THE EFFECTIVENESS OF GUIDING QUESTIONS TECHNIQUE TO IMPROVE STUDENTS' ABILITY IN WRITING RECOUNT TEXT AT THE EIGHT GRADE STUDENTS OF SMP NEGERI 1 SUNGGUMINASA

A THESIS

*Submitted to the Faculty of Teacher Training and Education
Universitas Muhammadiyah Makassar in Partial Fulfillment of the
Requirement for the Degree of Education in English Education Department*

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2022**

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MOTTO AND DEDICATION

Hasbunallah wani'mal wakiil

Allah is enough for us and Allah is the excellent guardian

"Cukuplah Allah (menjadi penolong) bagi kami dan Dia sebaik-baik pelindung"

[QS. Ali Imran: 173]

"Never give up no matter what problems you are facing, continually believe that Allah is always be with you and never leaves you"

- Start with Bismillah, Pray, Struggle, and Tawakkal then Allah will give the Best -

DEDICATION

I dedicate this Thesis to My Beloved Family
Especially to My Dearest Mother,
My Strongest Father,
My Brother,
My Sisters,
My Grandmother, My Grandfather
My Aunt and My Uncle

For their praying, struggling, loving, caring, supporting, advising, suggesting and motivating until the last of this thesis. *Ana Uhibbukum Fillah.*

ABSTRACT

Nurhikmah Ismail. 2022. The Effectiveness of Guiding Questions Technique to Improve Students' Writing Ability in Writing Recount Text at the Eight Grade Students of SMP Negeri 1 Sungguminasa. A Thesis of English Education Department, Faculty of Teacher Training and Education, Universitas Muhammadiyah Makassar. Supervised by Nurdevi Bte Abdul and Andi Asri Jumiaty.

This research aimed to find out the effectiveness of using Guiding Questions Technique in improving students' ability to write recount text in terms of content and organization. The researcher applied pre-experimental method with one-group pre-test and post-test design which consisted of six meetings includes the treatments. The researcher used pre-test, treatment, and post-test to collect the data. The sample of the research was the eight grade students of SMP Negeri 1 Sungguminasa in academic year 2021/2022 at class VIII F which consisted of 30 students. The sample of the research was taken by random sampling technique.

The research findings showed that there was significant effect on students' writing results after they were taught by using Guiding Questions Technique. It was proven from students' mean score pre-test and post-test results in terms of content and organization. In terms of content, the students' score of pre-test was 48.33 and students' post-test was 81.67 with the t-test value was higher than the t-table ($15.418 > 1.6991$). While in terms of organization, the students' score of pre-test was 45.67 and the students' post-test was 79.50 with the t-test value also was higher than the t-table ($15.615 > 1.6991$). It indicated that the null hypothesis (H_0) was rejected and alternative hypothesis (H_1) was accepted. Therefore, it was concluded that the use of Guiding Questions Technique was effective to improve students' ability in writing recount text in terms of content and organization at eight grade students of SMP Negeri 1 Sungguminasa.

Keywords: Guiding Questions Technique, Recount Text, Writing Ability.

ABSTRAK

Nurhikmah Ismail. 2022. Keefektifan Teknik Guiding Questions untuk Meningkatkan Kemampuan Siswa dalam Menulis Teks Recount pada Siswa Kelas VIII SMP Negeri 1 Sungguminasa. Skripsi Jurusan Pendidikan Bahasa Inggris, Fakultas Keguruan dan Ilmu Pendidikan, Universitas Muhammadiyah Makassar. Dibimbing oleh Nurdevi Bte Abdul and Andi Asri Jumiaty.

Penelitian ini bertujuan untuk menemukan keefektifan dari penggunaan teknik Guiding Questions dalam meningkatkan kemampuan siswa untuk menulis teks recount dalam hal isi dan organisasi. Peneliti menerapkan metode pre-experimental dengan desain one group pre-test and post-test yang terdiri dari enam pertemuan termasuk perlakuan. Peneliti menggunakan pre-test, perlakuan, dan post-test untuk mengumpulkan data. Sampel penelitian ini adalah siswa SMP Negeri 1 Sungguminasa tahun ajaran 2021/2022 di kelas VIII F yang terdiri dari 30 siswa. Sampel penelitian ini diambil dengan teknik random sampling.

Hasil dari penelitian menunjukkan bahwa ada pengaruh yang signifikan terhadap hasil menulis siswa setelah mereka diajar dengan menggunakan teknik guiding questions. Ini dibuktikan dari hasil nilai rata-rata pre-test dan post-test siswa dalam hal isi dan organisasi. Dalam hal isi, nilai pre-test siswa adalah 48.33 dan post-test siswa adalah 81.67 dengan nilai t-test lebih tinggi daripada t-table (15.418>1.6991). Sementara dalam hal organisasi, nilai pre-test siswa adalah 45.67 dan post-test siswa adalah 79.50 dengan nilai t-test juga lebih tinggi daripada t-table (15.615>1.6991). Hal tersebut mengindikasikan bahwa hipotesis nol (H_0) ditolak dan hipotesis alternatif (H_1) diterima. Oleh karena itu, dapat disimpulkan bahwa penggunaan teknik guiding questions efektif untuk meningkatkan kemampuan siswa dalam menulis teks recount dalam hal isi dan organisasi pada siswa kelas VIII SMP Negeri 1 Sungguminasa.

Kata kunci: Teknik Guiding Questions, Teks Recount, Kemampuan Menulis

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Jazakumullahu Khairan,

May Allah SWT always be with us and give us power and guidance till the end of

our life. *Aamiin*

Makassar, Juni 2022

The Researcher,

Nurhikmah Ismail

TABLE OF CONTENTS

LIST OF TABLES

LIST OF FIGURES

LIST OF APPENDICES

CHAPTER I

INTRODUCTION

A. Background

English is important aspect since it has become a global common language (Nishanti, 2018). The meaning of "global common language" refers to an international language which has been recognized around the world in countries with the intention to communicate each other. Some countries consider English as their native language but English consider as foreign language in Indonesia. As a foreign language, English is not commonly utilized as language of instruction but it is used in formal setting.

English has been taught to the students in formal education in Indonesia. As stated in the 2013 Curriculum, English is taught to the students since they are in primary and secondary school (Hasan, 2013). This make English has become a required subject in school which is gradually getting important to teach for students. One of the purposes of teaching English for students is to provide them with capacity to convey bot orally and in writing. Students must acquire four language skills which consist: listening, speaking, reading, and writing. Reading and listening are arranged as receptive skills while writing and speaking are arranged as productive skills. Based on those skills, writing becomes one of the difficult skills.

Writing is one of the most difficult among the four language skills for students to learn. It is relevant with Nunan cited in Ningsih (2016) who mentioned that learning writing effectively and expressively in the first,

second, or foreign language is more difficult among the four language skills for the students. Writing is a method of creating a written text through arranging the words into sentences in order to transmit thoughts. According to Selvaraj and Aziz (2019) writing is cognitive activity which needs the mind to organize ideas. The writer also acquires to conceptualize and express ideas while putting their words into sentences. Therefore, students must also learn the types of texts.

There are some types of text that students should learn in junior high school, such as: descriptive, narrative, recount, procedural, and report text. Among these types, recount is the text that can make students difficult to write. Recount text, as defined by Grace in Sukma (2015), is a type of writing that informs about what has happened in the past comprised of sequence of events. The structure of recount text is divided into three parts, such as: orientation, event, and reorientation. The structure's completeness frequently causes students to become confused when writing its components. This makes it difficult for students to decide what concepts or ideas they desire to convey.

Another reason that makes students difficult to write recount texts is incapacity to arrange a generic structure for describing the ideas. Students are confused how to convey their ideas and they find it difficult to grasp the basic structure of recount text, therefore their ability to write text recount is meaningless (Ratnasari, 2015). This implies that the students will definitely encounter difficulties like developing content or getting ideas for what to write, as well as structuring their thoughts in line with its generic structure. In

this circumstance, students must think about the ideas to help them focus on certain topic. Students may be considering on what they should want to write but on the other hand they are unsure how to get started. They also can find difficulty to put their ideas into meaningful paragraph since they don't know what to write at the beginning and what at the conclusion.

In order to overcome the difficulties of writing recount text, the researcher chooses a technique to be used for the students. Learning writing consist of numerous technique. One of them is Guiding Questions Technique. Traver (1998) defined guiding questions as fundamental questions that direct to search for understanding. This technique includes a list of questions that will guide students in writing text depending on a specific topic. Therefore, guiding questions is expected to serve as guideline in developing the students' thinking when they write a text. If this technique is applied, students will not be anxious about what to write first and what to write next. The students will be given the chance to develop their thoughts or idea and organize them based on its generic structure.

As according to explanation above, the researcher decides to carry out this research in SMP Negeri 1 Sungguminasa. Based on preliminary research in P2K program at this school, the researcher observed that some of the students had difficulties in writing recount text. They found difficulties on how to write next after written several lines so they cannot develop their ideas clearly into paragraph. It was evidenced through the English teacher's assessment from the students' exam results which got the low score. That's

why, the researcher intends this technique appropriate to implement to the students there because it can help them to overcome their difficulties and make learning process more effective. Based on the discussion above, the researcher aims to determine whether the Guiding Questions Technique can be utilized to improve students' ability in writing recount text. Therefore, the researcher concerns a research entitled "The Effectiveness of Guiding Questions Technique to Improve Students' Ability in Writing Recount Text at the Eight Grade Students of SMP Negeri 1 Sungguminasa"

B. Research Problems

Based on the research background, the researcher establishes research problems as follows:

1. Is Guiding Questions Technique effective to improve students' ability in writing recount text in terms of content at the eight grade students of SMP Negeri 1 Sungguminasa?

2. Is Guiding Questions Technique effective to improve students' ability in writing recount text in terms of organization at the eight grade students of SMP Negeri 1 Sungguminasa?

C. Objective of the Research

Related to the research problems mentioned above, the objective of this research are to find out:

1. The effectiveness of Guiding Questions Technique to improve students' ability in writing recount text in terms of content at the eight grade students of SMP Negeri 1 Sungguminasa.

2. The effectiveness of Guiding Questions Technique to improve students' ability in writing recount text in terms of organization at the eight grade students of SMP Negeri 1 Sungguminasa.

D. Significance of the Research

The study's findings are expected to be valuable for students, teachers, researchers, and others who desire to apply Guiding Questions Technique in writing process especially in text recount and build effective way also better atmosphere in learning process.

1. For students, the findings of this research can improve their writing ability in recount text by using Guiding Questions Technique. Furthermore, it can make the students' motivate to write and helpful in arrange the recount text.

2. For teacher, this research can bring an effective way to teach students in writing text recount during learning process that allow students to improve their writing ability and overcoming students' difficulties in writing recount text.

3. For researcher, this research can give valuable information and relevant references about teaching writing of recount text. And, for other researchers, this research could be considered as a reference in doing specific research in order to acquire better findings.

E. Scope of the Research

This research focuses on the use of Guiding Questions Technique in writing result of students' recount text. This research is limited in terms of content and organization in recount text.

CHAPTER II
REVIEW OF RELATED LITERATURE

A. Previous Related Findings

There were several previous research findings carrying out Guiding Questions Technique. Julita (2018) conducted the research to investigate the influence of the guided questions technique on students' descriptive text. She applied this technique to solve the students' problem in writing descriptive text. This research involved two classes of the eighth grade students and used quasi experimental as research methodology. The result of her research discovered that students who were taught utilizing guided questions in experimental class improved their score in writing descriptive text.

Another research was conducted by Millatina (2016) about the implementation of guided question technique in improving ability of students to write narrative texts. This research was intended to find the significant improvement of students' skill in writing text narrative by using guided questions technique and responses of students in applying this technique. The samples were two classes of eight grade students which consist of experimental class and control class. The researcher used tests and questionnaire to collect the data. The findings' results, the students in experimental class achieve the improvement while control class results only got slightly improvement.

