........................................................................................................
........................................................................................................
........................................................................................................
Sequences of events

Re-orientation

3. Revising
Discussions with your group to get feedback, responses, comments and suggestions!
   Feedback:
   a. ..............................................................................................................................
   b. ..............................................................................................................................
   c. ..............................................................................................................................

4. Editing
Write your final text!

5. Publishing
Read your final writing in front of the class!
PRE-TEST

Subject : English

Sub Matter : Writing

Sub Subject Matter : Recount text

Class/Semester : XI IPA

Time Allocation : 60 minutes

Instruction :

1. Write your name and your class clearly on the paper.

2. Use your time adequately.

3. Work individually.

Direction :

1. Make a recount text that consists of orientation, series of events and reorientation (optional).

2. Write your text in the past tense form.

3. Write your recount text by choosing the topic given below and use your own technique in writing recount text.
• My First Experience to Ride Motorcycle.

• Visiting friends to other town
POST-TEST

Subject : English
Sub Matter : Writing
Sub Subject Matter : Recount text
Class/Semester : XI IPA
Time Allocation : 60 minutes

Instruction :

4. Write your name and your class clearly on the paper.
5. Use your time adequately.

Direction :

4. Make a recount text that consists of orientation, series of events and reorientation (optional).
5. Write your text in the past tense form.
6. Write your recount text by choosing the topic given below and use your own technique in writing recount text.
- Travel on the Plane for the First Time

- Holiday Fun
APPENDIX A

The List of Students’ Score in Content

<table>
<thead>
<tr>
<th>No</th>
<th>Pre-test</th>
<th>Post-test</th>
</tr>
</thead>
<tbody>
<tr>
<td>1</td>
<td>40</td>
<td>50</td>
</tr>
<tr>
<td>2</td>
<td>40</td>
<td>50</td>
</tr>
<tr>
<td>3</td>
<td>30</td>
<td>50</td>
</tr>
<tr>
<td>4</td>
<td>20</td>
<td>50</td>
</tr>
<tr>
<td>5</td>
<td>40</td>
<td>50</td>
</tr>
<tr>
<td>6</td>
<td>40</td>
<td>30</td>
</tr>
<tr>
<td>7</td>
<td>30</td>
<td>40</td>
</tr>
<tr>
<td>8</td>
<td>30</td>
<td>40</td>
</tr>
<tr>
<td>9</td>
<td>40</td>
<td>50</td>
</tr>
<tr>
<td>10</td>
<td>30</td>
<td>40</td>
</tr>
<tr>
<td>11</td>
<td>20</td>
<td>50</td>
</tr>
<tr>
<td>12</td>
<td>30</td>
<td>30</td>
</tr>
<tr>
<td>13</td>
<td>40</td>
<td>50</td>
</tr>
<tr>
<td>14</td>
<td>40</td>
<td>50</td>
</tr>
<tr>
<td>15</td>
<td>30</td>
<td>40</td>
</tr>
<tr>
<td>16</td>
<td>40</td>
<td>50</td>
</tr>
<tr>
<td>17</td>
<td>20</td>
<td>50</td>
</tr>
<tr>
<td>18</td>
<td>40</td>
<td>50</td>
</tr>
<tr>
<td>19</td>
<td>40</td>
<td>50</td>
</tr>
<tr>
<td>20</td>
<td>30</td>
<td>40</td>
</tr>
<tr>
<td>21</td>
<td>30</td>
<td>40</td>
</tr>
<tr>
<td>22</td>
<td>20</td>
<td>30</td>
</tr>
</tbody>
</table>
APPENDIX B

The Result of The Students’ Writing Content in Pre Test and Post Test in Recount Text