Firdani and Fitriani (2017) also arranged the research about how to teach writing and use the Guiding Questions Technique in attempt to improve

structuring their writing, the writers should pay attention to the writing process. The writing process will be derived by Book of Lunsford's, The St. Martin's Guide to Writing.

a. Exploring

Exploring involves an exploratory investigation of the topic. The writer writes best on topics that are well-known in way to involve the writer's passions and abilities, reviewing what is known about it, and identifying what the writer begins to recognize. This process comprises the environment in which the writing happens, the goal of the writing, and the audience addressed in our writing. It considers the rhetorical circumstance. That's why, in this step, the writer discovers the text by choosing a topic, analyzing what they have known for certain, and determining what is necessary to acquire. The writer can accomplish this step through brainstorming, reading, free writing, looking for information, and querying.

b. Planning

Planning will assist the writer in creating an organizational plan or outline. To use it just begin writing and then list all the occurrences and other strong arguments the writer has backed their writing. Allow students to create their writings as much through their drafting processes, which reflect form, as by their concept. Another option is for the writer to capture each concept on a note so that they may simply organize their ideas and experiment with different arrangements. Therefore, in this step,

critique their work so that the core concept, organization, and phrases can be reconsidered.

3. Component of Writing

According to Jacobs, et.al as cited in Sepianita (2010) there are five important components that should be considered in the writing aspect. These components can be described as listed below:

a. Content

The writing's content should be clearly for readers so they can receive the meaning and obtain the information. For content to be well written, its content must be well unified and completed. The term is generally referred to as unity, development, and completion. In content, each paragraph provides the unity that implies if each paragraph can only express a main idea. To establish paragraph unity, convey the main topic clearly in one phrase and connect all other phrases in the paragraph to that idea. Whether a paragraph's major idea is expressed in a topic sentence or inferred, each supporting phrase in the paragraph should be strongly connected to the main idea.

A paragraph in the development section should engage readers' attention and completely investigate its topic, utilizing whatever information, proof, and examples are required. A paragraph may appear flat and meaningless if it lacks such development. Most outstanding writing not only provides broad concepts but also supports them up with details. At the paragraph level, this balancing, or the shifting between

incorporate additional occurrences. The first sentence of the body paragraph should serve as the subject sentence, introducing the primary idea of the paragraph. The opening sentence should also include a transition to make a connection from the previous paragraph so there would be a relation in the body paragraph.

3) In conclusion, the writer brings closure to the reader while informing them of the contents. Then it should be the writer's own comment. A good conclusion gives readers with the impression that the topic has been thoroughly discussed. Many conclusions start with a repetition and conclude with more broad remarks that flow from it. The normal general to particular pattern of the introduction is reversed in this design. Other ways are also used by writers to successfully finish.

Moreover, in organization, the writer can concentrate on how to organize ideas in the chronological order. They should also convey their ideas in the way that they should proceed from beginning to conclusion. This organization is generally recognized as a coherent paragraph. Coherence indicates that ideas are put in correct sequence and never confuse. As result, the writer's idea is able to follow throughout the sentences and paragraphs.

c. Vocabulary

Vocabulary refers to the language parts of the writing process which consist of the entire quantity of words, a collection of words in a certain language that the writer recognizes or utilizes. The total quantity

of words can be the direction for arranging the writer to write the sentences or text. In order to understand the sense of words, it is necessary to engage in a process of contextual learning. When writing, the writer still considers placing words together into sentences, then sentences into paragraphs, and so on until the composition is finished. As a result, understanding the selection of words may help us develop our writings.

d. Language Use

Language use in writing entails the appropriate implementation of language or grammatical rules. It emphasizes verbs, nouns, and agreement. Specific nouns and powerful verb build a visual image of the description for the reader. In this part, we should prevent mistakes in forms of the language, subject-verb agreement, and the use of a previous pronoun in the context of a noun and a pronoun.

e. Mechanics

Mechanics concerns with proper capitalization, punctuation, and spelling. This is an essential part because it enables the reader to quickly comprehend what the writer is aiming to express. The mechanics will be made the reader easier to transmit their thoughts and other messages expressed in writing.

4. Types of Writing

According to Alawi (2011), the types of writing that should be taught in junior high school such as:

a. Descriptive

Descriptive depicts the look of things that inhabit space, including object, person, place, or location in details. The goal of this text is to illustrate the reader how something looks. This text employs words to describe person or a thing, and it is organized using attributive with identifying process in arranging the text.

b. Recount

Recount is the text which relates with past events, typically in the chronological order. The objective of this text is to offer the reader more to think regarding what happened and when it happened, focus on specific participants addressed, circumstances with the time and place, and focus on temporal sequence.

c. Procedural

Procedural is a type of writing that instructs the reader on how to carry out a task. Its function is to offer instructions for producing, doing, or going someplace. Recipes, schedules, instruction booklets, and guidelines are examples of procedural texts.

d. Narrative

The most common definition of narrative is a story delivered by the narrator. Narratives are more complicated because they are made up from certain traits that are used to tell a story via words or sentences. The components that make up the narrative's content, along with the character, are all visible levels in this structure.

C. Recount Text

1. Definition of Recount Text

Recount is a text that tells the reader about a preceding experience or past events. It is focused on the writer's perspective or a historical event. Recount text, according to Gerot and Wignell in Hasruddin (2021), is a text that exposes a preceding experience in terms of engaging or enlighten others about what happened and when it happened. Based on this description, the author examines their enticing events in recount text intended to describe their experiences to the reader.

Recount text describes the relevance and informs the reader of what happened. The text represents the writer's perspective and feelings towards the events. A recount's purpose is to enlighten and entertain the reader with former events. To achieve its purpose, the text must include generic structure that informs readers about who is involved, where, when, and other information along with a chronological, detailed of events Derewianka in Fisher (2016).

Based on its meaning and purpose, recount text provides to entertain or enlighten by representing history which contain with generic structure. The generic structure includes with the orientation, sequence of events, and reorientation. As according to Suryati and Prasetyo (2018), the beginning part of the text recount is orientation which highlighted who are involved, what happened, when it happened, and where the event happened. Afterwards, narrates each occurrence or events in a chronological order.

There is a final section paragraph or reorientation at the conclusion of the text.

Based on the description, the researcher concludes that recount is a text which narrates about experience or past event which has shown to be true. There is the chronology unfolding of events with goal by describing what occurred. It starts by describing who is involved, when it occurred, and where it took place or occurred. Past tense must be used in recount text since it is used to narrate the story of past event. Furthermore, the researcher chooses the type of this text to be written because students are allowed to fully determine the story depending on personal experience and then write down their thoughts.

2. Generic Structure of Recount Text

According to Ningsih (2015) there are several generic structures to make an effective text recount which can be useful for a writer or students.

a. Orientation

Recount starts by telling about who was taking part, what occurred, where it occurred, and when it occurred. The orientation provides with the basic information required to grasp the text, and the reader will identify the setting or location of the scene, including the context of text.

b. Sequence of Events

The essential activities that happen in the story are called as events. The events in a recount text are organized chronologically which is

a. The topic to be written could be prepared by the students considering a topic of which the writer already has an idea.

b. Asking questions about topics in which the inquiries could become 5W+1H and are linked to the topic to be compiled.

c. Outline their answers to the questions that have been created depending on their experience.

d. Expand into paragraph: Once the students have answered the questions, help them through the process of developing the sentence into a paragraph. To make the replies more detailed, the writer might add extra thoughts to support them.

e. Request that they edit the paragraph and construct the structure based on the descriptive language before rewriting into a final document.

Furthermore, according to Oshima and Hogue in Daliawati (2019), there are several procedures to producing a good composition, such as:

a. Pre-write in order to generate ideas. This would be the main step in producing the text which the student had to accomplish, which was to try to grasp what was supposed to be written by utilizing the clustering approach.

b. Arrange the concept. In this step, the student expands on the ideas generated by the writer in the previous step by selecting, removing, and adding.

c. Create a preliminary draft. This preliminary draft is an extension of the second step.

d. Proofread the rough draft. The students review the rough draft or using listing of peer editing.

e. Complete the second draft. After examining and identifying the error in the preliminary text, the student must rewrite it.

f. Complete the concluding draft. After the teacher has returned the second draft, the next step is to write the recount's final content for final review.

Based on the steps described above, the researcher will apply several steps below by combining the steps from the experts in utilizing the Guiding Questions Technique in writing recount text.

a. The topic will be provided to the students by the researcher. The students are familiar with the topic, since it is appropriate to recount text material that relates about a journey or past events. Then, the researcher tells them to consider the topic.

b. The researcher will offer the students some questions. In this process, students build their ideas using 5W+1H questions regarding the topic, which they are expected to answer from the first to the final question.

c. Students should write their responses to each question in one or two sentences. It is possible that the rough draft used to create their replies will become an outline of paragraphs.

d. After answering the questions, the students revise their early draft. If there is an error or incomplete responses, students can update their answers.

c. The students should rewrite the entire final answer into written form. The students need to put together several conjunctions of time or adverbs which will be used to connect the sentences become paragraph. Students can also add further ideas connected to the responses as a supporting detail to complete the writing.

These guiding question steps will be used to direct students as they produce ideas and details for their recount text. Before create a paragraph, the answers to the questions might serve as a framework for their writing. The students then compile them into a well-organized recount text.

E. Advantages of Guiding Questions Technique

According to Munawir (2017), there are several advantages over using the Guiding Questions Technique, including:

1. Guiding questions can help students decrease mistakes when writing a text.
2. Guiding questions can help students avoid becoming confused when beginning to write since there is a guideline by responding to questions connected to the topic.
3. Guiding questions will improve their writing since they will construct the paragraph by answering the questions supplied.
4. Guiding questions can make it possible for students to analyze the topic on which they will write.

According to the above statement, guiding questions can help students by making them more directed in their writing. Aside from that, it may

support and assist students in creating effective content, particularly in producing recount text into well-organized paragraph.

F. Conceptual Frameworks

The conceptual framework of the research is illustrated as follows:
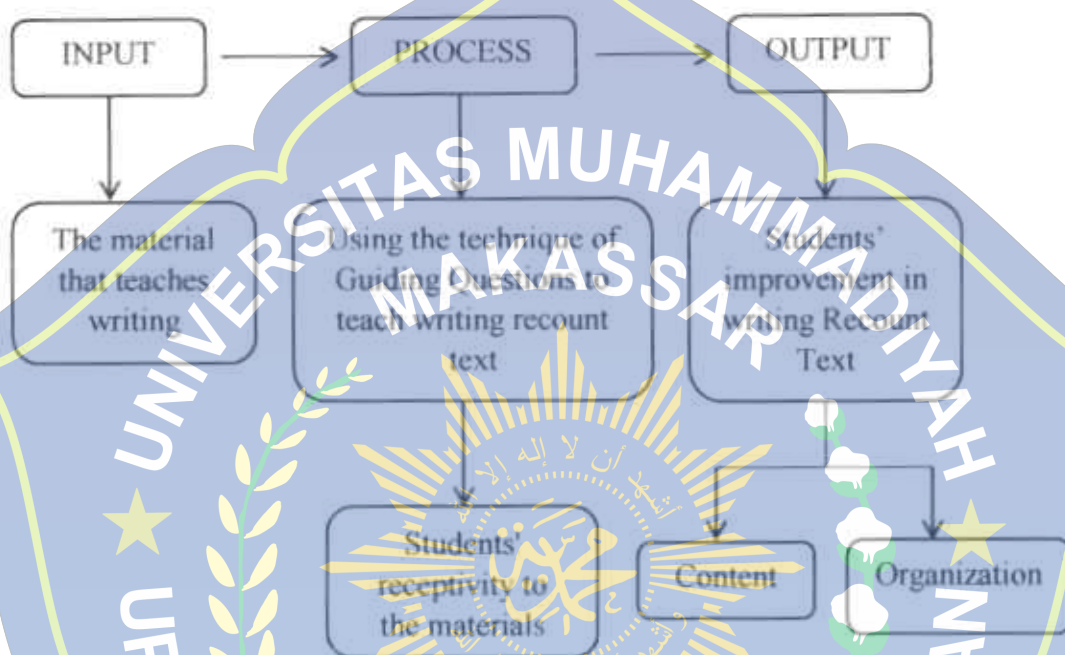
Figure 2.1 Conceptual Framework

Based on the conceptual framework above, the researcher will use the Guiding Questions Technique as solution to improve students' ability to write recount text. By using this technique the researcher will apply pre-experimental design which involves one-group pretest and posttest. Guiding questions is one of teaching technique which students will provide with 5W+1H questions to guide them through the process of writing recount text. When students answer to queries reflexively, they start to write and make their responses integrate into a paragraph and become a simple text. In order to organizing and developing ideas, this

technique will be useful for the students. It can help students in getting started with their writing, analyzing their topic, and arranging their ideas into well-organized paragraphs. Therefore, Guiding Questions Technique is expected to improve students' ability in writing recount text and making writing process more effective.

G. Hypothesis

Based on the conceptual framework, the researcher elicited forward the hypothesis as follows:

1. Null hypothesis (H_0): There is no significant effect of using Guiding Questions Technique in improving students' ability in writing recount text.

2. Alternative hypothesis (H_1): There is significant effect of using Guiding Questions Technique in improving students' ability in writing recount text.

CHAPTER III

RESEARCH METHOD

A. Research Design

The research design was pre-experimental that included one-group pretest and posttest. This design involved pre-test value (O_1), treatment (X), and posttest value (O_2). The treatment's result can be more accurate because it can be compared with the situation before being received the treatment. The research's design was showed in the following table:

Table 3.1 Pre-Experimental Design

O_1	X	O_2

Where:

O_1 : Pre-test Value

X : Treatment

O_2 : Post-test Value

(Sugiyono, 2015)

Based on the table above:

1. Pre-test

Pre-test was used to assess the students' prior knowledge in writing recount text before giving the treatment.

2. Treatment

The researcher conducted treatments to the students in four times meetings after giving pretest. The treatment was divided into some steps as follows:

28

a. Introduced example of recount text and explained the content which implies development of ideas to the students.

b. Instructed students to write a recount using guiding questions by paying attention with accuracy of content suitable on the topic given.

c. Instructed students to write a recount text based on the guide of questions with regard to the compatibility of organization.

d. Asked students to determine the organization of recount text given by paying attention with organizing ideas in chronological order.

3. Post-test

Post-test was used to measure the students' progress and improvement in writing text recount after giving treatment.

B. Research Variables and Indicators

1. Variables

This research includes two variables, which were explained below:

a. Independent variable (X)

The independent variable was the used of Guiding Questions Technique to improve students writing ability.

b. Dependent variable (Y)

The dependent variable was students' writing ability in recount text.

2. Indicators

The indicators of this research were as follows:

a. The used of Guiding Questions Technique directed students to get a good writing after the students were trained to write text recount using it. From

the particular indicator of guiding questions, it guided them through the process of writing recount text.

b. Students' writing ability in recount text in terms of content and organization where the development of ideas and the organization of text are understood also well-implemented. The students have good quality in content and organization after they trained by using Guiding Questions Technique. Besides, the students' score higher than before.

C. Population and Sample

1. Population

The population was the eighth grade students in SMP Negeri 1 Sungguminasa for the 2021/2022 academic year. The population was 379 students, divided into 11 classes (VIII A, VIII B, VIII C, VIII, D, VIII E, VIII F, VIII G, VIII H, VIII I, VIII J, VIII K). Each class consists of 30-35 students.

2. Sample

The researcher took one class of eight grade students from SMP Negeri 1 Sungguminasa to treat as the sample for this research in attempt to represent the total population. The class was chosen by cluster random sampling, and it comprises of 30 students from class VIII F.

D. Research Instrument

The research instrument used a writing test. It was intended to find out the students' results of improvement when directed them to write recount texts. The researcher would be given writing test that consists of pretest and

posttest. The pretest would be administered before the treatment to determine students' prior knowledge. The posttest would be done by students after they had passed the treatment processes so that this posttest could be used to measure the students' ability. The researcher used an analytical scoring rubric adapted from Brown. The analytical scoring rubrics listed below utilized to determine the students' improvement in writing text recount in terms of content and organization.

Table 3.2 Analytical Scoring Rubric

Component of Writing	Score	Criteria
Content (Development of Ideas)	20 - 18	Easy addresses the assigned topic; the ideas are concrete and thoroughly developed; no extraneous material; essay reflects thought.
	17 - 15	Easy address the issues but misses some points; ideas could be more fully developed; some extraneous materials are present.
	14 - 12	Development of ideas not complete or essay is somewhat off the topic; paragraphs are not divided exactly right.
	11 - 6	Ideas complete; essay does not reflect careful thinking or was hurried written; in adequate effort in area of content.
	5 - 1	Essay is completely inadequate and does not reflect college level work; no apparent effort to consider the topic carefully.
		Appropriate title, effective introductory paragraph, topic is stated, leads to body,

	20 - 18	transitional expressions used; arrangement of material shows plan (could be outlined by the reader); supporting evidence given for generalizations; conclusion logical and complete.
Organization (Introduction, body, and conclusion)	17 - 15	Adequate title, introduction, and conclusion; body of essay is acceptable, but some evidence may be lacking, some ideas are not fully developed; sequence is logical but transactional expression may be absent or misused.
	14 - 12	Mediocre or scant introduction or conclusion; problem with the order of ideas in body; the generalizations may not be fully supported by the evidence given; problems of organization interfere.
	11 - 6	Shaky or minimally recognizable introduction; organization can barely be seen; severe problems with ordering ideas; lack of supporting evidence; conclusion weak or illogical; inadequate effort at organization.
	5 - 1	Absence of introduction or conclusion; no apparent organization of body; severe lack of supporting evidence; writer has not made any effort to organize the composition (could not be outlined by reader).

(Brown, 2004)

E. Procedures of Data Collection

The following techniques used by the researcher to acquire data:

1. Pretest

   Pretest was administrated at the first meeting. Before the students got the treatment, they took a pretest. The researcher asked them to arrange the recount text in accordance with the topic given.

2. Treatment

   After giving pretest, the students were given the treatments by applying Guiding Questions Technique in writing recount text. The researcher was conducted four treatments. In each meeting, the researcher gave the material about recount text which used Guiding Questions Technique in order to gain good quality in writing recount text.

3. Posttest

   The students provided with a posttest once they completed the treatments. The researcher gave a topic to students and tells them to write a recount text. Following that, researcher assessed the posttest and analyzed it for content and organization. Its outcomes compared to the results of the pretest. The material of posttest was similar as pretest material.

F. Technique of Data Analysis

The researcher analyzed the data by using pretest and posttest scores results. The procedures showed as follows:

1. Giving scores to the students' pretest and posttest answers.

$$\text{Students' Score} = \frac{\text{The number of studens' correct answer}}{\text{Maximum Score}} \times 100$$

(Gay, 2012)

After scoring the pretest and posttest, the students' scores achievement interpreted into the following standards below:

Table 3.3 Classification of Scoring Grade

Score	Classification
96 - 100	Excellent
86 - 95	Very Good
76 - 85	Good
66 - 76	Fairly Good
56 - 65	Fair
36 - 55	Poor
0 - 35	Very Poor

(Depdikbud in Widyastuti, 2018)

2. The researcher used the formula below to obtain the mean score of students pretest and posttest:

$$\bar{x} = \frac{\sum x}{N}$$

Where:

$\bar{x}$ = mean score

N = quantity of students

$\sum x$ = total scores

(Gay, 2012)

3. The formula for determining the percentage of students' improvement as follows:

$$P = \frac{x2 - x1}{x1} \times 100\%$$

Where:

P = percentage of students' improvement

x_1 = posttest mean score

x_2 = pre-test mean score

(Gay, 2012)

4. The formula to determine the significant difference (t-test) of the pretest and posttest scores is as follows:

$$t = \frac{\overline{D}}{\sqrt{\frac{\Sigma D^2 - \left(\frac{\Sigma D}{N}\right)^2}{N(N-1)}}}$$

Where:

$\overline{D}$ = mean of difference score

ΣD = the sum of total difference scores

N = quantity of students

t = significance test

(Gay, 2012)

The testing criteria of the hypothesis include:

Table 3.4 Hypothesis Testing

Comparison	Hypothesis	
	H_0	H_1
t-test < t-table	Accepted	Rejected
t-test > t-table	Rejected	Accepted

Table 3.4 indicates that if the t-test value is less than the t-table value, the null hypothesis is accepted while the alternative hypothesis is rejected; if the t-test value is larger than the t-table value, the null hypothesis is rejected while the alternative hypothesis is accepted.

CHAPTER IV

FINDINGS AND DISCUSSION

A. Findings

In this chapter, the researcher described the answers of problem statements which was presented the results of data findings that there was significant effect of using Guiding Questions Technique in improving students' ability in writing recount text in terms of content and organization. This research was conducted at the eight grade students of SMP Negeri 1 Sungguminasa in academic year 2021/2022 which consists of 30 students as research sample. For further interpretation, the results of data analysis could be seen as follow:

1. Students' Writing Results of Recount Text Using Guiding Questions Technique in Terms of Content

The data of students' writing test using Guiding Questions Technique had different score in pre-test and post-test. In pre-test, students still less of understanding about the content of recount text but after applying Guiding Questions Technique the students more understand about the content. It could be seen in the table given below:

Table 4.1 Students' Writing Results of Recount Text Using Guiding Questions Technique in Terms of Content

Component of Writing	Pre-Test	Post-Test	Improvement
Content	48.33	81.67	68.98%

37

Based on the table 4.1 above shows that the mean score of students' pre-test is 48.33 and post-test which to be 81.67. The improvement of pre-test and post-test is 68.98%. The data result shows that the score of students in post-test improved after teaching writing recount text in terms of content by using Guiding Questions Technique.
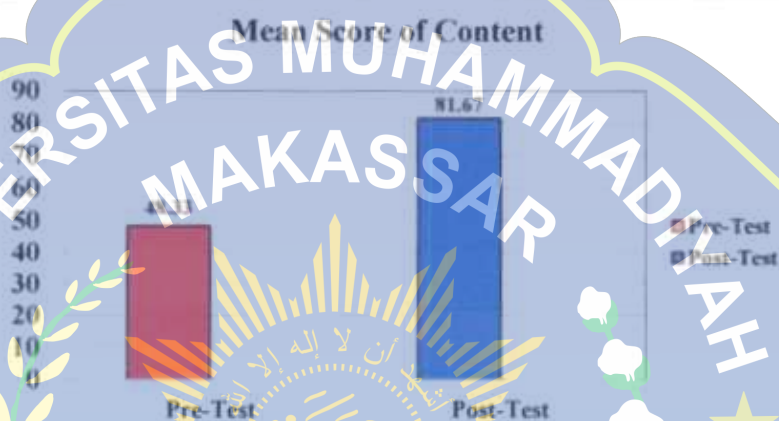
Figure 4.1 The Mean Score of Students Writing Results of Recount Text Using Guiding Questions Technique in Content

The graphic above shows that there is improvement of students' writing ability of recount text in terms of content by using Guiding Questions Technique. It could be seen from pre-test with the mean score is 48.33 to the post-test with the mean score is 81.67 and the improvement of pre-test to the post-test is 68.98%.

Table 4.2 Classification of Students' Writing Results of Recount Text Using Guiding Questions Technique in Terms of Content

No.	Classification	Score	Pre-Test		Post-Test	
			Frequency	Percentage (%)	Frequency	Percentage (%)
1	Excellent	96-100	-	-	-	-
2	Very Good	86-95	-	-	9	30
3	Good	76-85	-	-	14	46.7
4	Fairly Good	66-75	5	16.7	5	16.7
5	Fair	56-65	2	6.7	2	6.7
6	Poor	36-55	16	53.3	-	-
7	Very Poor	0-35	7	23.3	-	-
	Total		30	100	30	100

Table 4.2 describes that the classification of students score in terms of content from pre-test is found that there are 5 (16.7%) students got fairly good, 2 (2.67%) students got fair, 16 (53.5%) students got poor, 7 (23.3%) students got very poor, and no one students got excellent, very good, and good score. Then, in post-test is found that there are no students got excellent, there are 9 (30%) students got very good, 14 (46.6%) students got good, 5 (16.7%) students got fairly good, 2 (6.7%) students got fair, and none of them got poor and very poor score. It indicates that students' writing results of recount text in terms of content had significant effect after teaching them by using Guiding Questions Technique.