<table>
<thead>
<tr>
<th>Sample</th>
<th>Pre-test</th>
<th>Post-test</th>
<th>D (X₂-X₁)</th>
<th>D²</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>X₁</td>
<td>X₁²</td>
<td>X₂</td>
<td>X₂²</td>
</tr>
<tr>
<td>1</td>
<td>30</td>
<td>900</td>
<td>50</td>
<td>2500</td>
</tr>
<tr>
<td>2</td>
<td>40</td>
<td>1600</td>
<td>50</td>
<td>2500</td>
</tr>
<tr>
<td>3</td>
<td>30</td>
<td>900</td>
<td>40</td>
<td>1600</td>
</tr>
<tr>
<td>4</td>
<td>20</td>
<td>400</td>
<td>50</td>
<td>2500</td>
</tr>
<tr>
<td>5</td>
<td>40</td>
<td>1600</td>
<td>50</td>
<td>2500</td>
</tr>
<tr>
<td>6</td>
<td>20</td>
<td>400</td>
<td>30</td>
<td>900</td>
</tr>
<tr>
<td>7</td>
<td>30</td>
<td>900</td>
<td>40</td>
<td>1600</td>
</tr>
<tr>
<td>8</td>
<td>30</td>
<td>900</td>
<td>40</td>
<td>1600</td>
</tr>
<tr>
<td>9</td>
<td>40</td>
<td>1600</td>
<td>50</td>
<td>2500</td>
</tr>
<tr>
<td>10</td>
<td>30</td>
<td>900</td>
<td>40</td>
<td>1600</td>
</tr>
<tr>
<td>11</td>
<td>20</td>
<td>400</td>
<td>50</td>
<td>2500</td>
</tr>
<tr>
<td>12</td>
<td>20</td>
<td>400</td>
<td>30</td>
<td>900</td>
</tr>
<tr>
<td>13</td>
<td>40</td>
<td>1600</td>
<td>50</td>
<td>2500</td>
</tr>
<tr>
<td>14</td>
<td>40</td>
<td>1600</td>
<td>50</td>
<td>2500</td>
</tr>
<tr>
<td>15</td>
<td>30</td>
<td>900</td>
<td>40</td>
<td>1600</td>
</tr>
<tr>
<td>16</td>
<td>40</td>
<td>1600</td>
<td>50</td>
<td>2500</td>
</tr>
<tr>
<td>17</td>
<td>20</td>
<td>400</td>
<td>50</td>
<td>2500</td>
</tr>
<tr>
<td>18</td>
<td>40</td>
<td>1600</td>
<td>50</td>
<td>2500</td>
</tr>
<tr>
<td>19</td>
<td>40</td>
<td>1600</td>
<td>50</td>
<td>2500</td>
</tr>
<tr>
<td>20</td>
<td>30</td>
<td>900</td>
<td>40</td>
<td>1600</td>
</tr>
<tr>
<td>21</td>
<td>30</td>
<td>900</td>
<td>40</td>
<td>1600</td>
</tr>
<tr>
<td>22</td>
<td>20</td>
<td>400</td>
<td>30</td>
<td>900</td>
</tr>
<tr>
<td>∑</td>
<td>680</td>
<td>22400</td>
<td>970</td>
<td>43900</td>
</tr>
<tr>
<td>x</td>
<td>30.91</td>
<td>1018.18</td>
<td>44.09</td>
<td>1995.45</td>
</tr>
</tbody>
</table>

|         | 290   | 4900    |
|         | 13.18 | 222.72  |
# APPENDIX C

## The List of Students’ Score in Organization

<table>
<thead>
<tr>
<th>No</th>
<th>Score</th>
<th>Pre-test</th>
<th>Post-test</th>
</tr>
</thead>
<tbody>
<tr>
<td>1</td>
<td></td>
<td>30</td>
<td>40</td>
</tr>
<tr>
<td>2</td>
<td></td>
<td>30</td>
<td>50</td>
</tr>
<tr>
<td>3</td>
<td></td>
<td>40</td>
<td>50</td>
</tr>
<tr>
<td>4</td>
<td></td>
<td>40</td>
<td>50</td>
</tr>
<tr>
<td>5</td>
<td></td>
<td>30</td>
<td>50</td>
</tr>
<tr>
<td>6</td>
<td></td>
<td>20</td>
<td>40</td>
</tr>
<tr>
<td>7</td>
<td></td>
<td>20</td>
<td>40</td>
</tr>
<tr>
<td>8</td>
<td></td>
<td>40</td>
<td>50</td>
</tr>
<tr>
<td>9</td>
<td></td>
<td>30</td>
<td>40</td>
</tr>
<tr>
<td>10</td>
<td></td>
<td>30</td>
<td>40</td>
</tr>
<tr>
<td>11</td>
<td></td>
<td>40</td>
<td>50</td>
</tr>
<tr>
<td>12</td>
<td></td>
<td>20</td>
<td>30</td>
</tr>
<tr>
<td>13</td>
<td></td>
<td>30</td>
<td>40</td>
</tr>
<tr>
<td>14</td>
<td></td>
<td>40</td>
<td>50</td>
</tr>
<tr>
<td>15</td>
<td></td>
<td>40</td>
<td>50</td>
</tr>
<tr>
<td>16</td>
<td></td>
<td>40</td>
<td>50</td>
</tr>
<tr>
<td>17</td>
<td></td>
<td>30</td>
<td>40</td>
</tr>
<tr>
<td>18</td>
<td></td>
<td>30</td>
<td>40</td>
</tr>
<tr>
<td>19</td>
<td></td>
<td>30</td>
<td>50</td>
</tr>
<tr>
<td>20</td>
<td></td>
<td>20</td>
<td>40</td>
</tr>
<tr>
<td>21</td>
<td></td>
<td>30</td>
<td>40</td>
</tr>
<tr>
<td>22</td>
<td></td>
<td>40</td>
<td>50</td>
</tr>
</tbody>
</table>
APPENDIX D