2. Students' Writing Results of Recount Text Using Guiding Questions Technique in Terms of Organization

The students' writing results of recount text in terms of organization using Guiding Questions Technique had different score in pre-test and post-test. It showed from the mean score between pre-test and post-test joined with the percentage of the improvement of students score. It could be seen in the table given below.

Table 4.3 Students' Writing Results of Recount Text Using Guiding Questions Technique in Terms of Organization

Component of Writing	Pre-Test	Post-Test	Improvement
Organization	45.67	79.50	74.07%

Based on the table 4.3 above, it shows that the mean score of students organization in post-test had improved after teaching writing recount text using Guiding Questions Technique. The mean score of students in pre-test is 45.67 while the post-test is 79.50. The percentage of students improvement in pre-test to post-test is 74.07%.
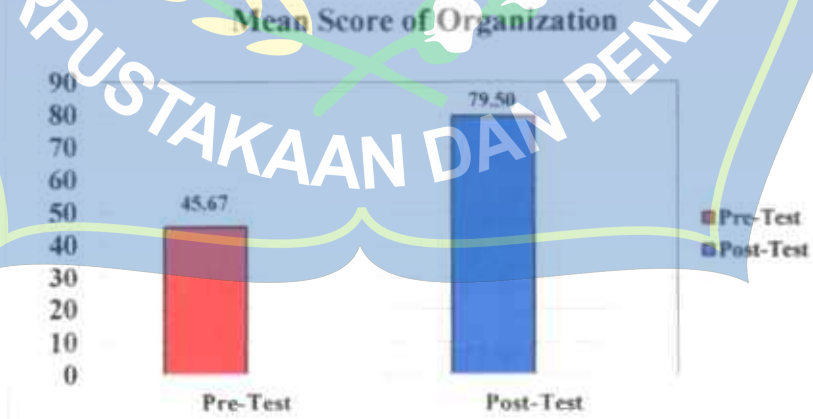
Figure 4.2 The Mean Score of Students Writing Results of Recount Using Guiding Questions Technique in Organization

The graphic above shows that there is improvement of students writing results in recount text looked for organization from pre-test which the mean score is 45.6 to post-test with the mean score is 79.50. It can be seen from post-test score is higher than the score of pre-test by looking the improvement from pre-test to post-test is 74.07%.

Table 4.4 Classification of Students' Writing Results of Recount Text Using Guiding Questions Technique in Terms of Organization

No.	Classification	Score	Pre-Test		Post-Test	
			Frequency	Percentage (%)	Frequency	Percentage (%)
1	Excellent	96-100	-	-	-	-
2	Very Good	86-95	-	-	7	23.3
3	Good	76-85	-	-	9	30
4	Fairly Good	66-75	4	13.3	11	36.7
5	Fair	56-65	3	10	3	10
6	Poor	36-55	13	43.3	-	-
7	Very Poor	0-35	10	33.3	-	-
	Total		30	100	30	100

Table 4.4 describes that in students' pre-test there are no students classified into excellent, very good, and good score, while there are 4 (13.3%) students got fairly good, 3 (10%) students got fair, 13 (43.3%) students got poor, 10 (33.3%) students got very poor. The table above also showes that the students writing results in post-test there are 7 (22.3%) students got very good score, 9 (30%) students got good, 11 (36.7%) students got fairly good, 3 (10%) students got fair, and no one of them got

excellent, poor and very poor. The results can be concluded that students' writing results of recount text in view of organization had significant effect after teaching them by using Guiding Questions Technique.

3. Hypothesis Testing

The hypothesis testing is used t-test analysis (test of significant) in order to know significant difference of the results of students mean score in pre-test and post-test, so the researcher t-test analysis on the level of significance (p) 0.05 with the degree of freedom (df) = N-1, where N = number of students (30 students) then the value of t-table was 1.6991. The t-test statistical analysis of independent sample is applied. The results of data analysis (t-test) of students writing results in recount text through Guiding Questions Technique in terms of content and organization could be seen on the table below:

Table 4.5 The Significance between Pre-test and Post-test Score of Students Writing Results of Recount Text in Terms of Content and Organization

Paired Samples Test

| | Paired Differences | | | | | | | |
| | | | | 95% Confidence Interval of the Difference | | | | Sig (2-tailed) |
	Mean	Std. Deviation	Std. Error Mean	Lower	Upper	t	df	
Pre_test of content - Post_test of content	-33.333	11.842	2.162	-37.755	-28.912	-15.418	29	.000
Pre_test of organization - Post_test of organization	-33.833	11.867	2.167	-38.265	-29.402	-15.615	29	.000

The results of t-test calculation for writing recount text focused on content and organization terms as follows:

Table 4.6 The t-test Analysis of Students' Improvement

Components	t-test Value	t-table Value	Comparison	Classification
Content	15.418	1.6991	t-test>t-table	Significantly Different
Organization	15.615	1.6991	t-test>t-table	Significantly Different

Based on table 4.6 above, it shows that t-test value of content is higher than the t-table value (15.418>1.6991) and for t-test value of organization also is higher than the t-table value (15.615>1.6991). It indicates that the result of t-test value from the both of components is higher than the t-table value. It means that there is significant difference between the students writing results of pre-test and post-test in writing recount text using Guiding Questions Technique.

Back to the hypothesis in this research that null hypothesis (H₀) states there is no significant effect of using Guiding Questions Technique in improving students' ability in writing recount text at the eight grade students of SMP Negeri 1 Sungguminasa, while alternative hypothesis (H₁) states that there is significant effect if using Guiding Questions Technique in improving students' ability in writing recount text at the eight grade students of SMP Negeri 1 Sungguminasa. Based on the results from paired samples test, the t-test value of content is greater than the t-table value (15.418>1.6991) thus the alternative hypothesis (H₁) is accepted and null hypothesis (H₀) is rejected. Meanwhile the t-test value of organization is greater than the t-table value (15.615>1.6991) thus the alternative hypothesis (H₁) is also accepted and null hypothesis (H₀) is also rejected. Based on the results, it concludes that there is significant effect on students

writing ability of recount text before and after being taught by using Guiding Questions Technique.

B. Discussion

In this part, presents the discussion about the interpretation of the research findings by obtaining from the results of statistical analysis to describe the students' writing results of recount text which is focused with the content and organization. The representation of data collected from students' writing results in terms of content and organization as explained in the previous part showed that the students' writing result of recount text in terms of content and organization was improved. It could be seen from the mean score and students' percentage of pre-test and post-test results. Based on the findings, the researcher used appropriate technique during writing process. As research by Juniaty, Atmowardoyo, and Salija (2021) showed writing difficulties often faced by the students made them to determine appropriate technique in order to make success of teaching. While in this research, the researcher applied Guiding Questions Technique in order to overcome students' difficulties and improve their ability during writing recount text in learning process.

1. The Effect of Using Guiding Questions Technique towards Students' Writing Results of Recount Text in Terms of Content

Writing recount text in terms of content is about the ability to expand the idea appropriate with the topic given from the researcher and certainly it suitable with the students' needs. It is achieved when the content

of writing clearly for readers so they could be received the meaning with deeper understanding and obtaining the information from it. Writing's content should be relevant with the topic, contain unity of paragraphs, and completeness. So it would make the substance of writing being clearly and understandable for readers.

The improvement of students' writing results in terms of content can be seen from pre-test and post-test mean score. In the pre-test shows that from 30 students, none of them got excellent score in writing recount text in terms of content and there are just 5 (16.7%) students got fairly good and 2 (6.7%) students got fair score. While, there are 16 (53.3%) students got poor score and 7 (23.3%) students got very poor. From that data and based on the table 4.1, students writing results in pre-test mean score is 48.33 (poor) score. Thus, the result can be concluded that pre-test mean score of the students' writing results in terms of content is categorized poor.

In terms of content in the pre-test, the students are lack of how to write the recount text particularly in developing the text or paragraphs based on the topic given. The students' writing is not point out the whole text with the topic given and their writings' is not reflect careful thinking or just hurried in writing. Besides that it shows inadequate effort in area of content and development of idea is not still complete. Therefore, the researcher actually found that in the first treatment most of students confront difficulties in writing recount text. It was because most of the students still lack on how to write their idea into the text or paragraph.

In order to overcome the students' difficulties, the researcher conducted four treatments to the students. Started from the first until the last treatment, the students tried to write recount text correctly by paying attention to the material given by the researcher which of course used Guiding Questions Technique which is provided useful questions to guide the students in order to write recount text. As research by Burhanuddin, Abdul, and Ni'matullah (2020) showed that the questions given can be the useful to assist students about what they had already known and arranged them to think more about the topic given. Thus, after the students had been given the treatments by using Guiding Questions Technique, the students' post-test mean score of writing recount text was higher than the students' pre-test score. Previously, Guiding Questions Technique was implemented in teaching writing by Julita (2018) which founded that after the students was treated by using Guiding Questions Technique, the students writing score were higher.

The students' mean score post-test in this research is improved from 48.33 (poor) to become 81.67 (good) score while the percentage of students' improvement is 68.98%. As the result from the post-test in order to achieve good content in writing, the students' development of ideas in their writing has been more developed; there are some extraneous materials or additional sentences is presented which made it complete; and their writings' integrated with the topic. This is related with the previous research outcomes by Millatina (2016) that Guiding Questions Technique helps the

students to develop their ideas based on topic and made it focus on content because the list of questions can be the guide to direct them in their writing. Whereas Sepianita (2010) had explained that good content of writing should be properly integrated and made it complete so it would make the substance of writing being clearly and understandable to the readers.

The researcher also finds that t-test value of writing component in terms of content is higher than the t-table value (15.418>1.6991). The data shows that null hypothesis (H_0) is rejected and the alternative hypothesis (H_1) is accepted. It means that there is significant difference between the results of students' pre-test and post-test in writing recount text before and after they were taught by the researcher using Guiding Questions Technique. Therefore, it can be concluded that Guiding Questions Technique is effective to improve students' writing ability in writing recount text in terms of content at the eight grade students of SMP Negeri 1 Sungguminasa.

2. **The Effect of Using Guiding Questions Technique towards Students' Writing Results of Recount Text in Terms of Organization**

On students' writing results of recount text, the researcher also assessed the students' organization term. In pre-test score, the students get low score which shows that they still have difficulty in making structured or organized text. It could be seen from pre-test score that out of 30 students none of them is classified into excellent, very good, or good score, while there are 4 (13.3%) students got fairly good, 3 (10%) students got

fair, 13 (43.3%) students got poor, 10 (33.3%) students got very poor. From that data and based on the table 4.3, students writing results in pre-test mean score is 45.67 (poor) score. Thus, the result can be concluded that pre-test mean score of the students' writing result in terms of organization is categorized poor.

In terms of organization in the pre-test, the students are lack of how to write the ideas into organizing paragraphs. The researcher found that most of the students got difficulty during writing because they wrote their text without concerned with the form of organization. They just wrote what they already knew with minimally introduction, lack of supporting evidence in the body text, and weak conclusion. It shows their barely organization and inadequate effort of organization. To solve the students' difficulties, the researcher conducted four treatments for students. From the first until the last treatment, the students learned the correct organization form in writing recount text which used Guiding Questions Technique to make it easier and helpful for students.

After the students had been given the treatments by the researcher, the students' mean score of post-test in writing recount text in terms of organization was greater than the students' pre-test score. It can be seen from the students' mean score improvement from pre-test 45.67 (poor) which to be 79.50 (good) score with the improvement percentage is 74.07%. As the results, the students' writings become organized which the introduction, body text, and conclusion are accepted. They arrange the body

t-table value (15.615>1.6991) which is showed that null hypothesis (H_0) is rejected meanwhile the alternative hypothesis (H_1) is accepted. It also could be shown from students' writings results of pre-test and post-test. In pre-test, some students get difficulty in writing recount text in terms of content and organization but on students' post-test they better understand how to write good content and well-organized paragraphs. It is related with the previous study results conducted by Firdani & Fitriani (2017) that Guiding Questions Technique brought effect to improve students writing ability especially on generating ideas also organizing paragraph well in content and organization aspect and it was proven by students mean score of post-test there was improved than the pre-test score. In addition, in this research the students could expand their ideas and organize it to be a good recount paragraph.

Based on the data results, it can be concluded that by seeing the significance difference between the students' writing results before and after they were taught by the researcher using Guiding Questions Technique, there is significant effect of using Guiding Questions Technique to improve students' ability in writing recount text in terms of content and organization at the eight grade students of SMP Negeri 1 Sungguminasa in academic year 2021/2022.

CHAPTER V

CONCLUSIONS AND SUGGESTIONS

A. Conclusions

After conducting the pre-experimental research about the effectiveness of Guiding Questions Technique to improve students' ability in writing recount text in terms of content and organization, and based on the research findings and discussion in previous chapter, the final conclusion of this research as follows:

1. Guiding Questions Technique was effective to improve students' ability in writing recount text in terms of content at the eight grade students of SMP Negeri 1 Sungguminasa. It was proved by the mean score of content before and after giving the treatments to the students from pre-test score was classified as poor score to become classified as good score in post-test. As the result, Guiding Questions Technique successfully helped the students in developing their ideas in writing and integrated it with the topic given. It meant that students' writing results was significantly improved by looking for percentage of students improvement of post-test score was higher than the students improvement of pre-test score. It also supported by the t-test analysis of content which was indicated higher than the t-table value.

2. Guiding Questions Technique was effective to improve students' ability in writing recount text in terms of organization at the eight grade students of SMP Negeri 1 Sungguminasa. It was proved by seeing the mean score of organization before and after giving the treatments for students with pre-

test score was classified as poor score which to be good score in post-test. As the result, by using Guiding Questions Technique so the students' writings became organized as well-organized paragraph with ordering ideas into chronological order and processing from beginning to conclusion. It meant that students' writing results was significantly improved by looking for percentage of students improvement of post-test which higher than the improvement of pre-test score. It also supported from the t-test analysis of organization which was indicated higher than t-table value.

B. Suggestions

Based on the conclusion above, the researcher presented some suggestions as follows:

1. For the English teachers, they can use guiding questions as one of alternatives technique in teaching and learning process especially in writing recount text and the English teachers should use an interesting technique to appear students' interest and understanding.

2. For the students, they should be more active and paying attention during learning process. The also should practice their writing ability continually to get more good quality in writing.

3. For the other researchers, they may apply this technique in different skills such as reading and speaking; in different components of writing such as vocabulary; or different levels of students such as vocational school and senior high school in order to find another more results and to acquire better findings on their research.

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APPENDICES

APPENDIX 1

Lesson Plan

RENCANA PELAKSANAAN PEMBELAJARAN
(RPP)

Nama Sekolah	: SMP Negeri 1 Sungguminasa
Mata Pelajaran	: Bahasa Inggris
Kelas/Semester	: VIII/ Genap
Materi Pokok	: *Recount Text*
Alokasi Waktu	: 8 x 40 menit (4 *meetings*)

A. Kompetensi Inti (KI)

KI 1: Menghargai dan menghayati ajaran agama yang dianutnya.

KI 2: Menunjukkan perilaku jujur, disiplin, tanggungjawab, peduli (toleransi, gotong royong), santun, dan percaya diri dalam berinteraksi secara efektif dengan lingkungan sosial dan alam dalam jangkauan pergaulan dan keberadaannya.

KI 3: Memahami pengetahuan (faktual, konseptual, dan prosedural) berdasarkan rasa ingin tahunya tentang ilmu pengetahuan, teknologi, seni, budaya terkait fenomena dan kejadian tampak mata.

KI 4: Mencoba, mengolah, dan menyaji dalam ranah konkret (menggunakan, mengurai, merangkai, memodifikasi, dan membuat) dan ranah abstrak (menulis, membaca, menghitung, menggambar, dan mengarang) sesuai dengan yang dipelajari di sekolah dan sumber lain yang sama dalam sudut pandang/teori.

B. Kompetensi Dasar dan Indikator Pencapaian Kompetensi

Kompetensi Dasar	Indikator Pencapaian Kompetensi (IPK)
3.3 Membandingkan fungsi sosial, struktur teks, dan unsur kebahasaan beberapa teks personal recount lisan dan tulis dengan memberi dan meminta informasi terkait pengalaman pribadi di waktu lampau, pendek dan sederhana, sesuai dengan	3.3.1 Siswa mampu mengidentifikasi fungsi sosial, struktur teks, dan unsur kebahasaan pada teks personal recount, terkait pengalaman pribadi di waktu lampau, pendek dan sederhana. 3.3.2 Siswa mampu membedakan struktur teks dan unsur

konteks penggunaannya.	kebahasaan teks personal recount tentang pengalaman pribadi di waktu lampau.
4.3 Teks *Recount* 4.3.1 Menangkap makna secara kontekstual terkait fungsi sosial, struktur teks, dan unsur kebahasaan teks recount lisan dan tulis, sangat pendek dan sederhana, terkait pengalaman pribadi di waktu lampau (*personal recount*).	4.3.1.1 Siswa mampu menentukan makna tersurat dan tersirat terkait teks personal recount. 4.3.1.2 Melengkapi teks personal recount yang rumpang.
4.3.2 Menyusun teks recount lisan dan tulis, sangat pendek dan sederhana, terkait pengalaman pribadi di waktu lampau (*personal recount*), dengan memperhatikan fungsi sosial, struktur teks, dan unsur kebahasaan, secara benar dan sesuai konteks.	4.3.2.1 Siswa mampu membuat teks recount sederhana tentang pengalaman pribadi, kegiatan, atau peristiwa di waktu lampau dengan menggunakan teknik guiding question.

C. Tujuan Pembelajaran

Setelah mengikuti pembelajaran ini siswa diharapkan mampu:

1. Mengidentifikasi fungsi sosial, struktur teks, dan unsur kebahasaan teks personal recount terkait pengalaman pribadi di waktu lampau.
2. Membedakan struktur teks dan unsur kebahasaan teks personal recount tentang pengalaman pribadi di waktu lampau.
3. Menentukan dan melengkapi teks personal recount terkait unsur kebahasaan secara benar dan sesuai konteks.
4. Membuat teks recount sederhana tentang pengalaman pribadi, kegiatan, atau peristiwa di waktu lampau dengan menggunakan teknik guiding question.

D. Materi Pembelajaran

- *Recount Text*
- *Social Function*
- *Structure of Recount Text*

- Orientation
- Sequence of Events
- Reorientation

- *Language Features*
  - Using simple past tense.
  - Using conjunctions. Word choices used show the links events of time: *then, next, first, before, afterwards, at last, meanwhile.*
  - Using nouns and pronouns. Personal participant are common used.
  - Using action verbs: *went, made, talked, bought, etc.*
  - Using adverbs. Adverb of place and adverb of time used to point out the action and details of events: *in my house, last week, two days ago, on Sunday, slowly.*
- *Guiding Questions*
  - 5W + 1H Questions

E. Model/Metode Pembelajaran
  - Teknik *Guiding Questions*

F. Media Pembelajaran
  - Worksheet atau lembar kerja (siswa)
  - Lembar Penilaian
  - Bahan ajar

G. Sumber Belajar
  - Buku Penunjang Bahasa Inggris Kelas VIII
  - Sumber Internet

H. Langkah-langkah Pembelajaran
  1. Pertemuan Pertama

Kegiatan	Langkah-langkah Pembelajaran	Alokasi Waktu
Pendahuluan	- Mengucapkan salam dan berdoa. - Guru memeriksa kehadiran siswa. - Guru mengaitkan materi pembelajaran yang akan dilakukan dengan pengalaman peserta didik dengan materi/kegiatan sebelumnya. - Guru menyampaikan tujuan dan manfaat pembelajaran tentang topik yang akan diajarkan.	10 Menit

	-	Guru menyampaikan garis besar cakupan materi dan langkah pembelajaran.	
Inti	-	Siswa mendengarkan penjelasan guru mengenai pengertian, tujuan, struktur dan unsur kebahasaan dari recount text.	60 Menit
	-	Guru memberikan contoh recount text kepada siswa dan membahas keseluruhan content.	
	-	Guru mengarahkan siswa untuk mengajukan pertanyaan tentang content dan hal mengenai teks recount yang belum dipahami.	
	-	Guru memberikan soal berisi pertanyaan guiding questions terkait teks recount kemudian siswa menjawab guiding questions (5W+1H questions) tersebut.	
	-	Guru memberikan soal berikutnya yaitu mengisi bagian yang rumpang pada teks recount "My Holiday in Bali" dengan kata yang menggunakan past tense.	
	-	Siswa diminta untuk mengidentifikasi dan mengoreksi hasil jawabannya serta melakukan pemeriksaan secara cermat terhadap ketepatan dan kesesuaian content pada teks recount tersebut.	
Penutup	-	Guru bersama siswa menyimpulkan pembelajaran.	10 Menit
	-	Guru menginformasikan rencana kegiatan pembelajaran untuk pertemuan berikutnya.	
	-	Guru menutup pembelajaran.	

2. Pertemuan Kedua

Kegiatan	Langkah-langkah Pembelajaran	Alokasi Waktu
Pendahuluan	- Mengucapkan salam dan berdoa.	10 Menit

	- Guru memeriksa kehadiran siswa. - Guru mengaitkan materi pembelajaran yang akan dilakukan dengan pengalaman peserta didik dengan materi/kegiatan sebelumnya. - Guru menyampaikan tujuan dan manfaat pembelajaran tentang topik yang akan diajarkan. - Guru menyampaikan garis besar cakupan materi dan langkah pembelajaran.	
Inti	- Guru menjelaskan tentang guiding questions dan cara mengaplikasikannya ke dalam recount text. - Guru memberikan contoh kalimat guiding questions berupa 5W+1H questions dan menjelaskan keterkaitannya dengan content teks Recount. - Guru mengarahkan siswa untuk mengajukan pertanyaan terkait materi yang belum dipahami. - Guru memberikan soal berisi pertanyaan guiding questions terkait topik "Visiting My Friend's House". - Siswa menjawab guiding questions (5W+1H questions) yang diberikan oleh guru mengenai topik tersebut. - Setelah menulis kalimat dari jawaban dari guided questions tersebut, siswa diminta untuk menyusun kalimat-kalimat tersebut menjadi sebuah teks recount dengan memperhatikan ketepatan content berdasarkan topik yang diberikan. - Siswa mengumpulkan hasil recount text tersebut kepada guru untuk diberikan feedback atas hasil tulisan mereka.	60 Menit
Penutup	- Guru bersama siswa menyimpulkan pembelajaran.	10 Menit

| | - Guru menginformasikan rencana kegiatan pembelajaran untuk pertemuan berikutnya.
- Guru menutup pembelajaran. | |

3. Pertemuan Ketiga

Kegiatan	Langkah-langkah Pembelajaran	Alokasi Waktu
Pendahuluan	- Mengucapkan salam dan berdoa. - Guru memeriksa kehadiran siswa. - Guru mengaitkan materi pembelajaran yang akan dilakukan dengan pengalaman peserta didik dengan materi/kegiatan sebelumnya. - Guru menyampaikan tujuan dan manfaat pembelajaran tentang topik yang akan diajarkan. - Guru menyampaikan garis besar cakupan materi dan langkah pembelajaran.	10 Menit
Inti	- Guru menjelaskan tentang guiding questions dan cara mengaplikasikannya ke dalam recount text. - Guru memberikan contoh recount text kepada siswa dengan topik "Visiting My Grandmother's House" dan menjelaskan organization dari teks tersebut. - Guru mengarahkan siswa untuk menjawab 5W+1H questions yang terkait dengan contoh recount text tersebut. - Guru mengarahkan siswa untuk mengajukan pertanyaan terkait materi yang belum dipahami. - Guru memberikan soal berisi pertanyaan guiding questions dengan topik "Visiting My Grandmother's House". - Guru mengarahkan siswa untuk membuat sebuah recount text berdasarkan pertanyaan guiding questions yang telah diberikan dengan memperhatikan kesesuaian organization teks tersebut.	60 Menit

	- Siswa diminta untuk memeriksa kembali hasil recount text sederhana yang mereka buat. - Setelah setiap siswa memeriksa, hasil recount text sederhana tersebut dikumpulkan kepada guru untuk diberikan feedback atas hasil tulisan mereka.	
Penutup	- Guru bersama siswa menyimpulkan pembelajaran. - Guru menginformasikan rencana kegiatan pembelajaran untuk pertemuan berikutnya. - Guru menutup pembelajaran.	10 Menit

4. Pertemuan Keempat

Kegiatan	Langkah-langkah Pembelajaran	Alokasi Waktu
Pendahuluan	- Mengucapkan salam dan berdoa. - Guru memeriksa kehadiran siswa. - Guru mengaitkan materi pembelajaran yang akan dilakukan dengan pengalaman peserta didik dengan materi/kegiatan sebelumnya. - Guru menyampaikan tujuan dan manfaat pembelajaran tentang topik yang akan diajarkan. - Guru menyampaikan garis besar cakupan materi dan langkah pembelajaran.	10 Menit
	- Guru menjelaskan tentang guiding questions dan cara mengaplikasikannya ke dalam recount text. - Guru memberikan contoh recount text kepada siswa dan dan menjelaskan organization dari teks tersebut. - Guru mengarahkan siswa untuk mengajukan pertanyaan terkait materi yang belum dipahami.	