The Result of The Students’ Writing Organization in Pre Test and Post Test in Recount Text

<table>
<thead>
<tr>
<th>Sample</th>
<th>Pre-test</th>
<th>Post-test</th>
<th>D (X2-X1)</th>
<th>D^2</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>X1</td>
<td>X1^2</td>
<td>X2</td>
<td>X2^2</td>
</tr>
<tr>
<td>1</td>
<td>30</td>
<td>900</td>
<td>40</td>
<td>1600</td>
</tr>
<tr>
<td>2</td>
<td>30</td>
<td>900</td>
<td>50</td>
<td>2500</td>
</tr>
<tr>
<td>3</td>
<td>40</td>
<td>1600</td>
<td>50</td>
<td>2500</td>
</tr>
<tr>
<td>4</td>
<td>40</td>
<td>1600</td>
<td>50</td>
<td>2500</td>
</tr>
<tr>
<td>5</td>
<td>30</td>
<td>900</td>
<td>50</td>
<td>2500</td>
</tr>
<tr>
<td>6</td>
<td>20</td>
<td>400</td>
<td>40</td>
<td>1600</td>
</tr>
<tr>
<td>7</td>
<td>20</td>
<td>400</td>
<td>40</td>
<td>1600</td>
</tr>
<tr>
<td>8</td>
<td>40</td>
<td>1600</td>
<td>50</td>
<td>2500</td>
</tr>
<tr>
<td>9</td>
<td>30</td>
<td>900</td>
<td>40</td>
<td>1600</td>
</tr>
<tr>
<td>10</td>
<td>30</td>
<td>900</td>
<td>40</td>
<td>1600</td>
</tr>
<tr>
<td>11</td>
<td>40</td>
<td>1600</td>
<td>50</td>
<td>2500</td>
</tr>
<tr>
<td>12</td>
<td>20</td>
<td>400</td>
<td>30</td>
<td>900</td>
</tr>
<tr>
<td>13</td>
<td>30</td>
<td>900</td>
<td>40</td>
<td>1600</td>
</tr>
<tr>
<td>14</td>
<td>40</td>
<td>1600</td>
<td>50</td>
<td>2500</td>
</tr>
<tr>
<td>15</td>
<td>40</td>
<td>1600</td>
<td>50</td>
<td>2500</td>
</tr>
<tr>
<td>16</td>
<td>40</td>
<td>1600</td>
<td>50</td>
<td>2500</td>
</tr>
<tr>
<td>17</td>
<td>30</td>
<td>900</td>
<td>40</td>
<td>1600</td>
</tr>
<tr>
<td>18</td>
<td>30</td>
<td>900</td>
<td>40</td>
<td>1600</td>
</tr>
<tr>
<td>19</td>
<td>30</td>
<td>900</td>
<td>50</td>
<td>2500</td>
</tr>
<tr>
<td>20</td>
<td>20</td>
<td>400</td>
<td>40</td>
<td>1600</td>
</tr>
<tr>
<td>21</td>
<td>30</td>
<td>900</td>
<td>40</td>
<td>1600</td>
</tr>
<tr>
<td>22</td>
<td>40</td>
<td>1600</td>
<td>50</td>
<td>2500</td>
</tr>
<tr>
<td>Σ</td>
<td>700</td>
<td>23400</td>
<td>980</td>
<td>44400</td>
</tr>
<tr>
<td>x</td>
<td>31.82</td>
<td>1063.64</td>
<td>44.55</td>
<td>2018.18</td>
</tr>
</tbody>
</table>
APPENDIX E

CALCULATING MEAN SCORE

1. The Mean Score of the Students’ Pre Test and Post Test in Terms of content
   ➢ Mean scores of the students’ pre test

   \[ \bar{X} = \frac{\sum x}{N} \]

   \[ \bar{X} = \frac{680}{22} \]

   \[ X = 30.91 \]

   ➢ Mean scores of the students’ post test

   \[ \bar{X} = \frac{\sum x}{N} \]

   \[ \bar{X} = \frac{970}{22} \]

   \[ \bar{X} = 44.09 \]

2. The Mean Score of the Students’ Pre Test and Post Test in Terms of organization
   ➢ Mean scores of the students’ Pre test

   \[ \bar{X} = \frac{\sum x}{N} \]
\[ \bar{X} = \frac{700}{22} \]

\[ \bar{X} = 31.82 \]

- Mean scores of the students’ post-test

\[ \bar{X} = \frac{\sum x}{N} \]

\[ \bar{X} = \frac{980}{22} \]

\[ \bar{X} = 44.55 \]
APPENDIX F

1. The improvement of the students’ scores in term of content
   \[ P = \frac{x_2 - x_1}{x_1} \times 100\% \]
   \[ P = \frac{970 - 680}{680} \times 100\% \]
   \[ P = \frac{290}{680} \times 100\% \]
   \[ P = 42.65\% \]

2. The improvement of the students’ scores in term of organization
   \[ P = \frac{x_2 - x_1}{x_1} \times 100\% \]
   \[ P = \frac{980 - 700}{700} \times 100\% \]
   \[ P = \frac{280}{700} \times 100\% \]
   \[ P = 40\% \]
APPENDIX G

1. T-test value for content

\[ t = \frac{\sum_D}{\sqrt{\sum D^2 / N}} \sqrt{\frac{N(N-1)}{N-2}} \]

\[ = \frac{\sum D}{N} \]

\[ = \frac{290}{22} \]

\[ = 13.18 \]

\[ t = \frac{13.19}{\sqrt{\frac{\sum 4900 \times 22}{22(22 - 1)}}} \]

\[ = \frac{13.19}{\sqrt{\frac{84100}{22(22 - 1)}}} \]

\[ = \frac{13.19}{\sqrt{\frac{84100}{22(21)}}} \]

\[ = \frac{13.19}{\sqrt{\frac{4900 - 3822.73}{21}}} \]

\[ = \frac{13.19}{\sqrt{\frac{1077.27}{462}}} \]

\[ = \frac{13.19}{\sqrt{2.33}} \]

\[ = \frac{13.19}{1.53} \]

\[ t = 8.61 \]
2. T-test value for organization

\[ t = \frac{\sum D^2 \frac{\sum D_i^2}{N^2}}{\sqrt{N(N-1)}} \]

\[ = \frac{\sum D}{N} \]

\[ = \frac{280}{22} = 12.73 \]

\[ t = \frac{12.73}{\sqrt{\frac{4000}{22} \left( \frac{280}{22} \right)}} \]

\[ = \frac{12.73}{\sqrt{22(22-1)}} \]

\[ t = \frac{12.73}{\sqrt{78400}} \]

\[ = \frac{12.73}{22(21)} \]

\[ t = \frac{12.73}{\sqrt{436.36}} \]

\[ = \frac{12.73}{0.94} \]

\[ t = \frac{12.73}{0.97} \]