Inti	- Guru memberikan soal berisi pertanyaan guiding questions terkait teks recount dengan topik "A Beautiful Day in Jogja" kemudian siswa menjawab guiding questions (5W+1H questions) tersebut. - Guru memberikan soal berikutnya yaitu mengisi bagian yang rumpang pada teks recount "Camping" kemudian siswa diminta untuk menentukan organization dari teks tersebut dengan memperhatikan kesesuaian ide dalam urutan kronologis. - Siswa mengumpulkan hasil jawabannya kepada guru untuk diberikan feedback atas hasil tulisan mereka.	60 Menit
Penutup	- Guru bersama siswa menyimpulkan pembelajaran. - Guru menginformasikan rencana kegiatan pembelajaran untuk pertemuan berikutnya. - Guru menutup pembelajaran.	10 Menit

I. Penilaian
1. Teknik: Tes Tulis
2. Instrumen (*Terlampir*)
3. Scoring Rubric: Analytical scoring rubric adapted from Brown.

Component of Writing	Score	Criteria
Content (Development of Ideas)	20-18	Easy addresses the assigned topic; the ideas are concrete and thoroughly developed; no extraneous material; essay reflects thought.
	17-15	Easy address the issues but misses some points; ideas could be more fully developed; some extraneous materials are present.
	14-12	Development of ideas not complete or

		essay is somewhat off the topic; paragraphs are not divided exactly right.
	11-6	Ideas complete; essay does not reflect careful thinking or was hurried written; in adequate effort in area of content.
	5-1	Essay is completely inadequate and does not reflect college level work; no apparent effort to consider the topic carefully.
Organization (Introduction body, and conclusion)	20-18	Appropriate title, effective introductory paragraph, topic is stated, leads to body, transitional expressions used, arrangement of material shows plan (could be outlined by the reader); supporting evidence given for generalizations; conclusion logical and complete.
	17-15	Adequate title, introduction, and conclusion; body of essay is acceptable, but some evidence may be lacking, some ideas are not fully developed; sequence is logical but transactional expression may be absent or misused.
	14-12	Mediocre or scant introduction or conclusion; problem with the order of ideas in body; the generalizations may not be fully supported by the evidence given; problems of organization interfere.
	11-6	Shaky or minimally recognizable introduction; organization can barely be seen; severe problems with ordering ideas; lack of supporting evidence; conclusion

		weak or illogical; inadequate effort at organization.
	5-1	Absence of introduction or conclusion; no apparent organization of body; severe lack of supporting evidence; writer has not made any effort to organize the composition (could not be outlined by reader).

Makassar, 21 Februari 2022

Mengetahui,
Guru Mata Pelajaran

Mahasiswa

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Lampiran Materi Pembelajaran:

I. Pertemuan Pertama

1. Definition of Recount Text

Recount is a text which retells events or experiences in the past. It based on writer's views or historic event. Recount text written to retell for information or entertainment. A recount may consist of scene-setting, a starting point, a problem, and a conclusion.

2. Purpose of Recount Text

The purpose of recount text is either to inform or to entertain the audience about past events or experience. It gives the audience a description of what occurred and when it occurred.

3. Generic Structure of Recount Text

There are three sections in the recount text's structure, namely:

a. Orientation

The function of this part is to introducing the participants, place, and time.

b. Events

The function of this part is to describing series of events that happened in the past.

c. Re-orientation

This is the conclusion of the events. The writer can state personal comment of the writer to the story.

4. Language Features of Recount Text

a. Using conjunctions. Word choices used show the links events of time: *then, next, first, before, afterwards, at last, meanwhile.*

b. Using nouns and pronouns. Personal participant are common used: *I, my group, etc.*

c. Using action verbs: *went, made, talked, bought, etc.*

d. Using adverbs. Adverb of place and adverb of time used to point out the action and details of events: *in my house, last week, two days ago, on Sunday, slowly.*

e. Using simple past tense: *was, were, saw, heard, etc.*

Simple past tense is used to express something that happened in the past.

The patterns for verbal sentence:

(+) S + V2 + O

(-) S + DID + NOT + V1 + O

(?) DID + S + V1 + O?

For example:

(+) Dini visited Kuta Beach last week.

(-) Dini did not Kuta Beach Lake last week.

(?) Did Dini visit Kuta Beach last week?

The patterns for nominal sentence:

(+) S + was/were + C

(-) S + was/were + not + C

(?) Was/were + S + C?

For example:

(+) It was beautiful scenery.

(-) It was not beautiful scenery.

(?) Was it beautiful scenery?

5. Contoh Recount Text

My Holiday

(Orientation)

Last week I went to Mount Bromo. I stayed at my friend's house in Probolinggo, East Java. The house has a big garden with colorful flowers and a small pool.

(Series of Events)

In the morning, my friend and I saw Mount Batok. The scenery was very beautiful. We rode on horseback. It was scary, but it was fun. **Then,** we went to get a closer looked at the mountain. We took pictures of the beautiful scenery there. **After that,** we took a rest and had lunch under a big tree. Before we went home, we went to the zoo at Wonokromo. We went home in the afternoon.

(Re-orientation)

We were very tired. However, I thought it was really fun to have a holiday like this. I hope my next holiday would be more interesting.

Sumber Artikel: Englishindo.com - Referensi Belajar Bahasa Inggris untuk Indonesia.

6. Students Worksheet

a. Answer the following questions based on the recount text title "My Holiday"!

Questions:

1. Where did the writer go last week?
2. Where did he stay?
3. What did the writer do in the morning?
4. How did the writer feel when he rode on horseback?
5. Where did the writer and his friend go before they got home?
6. What did the writer think about this holiday?

b. Attention the story below and then change into past tense the words in the blankets.

My Holiday in Bali

When I (am)........ 2nd grade students of Senior High School, my friends and I (go)....... to Bali. We (are)....... there for three days. I (have)........ many impressive experiences during the vacation.

First day, we (visit)....... Sanur Beach in the morning. We (see)....... the beautiful sunrise together. It (is)....... great scenery. Then, we (check)....... in to the hotel. After (prepare)........... ourselves, we (go)....... to Tanah Lot. We (meet)...... so many other tourists there. They (are)....... not only domestic but also foreign tourists. Second day, we (enjoy)......... the day on Tanjung Benoa beach. We (play)....... so many water sports such as banana boat, jetsky, speedboat etc. We also (go) to Penyu Island to see many unique animals. They (are)....... turtles, snakes, and sea birds. We (are)........ very happy. In the afternoon, we (go)........ to Kuta Beach to see the amazing sunset and (enjoy).......... the

beautiful wave. **The last day**, we spent our time to enjoy the green and shady forest. There (are)........... so many monkies. They (are)......... so tame but sometimes they could be naughty. We could make a close interaction with them.

After that, we (go)......... to Sukowati market for shopping. That (is) .... my lovely time. I (buy)......... some Bali T-Shirt and souvenirs. In the evening, we (have)......... to check out from the hotel. We (go)........... back home bringing so many amazing memories of Bali.

Sumber Artikel: Englishindo.com - Referensi Belajar Bahasa Inggris untuk Indonesia.

II. Pertemuan Kedua

1. Definition of Guiding Questions

Guiding questions is a technique which included with 5W + 1H questions to direct the students in generating ideas and details when writing an experience or story. Students' responses to the questions can serve as an outline for their writing before being turned into a paragraph. These questions can be used as a guided question to steer students' writing and help them produce ideas and details while they're writing a story or past events.

2. Pattern of 5W+1H Questions

Nominal

- Menanyakan subject

  Who/What + be(was/were)?

  Whose/Which + noun + be(was/were)?

- Menanyakan adverb

  When/Where/Why + be (was/were) + S?

  How + adverb (much/far/...) + be (was/were) + S?

Verbal

- Menanyakan subject

  Who/What + V2?

  Whose/Which + noun + V2?

- Menanyakan object

  Who/What + did + S + bare infinitive?

  Whose/Which + noun + did + S + bare infinitive?

- Menanyakan adverb

  When/Where/Why + did + S + bare infinitive?

  How + adverb (long/slowly/...) + did + S + bare infinitive?

3. Example of 5W+1H Questions by Using Past Tense

Contoh Kalimat	Fungsi	Contoh Wh- Question
The children **were** at the beach yesterday. (Anak-anak di pantai kemarin.)	Menanyakan subject	**Who** were at the beach last holiday? (Siapa yang ada di pantai kemarin?)
	Menanyakan adverb	**When** were the children at the beach? (Kapan anak-anak di pantai?) **Where** were the children yesterday? (Dimana anak-anak kemarin?)
This holiday **was** the best holiday this year. (Liburan ini liburan terbaik tahun ini)	Menanyakan subject	**Which** holiday was the best holiday this year? (Liburan mana liburan terbaik tahun ini?)
	Menanyakan adverb	**When** was this holiday the best holiday? (Kapan liburan ini liburan terbaik?)
The new secretary **worked** well enough yesterday. (Sekretaris baru bekerja	Menanyakan subject	**Who** worked well enough yesterday? (Siapa yang bekerja cukup baik kemarin?)

cukup baik kemarin.)	Menanyakan adverb	**When** did the new secretary work well enough? *(Kapan sekretaris baru bekerja dengan cukup baik?)* **How** did the new secretary work yesterday? *(Seberapa baik sekretaris baru bekerja kemarin?)*
She got ten dollars after going to grandma's house *(Dia mendapatkan lima dolar setelah pergi ke rumah nenek)*	Menanyakan object	**What** did she get after going to grandma's house? *(Apa yang dia dapat setelah ke rumah nenek?)*

4. Students Worksheet

a. Answers the following guiding questions below based on your own experience!

Topic: Visiting My Friend's House

Guiding Questions:

1. When did you go to your friend's house?
2. Where is your friend's house?
3. How did you go there?
4. Why did you go there?
5. How was your opinion about the house?
6. How many activities did you do at your friend's house?
7. What was the first activity that you did when you arrived?
8. What was the next activity that you did?
9. What was the last activity that you did?
10. How did you feel about the day?

b. Arrange your answers into paragraph or text and make it suitable with the generic structure of recount text!

III. Pertemuan Ketiga

1. Example of Recount Text

Visiting My Grandmother's House	
Introduction	Last week I went to grandmother's house in Dukuh Katuk village. I went there by bus in the morning. It took about 1 hour and 20 minutes until we got there. The scenery is beautiful. There is a popular river. The popular river is Katalanji.
Body	When I arrived, I immediately went to my grandma's rice field. The scenery was very beautiful and made me enjoy. Then I helped my grandmother to plant seeds. I was very happy, because she taught me to plant it well. After that, we returned home and then had a lunch. The next morning my grandmother asked me to visit Katanaji River. When we arrived, I was very surprised. The water was clean, the temperature was cool and there were many trees surrounded the river. She also asked me to see the Canaries at the tree beside the river. When we finished, we walked around and went home.
Conclusion	Unfortunately, I only have 2 days to spend the holidays at my grandmother's house but it was the most memorable day for me.