\[ t = 13.12 \]
APPENDIX H

The Distribution of T-Table

<table>
<thead>
<tr>
<th>df</th>
<th>.10</th>
<th></th>
<th>df</th>
<th>.05</th>
<th></th>
<th>df</th>
<th>.01</th>
<th></th>
<th>df</th>
<th>.001</th>
<th></th>
</tr>
</thead>
<tbody>
<tr>
<td>3</td>
<td>2.353</td>
<td>3.182</td>
<td>5.841</td>
<td>21.924</td>
<td></td>
<td>4</td>
<td>2.132</td>
<td>2.776</td>
<td>4.604</td>
<td>8.610</td>
<td></td>
</tr>
<tr>
<td>5</td>
<td>2.015</td>
<td>2.517</td>
<td>4.032</td>
<td>8.869</td>
<td></td>
<td>6</td>
<td>1.934</td>
<td>2.447</td>
<td>3.707</td>
<td>5.959</td>
<td></td>
</tr>
<tr>
<td>7</td>
<td>1.895</td>
<td>2.365</td>
<td>3.499</td>
<td>5.408</td>
<td></td>
<td>8</td>
<td>1.860</td>
<td>2.306</td>
<td>3.355</td>
<td>5.041</td>
<td></td>
</tr>
<tr>
<td>9</td>
<td>1.833</td>
<td>2.262</td>
<td>3.250</td>
<td>4.781</td>
<td></td>
<td>10</td>
<td>1.812</td>
<td>2.228</td>
<td>3.169</td>
<td>4.578</td>
<td></td>
</tr>
<tr>
<td>11</td>
<td>1.796</td>
<td>2.201</td>
<td>3.106</td>
<td>4.473</td>
<td></td>
<td>12</td>
<td>1.782</td>
<td>2.179</td>
<td>3.055</td>
<td>4.318</td>
<td></td>
</tr>
<tr>
<td>13</td>
<td>1.771</td>
<td>2.160</td>
<td>3.012</td>
<td>4.221</td>
<td></td>
<td>14</td>
<td>1.761</td>
<td>2.145</td>
<td>2.977</td>
<td>4.140</td>
<td></td>
</tr>
<tr>
<td>15</td>
<td>1.753</td>
<td>2.131</td>
<td>2.947</td>
<td>4.073</td>
<td></td>
<td>16</td>
<td>1.746</td>
<td>2.120</td>
<td>2.912</td>
<td>3.915</td>
<td></td>
</tr>
<tr>
<td>17</td>
<td>1.740</td>
<td>2.110</td>
<td>2.898</td>
<td>3.965</td>
<td></td>
<td>18</td>
<td>1.734</td>
<td>2.101</td>
<td>2.878</td>
<td>3.922</td>
<td></td>
</tr>
<tr>
<td>19</td>
<td>1.729</td>
<td>2.093</td>
<td>2.861</td>
<td>3.883</td>
<td></td>
<td>20</td>
<td>1.725</td>
<td>2.086</td>
<td>2.845</td>
<td>3.850</td>
<td></td>
</tr>
<tr>
<td>21</td>
<td>1.721</td>
<td>2.080</td>
<td>2.831</td>
<td>3.819</td>
<td></td>
<td>22</td>
<td>1.717</td>
<td>2.074</td>
<td>2.819</td>
<td>3.792</td>
<td></td>
</tr>
<tr>
<td>23</td>
<td>1.714</td>
<td>2.069</td>
<td>2.807</td>
<td>3.767</td>
<td></td>
<td>24</td>
<td>1.711</td>
<td>2.064</td>
<td>2.797</td>
<td>3.745</td>
<td></td>
</tr>
<tr>
<td>25</td>
<td>1.708</td>
<td>2.060</td>
<td>2.787</td>
<td>3.725</td>
<td></td>
<td>26</td>
<td>1.706</td>
<td>2.056</td>
<td>2.779</td>
<td>3.707</td>
<td></td>
</tr>
<tr>
<td>27</td>
<td>1.703</td>
<td>2.052</td>
<td>2.771</td>
<td>3.690</td>
<td></td>
<td>28</td>
<td>1.701</td>
<td>2.048</td>
<td>2.763</td>
<td>3.674</td>
<td></td>
</tr>
<tr>
<td>29</td>
<td>1.699</td>
<td>2.045</td>
<td>2.756</td>
<td>3.659</td>
<td></td>
<td>30</td>
<td>1.697</td>
<td>2.042</td>
<td>2.750</td>
<td>3.646</td>
<td></td>
</tr>
<tr>
<td>40</td>
<td>1.684</td>
<td>2.012</td>
<td>2.706</td>
<td>3.551</td>
<td></td>
<td>60</td>
<td>1.671</td>
<td>2.000</td>
<td>2.660</td>
<td>3.640</td>
<td></td>
</tr>
<tr>
<td>120</td>
<td>1.658</td>
<td>1.980</td>
<td>2.617</td>
<td>3.373</td>
<td></td>
<td>∞</td>
<td>1.645</td>
<td>1.960</td>
<td>2.576</td>
<td>3.291</td>
<td></td>
</tr>
</tbody>
</table>

(Gay, 1981: 321)
CURRICULUM VITAE

Andi Nining Andriani was born in Sinjai 27th November 1992. She is the second child from six siblings. His father is Andi Arsyad and his Mother is Andi Nilmawati. In 2005 graduated from SDN. 33 Pattallassang and continued her study at SMPN 2 Panaikang, Sinjai Timur and graduated in 2008. In the same year, she continued her study at SMA Negeri 3 Mamuju, Sulawesi Barat and finished in 2011. After finished in senior high school, she proceeded her study in Muhammadiyah University of Makassar in 2011. She accepted in English Department of Teachers Traning and Education Faculty.

At the end of her study, she could finish his thesis with the title “The use of guided question in teaching writing recount text( Pre-experimental research at the second year students of SMA Muhammadiyah 7 Makassar).