Guiding Questions:

1. When did the writer visit her/his grandmother's house?

2. How did the writer go there?

3. How long did the writer go there?

4. How was the view of the house there?

5. How many activities did the writer do at her/his grandmother's house?

6. What did the writer do when she/he arrived? (the first thing)

7. What was the next activity the writer did there?

8. How did the writer feel about the day?

2. Students Worksheet

Arrange a recount text based on the guiding questions below! Make it suitable with your own experience.

Guiding questions:

1. When did you visit your grandmother's house?

2. How did you go there?

3. How long did you go there?

4. How was the view of the house there?

5. How many activities did you do at your grandmother's house?

6. What did you do when you arrived? (the first thing)

7. What was the next activity you did there?

8. How did you feel about the day?

IV. Pertemuan Keempat

1. Example of Recount Text

A Beautiful Day at Jogja

Last week, my friends and I went to Jogja. We visited many places when we already arrived there.

First, we visited Parangtritis beach. The sun shone brightly and the scenery was very beautiful there. We felt the wind blew across to us. We also saw a lot of people in that beach. There were many birds flew in the sky. Also, there were many sellers who sold many kinds of souvenirs. Second, we visited Gembira Loka Zoo. We saw many kinds of animals there such as monkeys, tigers, crocodiles, snakes, etc. We looked around in that Zoo, and also took pictures of those animals. Then, we felt hungry, so we went to a restaurant. As soon as we finished our lunch, we decided to go home.

For me, that was a beautiful day. We really enjoyed it, and I hope I could visit Jogja again.

Sumber Artikel: Englishindo.com - Referensi Belajar Bahasa Inggris untuk Indonesia.

2. Students Worksheet

a. Please answers the following questions below according to the recount text with title "A Beautiful Day at Jogja"!

Questions:

1. Where did the writer go last week?
2. With whom did the writer visit Jogja?
3. How many places did the writer visit? Mention those places.
4. How was the view of Parangtritis Beach there?
5. How did the writer feel after visited Jogja?

APPENDIX 2

Instrument of Pre-Test

INSTRUMENT (PRE-TEST)

Name :

Class :

Make a recount text based on the topic below!

Answers:

"My Holiday"

_____

_____

_____

_____

_____

_____

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_____

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_____

_____

_____

_____

_____

APPENDIX 3

Instrument of Post-Test

INSTRUMENT (POST-TEST)

Name :

Class :

Guiding Questions

1. When did you go holiday?
2. Where did you go holiday?
3. With whom did you go there?
4. How long did you go there?
5. How was the view of there?
6. How many activities did you do while you were there?
7. What was the first activity you did when you were there?
8. What was the next activity you did?
9. What was the last activity you did?
10. How did you feel about this holiday?

Make a recount text based on the topic below by answering the guiding questions above!

"My Holiday"

_____

_____

_____

_____

_____

_____

_____

_____

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_____

_____

_____

_____

_____

APPENDIX 4

List Name of Class VIII.F at SMP Negeri 1 Sungguminasa

No.	Name	Code Sample
1.	A. Nasywa Nurul Almiah Umar	S-1
2.	Abyan Fillah Iskandar	S-2
3.	Amirah Qonita Fahriani	S-3
4.	Asmiranda	S-4
5.	Azisah Larasati	S-5
6.	Dewi Ramadani. A	S-6
7.	Kirana Larasati	S-7
8.	Milta Febrianti	S-8
9.	Muh. Jabal Nur	S-9
10.	Muh. Raihan Hamzah	S-10
11.	Muhammad Akbar	S-11
12.	Muh. Fadhil. AR	S-12
13.	Muh. Fakhri Ramadhan Rasyid	S-13
14.	Muh. Ikhsan Ramadhan	S-14
15.	Muh. Raditya Pratama	S-15
16.	Mutiara Ramadani	S-16
17.	Nadia Fanisha Wahyuni	S-17
18.	Nadiah Fauziyyah. S	S-18
19.	Nafsiyah Almira Kurniawati	S-19
20.	Nasira Afida	S-20
21.	Nia Aprilia	S-21
22.	Niki Renaningtyas	S-22
23.	Nur Ilmi Syakira	S-23
24.	Nur Rahmaniar	S-24

25.	Nur Rezky Ramadhani	S-25
26.	Nurjannah	S-26
27.	Nurul Qalby	S-27
28.	Putri Junita	S-28
29.	Rafiqah Maudy	S-29
30.	Rahayu Azhari	S-30

APPENDIX 5

The Students' Score of Pre-Test and Post-Test in Terms of Content and Organization

- The Students' Score of Content

Sample	Content	
	Pre-Test	Post-Test
S-1	40	75
S-2	60	75
S-3	60	80
S-4	40	90
S-5	45	85
S-6	50	85
S-7	40	90
S-8	75	90
S-9	30	70
S-10	75	90
S-11	30	75
S-12	25	80
S-13	50	80
S-14	35	80
S-15	35	65
S-16	75	90
S-17	50	80
S-18	50	85
S-19	40	80
S-20	50	85
S-21	45	90

Sample	Pre-Test		Post-Test		
S-22	70		90		
S-23	35		70		
S-24	50		80		
S-25	50		80		
S-26	30		65		
S-27	55		90		
S-28	40		85		
S-29	70		80		
S-30	50		90		
Total	$\sum X = 1450$		$\sum X = 2450$		

Sample	Pre-Test		Post-Test		D	D^2
	X_1	X_1^2	X_2	X_2^2	(X_2-X_1)	
S-1	40	1600	75	5625	35	1225
S-2	60	3600	75	5625	15	225
S-3	60	3600	80	6400	20	400
S-4	40	1600	90	8100	50	2500
S-5	45	2025	85	7225	40	1600
S-6	50	2500	85	7225	35	1225
S-7	40	1600	90	8100	50	2500
S-8	75	5625	90	8100	15	225
S-9	30	900	70	4900	40	1600
S-10	75	5625	90	8100	15	225
S-11	30	900	75	5625	45	2025
S-12	25	625	80	6400	55	3025
S-13	50	2500	80	6400	30	900
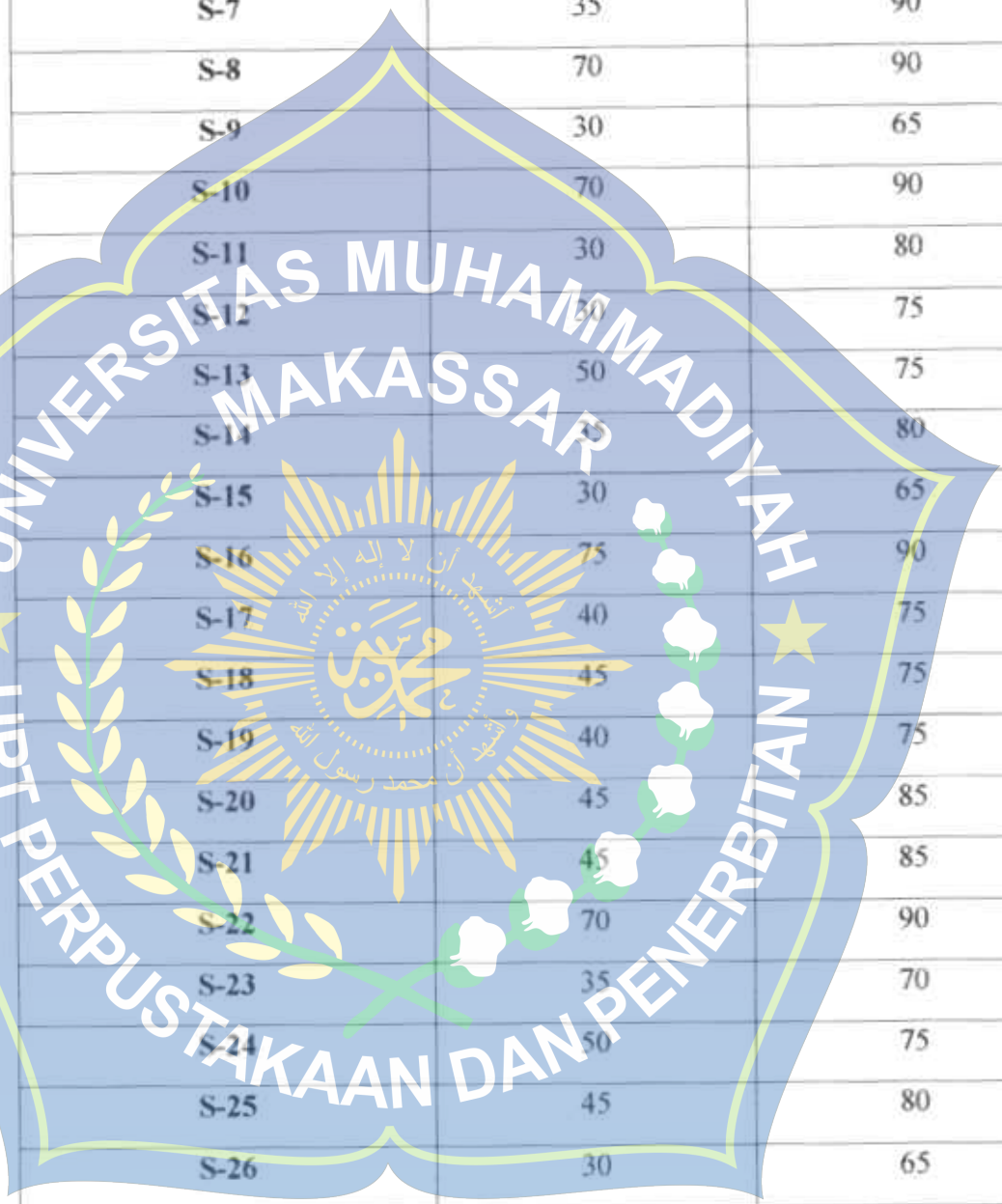
Sample						
S-14	35	1225	80	6400	45	2025
S-15	35	1225	65	4225	30	900
S-16	75	5625	90	8100	15	225
S-17	50	2500	80	6400	30	900
S-18	50	2500	85	7225	35	1225
S-19	40	1600	80	6400	40	1600
S-20	50	2500	85	7225	35	1225
S-21	45	2025	90	8100	45	2025
S-22	70	4900	90	8100	20	400
S-23	35	1225	70	4900	35	1225
S-24	50	2500	80	6400	30	900
S-25	50	2500	80	6400	30	900
S-26	30	900	65	4225	35	1225
S-27	55	3025	90	8100	35	1225
S-28	40	1600	85	7225	45	2025
S-29	70	4900	80	6400	10	100
S-30	50	2500	90	8100	40	1600
Σ	1450	75950	2450	201750	1000	37400
X	48.33	2531.67	81.67	6725	33.33	1246.67

- The Students' Score of Organization

Sample	Organization	
	Pre-Test	Post-Test
S-1	35	70
S-2	60	75
S-3	60	75
S-4	35	90

S-5	40	85
S-6	50	85
S-7	35	90
S-8	70	90
S-9	30	65
S-10	70	90
S-11	30	80
S-12	30	75
S-13	50	75
S-14	30	80
S-15	30	65
S-16	75	90
S-17	40	75
S-18	45	75
S-19	40	75
S-20	45	85
S-21	45	85
S-22	70	90
S-23	35	70
S-24	50	75
S-25	45	80
S-26	30	65
S-27	50	85
S-28	40	80
S-29	60	75
S-30	40	90
Total	$\sum X = 1370$	$\sum X = 2385$

Sample	Pre-Test		Post-Test		D	D^2
	X_1	X_1^2	X_2	X_2^2	(X_2-X_1)	
S-1	35	1225	70	4900	35	1225
S-2	60	3600	75	5625	15	225
S-3	60	3600	75	5625	15	225
S-4	35	1225	90	8100	55	3025
S-5	40	1600	85	7225	45	2025
S-6	50	2500	85	7225	35	1225
S-7	35	1225	90	8100	55	3025
S-8	70	4900	90	8100	20	400
S-9	30	900	65	4225	35	1225
S-10	70	4900	90	8100	20	400
S-11	30	900	80	6400	50	2500
S-12	30	900	75	5625	45	2025
S-13	50	2500	75	5625	25	625
S-14	35	1225	80	6400	45	2025
S-15	30	900	65	4225	35	1225
S-16	75	5625	90	8100	15	225
S-17	40	1600	75	5625	35	1225
S-18	45	2025	75	5625	30	900
S-19	40	1600	75	5625	35	1225
S-20	45	2025	85	7225	40	1600
S-21	45	2025	85	7225	40	1600
S-22	70	4900	90	8100	20	400
S-23	35	1225	70	4900	35	1225
S-24	50	2500	75	5625	25	625
S-25	45	2025	80	6400	35	1225

S-26	30	900	65	4225	35	1225
S-27	50	2500	85	7225	35	1225
S-28	40	1600	80	6400	40	1600
S-29	60	3600	75	5625	15	225
S-30	40	1600	90	8100	50	2500
$\sum X$	1370	67850	2385	191525	1015	38425
$\bar{X}$	45.67	2261.67	79.50	6384.16	33.83	1280.83

APPENDIX 6

Calculating Mean Score, Improvement, and t-Test Analysis of Students

- **Mean Score of Students' in Terms of Content**
  a. Mean Score of Students' Pre-Test

$$\bar{X} = \frac{\sum X}{N}$$

$$\bar{X} = \frac{1450}{30}$$

$$\bar{X} = 48.33$$

  b. Mean Score of Students' Post-Test

$$\bar{X} = \frac{\sum X}{N}$$

$$\bar{X} = \frac{2450}{30}$$

$$\bar{X} = 81.67$$

- **Mean Score of Students' in Terms of Organization**
  a. Mean Score of Students' Pre-Test

$$\bar{X} = \frac{\sum X}{N}$$

$$\bar{X} = \frac{1370}{30}$$

$$\bar{X} = 45.67$$

  b. Mean Score of Students' Post-Test

$$\bar{X} = \frac{\sum X}{N}$$

$$\bar{X} = \frac{2385}{30}$$

$$\bar{X} = 79.50$$

- **Improvement of Students' Score in Terms of Content**

$$P = \frac{X2 - X1}{X1} \times 100\%$$

$$= \frac{81.67 - 48.33}{48.33} \times 100\%$$

$$= 68.98\%$$

- **Improvement of Students' Score in Terms of Organization**

$$P = \frac{X2 - X1}{X1} \times 100\%$$

$$= \frac{79.50 - 45.67}{45.67} \times 100\%$$

$$= 74.07\%$$

- **Calculating t-Test Analysis of Content**

$$t = \frac{\overline{D}}{\sqrt{\frac{\sum D^2 - \frac{(\sum D)^2}{N}}{N(N-1)}}}$$

$$t = \frac{33.33}{\sqrt{\frac{37.400 - \frac{(1000)^2}{30}}{30(30-1)}}}$$

$$t = \frac{33.33}{\sqrt{\frac{37.400 - 33333.33}{30(29)}}}$$

$$t = \frac{33.33}{\sqrt{\frac{4066.67}{870}}}$$

$$t = \frac{33.33}{\sqrt{4.6743}}$$

$$t = \frac{33.33}{2.1620}$$

$$t = 15.418$$

- Calculating t-Test Analysis of Organization

$$t = \frac{\bar{D}}{\sqrt{\frac{\sum D^2 - \frac{(\sum D)^2}{N}}{N(N-1)}}}$$

$$t = \frac{33.83}{\sqrt{\frac{38.425 - \frac{(1015)^2}{30}}{30(30-1)}}}$$

$$t = \frac{33.83}{\sqrt{\frac{38.425 - 34340.83}{30(29)}}}$$

$$t = \frac{33.83}{\sqrt{\frac{4084.17}{870}}}$$

$$t = \frac{33.83}{\sqrt{4.694}}$$

$$t = \frac{33.83}{2.1665}$$

$$t = 15.615$$

APPENDIX 7

t-Test Analysis

t-Test Analysis based on Statistics SPSS 21

Paired Samples Statistics

		Mean	N	Std. Deviation	Std. Error Mean
Pair 1	Pre_test of content	48.33	30	14.223	2.597
	Post_test of content	81.67	30	7.581	1.384
Pair 2	Pre_test of organization	45.67	30	13.502	2.465
	Post_test of organization	79.50	30	8.131	1.485

Paired Samples Test

	Paired Differences							
				95% Confidence Interval of the Difference				Sig.
	Mean	Std. Deviation	Std. Error Mean	Lower	Upper	T	df	(2-tailed)
Pre_test of content - Post_test of content	-33.333	11.842	2.162	-37.755	-28.912	-15.418	29	.000
Pre_test of organization - Post_test of organization	-33.833	11.867	2.167	-38.265	-29.402	-15.615	29	.000

APPENDIX 8

Table Distribution of t-Table Value

Degree of Freedom (df) = N-1 = 30-1 = 29

For Level of Significance (D) = 0.05

t-Table = 1.6991

Pr	0.25	0.10	0.05	0.025	0.01
Df	0.50	0.20	0.10	0.050	0.02
1	1.00000	3.07768	6.31375	12.70620	31.82052
2	0.81650	1.88562	2.91999	4.30265	6.96456
3	0.76489	1.63774	2.35336	3.18245	4.54070
4	0.74070	1.53321	2.13185	2.77645	3.74695
5	0.72669	1.47588	2.01505	2.57058	3.36493
6	0.71756	1.43976	1.94318	2.44691	3.14267
7	0.71114	1.41492	1.89458	2.36462	2.99795
8	0.70639	1.39682	1.85955	2.30600	2.89646
9	0.70272	1.38303	1.83311	2.26216	2.82144
10	0.69981	1.37218	1.81246	2.22814	2.76377
11	0.69745	1.36343	1.79588	2.20099	2.71808
12	0.69548	1.35622	1.78229	2.17881	2.68100
13	0.69383	1.35017	1.77093	2.16037	2.65031
14	0.69242	1.34503	1.76131	2.14479	2.62449
15	0.69120	1.34061	1.75305	2.13145	2.60248
16	0.69013	1.33676	1.74588	2.11991	2.58349
17	0.68920	1.33338	1.73961	2.10982	2.56693
18	0.68836	1.33039	1.73406	2.10092	2.55238
19	0.68762	1.32773	1.72913	2.09302	2.53948
20	0.68695	1.32534	1.72472	2.08596	2.52798
21	0.68635	1.32319	1.72074	2.07961	2.51765
22	0.68581	1.32124	1.71714	2.07387	2.50832
23	0.68531	1.31946	1.71387	2.06866	2.49987
24	0.68485	1.31784	1.71088	2.06390	2.49216
25	0.68443	1.31635	1.70814	2.05954	2.48511
26	0.68404	1.31497	1.70562	2.05553	2.47863
27	0.68368	1.31370	1.70329	2.05183	2.47266
28	0.68335	1.31253	1.70113	2.04841	2.46714
29	0.68304	1.31143	1.69913	2.04523	2.46202
30	0.68276	1.31042	1.69726	2.04227	2.45726
31	0.68249	1.30946	1.69552	2.03951	2.45282

32	0.68223	1.30857	1.69389	2.03693	2.44868
33	0.68200	1.30774	1.69236	2.03452	2.44479
34	0.68177	1.30695	1.69092	2.03224	2.44115
35	0.68156	1.30621	1.68957	2.03011	2.43772
36	0.68137	1.30551	1.68830	2.02809	2.43449
37	0.68118	1.30485	1.68709	2.02619	2.43145
38	0.68100	1.30423	1.68595	2.02439	2.42857
39	0.68083	1.30364	1.68488	2.02269	2.42584
40	0.68067	1.30308	1.68385	2.02108	2.42326

APPENDIX 9

Worksheet of Students' Pre-Test and Post-Test

a. Nafsiyah Almira Kurniawati

b. Nurul Qalby

INSTRUMENT (PRE-TEST)

Name :
Class :

Make a recount text based on the topic below!

Answers:

"My Holiday"

add more introduction here!

put more conclusion here!

Content:
- deliver ideas but,
- inadequate effort
- hurried written

organization:
- minimally introduction
- need conclusion
- problem in urgency busy text

Score	
Content	Organization
74	70

INSTRUMENT (PRE-TEST)

Name :
Class :

Guiding Questions:
1. When did you go holiday
2. Were did you go holiday
3. With whom did you get there
4. How long did you go there
5. How was the view of there
6. How many activities did you do while you were there
7. What was the first activity you did
8. What was the next activity you did
9. What was the last activity you did
10. How did you feel about the holiday

Make a recount text based on the guiding questions above!

Content:
- address the topic
- concrete ideas
- reflect though

Score	
Content	Organization
90	85

organization:
- adequate title, introduction, conclusion
- acceptable body text

c. Rahayu Azhari

INSTRUMENT (PRE-TEST)

Name : Rahayu Azhari
Class : VIII F

Make a recount text based on the topic below!

Answer:

"My Holiday"

On July, me family and were on vacation to a bathhouse comed Sereg. I am very happy when I go on vacation with my family and We together. When I swim, I look around saw very happy when I swim these. Teach some children to swim, I also enjoy teaching them. And it's time to go up to the pool I change my clothes so I don't get wet again, after that I went home with my family who was very tired.

... and need supporting evidence a transitional expression!

Content:
- inadequate effort
- need more sentences

Organization:
- short introduction
- inadequate effort
- lack of supporting evidence

Score	
Content	Organization
90	90

INSTRUMENT (POST-TEST)

Name : Rahayu Azhari
Class : VIII F

Guiding Questions
1. When did you go holiday? On Sunday
2. Where did you go holiday? Went home
3. With whom did you go there? Older brother
4. How long did you go there? Two days
5. How was the view of there? Very beautiful
6. How many activities did you do while you were there? Walking
7. What was the first activity you did? Went to the garden
8. What was the next activity you did? Picking fruit
9. What was the last activity you did? Enjoy the view... atmosphere
10. How did you feel about this holiday? Very happy

Make a recount text based on the topic below by answering the guiding questions above!

"My Holiday"

On Sunday Morning, I drove home by Isuzu car, my up to the Village took about 3 hours, the trip to the Village has arrived in the Village I stayed for 2 days. In my Village there are many mecanons so the scenery is very beautiful to look at.

After I am to the Village, I went to my Grandmother's house to Visit her and ten her stories. Night come, I went home and flocked up to take a shower. After taking a shower I went out to buy for food outside, I also eat my food and Went home immediately. After that I cleaned up the kitchen and after then Went to my room to sleep. The morning was already up, I immediately took a shower. And after that I went to the Summer garden to take a walk to see the scenery. In the garden I picked fruit and tried it, and finally I enjoyed the beautiful view of the mountain on the rock.

I also come home with Souvenirs. I was very happy when I was in the Village.

Content:
- address the topic
- reflect through
- develop ideas

Organization:
- leads to body text
- add supporting evidence
- logical conclusion
- transitional expression used

Score	
Content	Organization
90	90

APPENDIX 10

Turnitin Certificate

MAJELIS PENDIDIKAN TINGGI PIMPINAN PUSAT MUHAMMADIYAH
UNIVERSITAS MUHAMMADIYAH MAKASSAR
UPT PERPUSTAKAAN DAN PENERBITAN
Alamat kantor: Jl. Sultan Alauddin NO.259 Makassar 90221 Tlp (0411) 866972,881593, Fax.(0411) 865588

بِسْمِ اللَّهِ الرَّحْمَنِ الرَّحِيمِ

SURAT KETERANGAN BEBAS PLAGIAT

UPT Perpustakaan dan Penerbitan Universitas Muhammadiyah Makassar, Menerangkan bahwa mahasiswa yang tersebut namanya di bawah ini:

Nama : Nurhikmah Ismail

NIM : 105351114017

Program Studi : Pendidikan Bahasa Inggris

Dengan nilai:

No	Bab	Nilai	Ambang Batas
1	Bab 1	9 %	10 %
2	Bab 2	9 %	25 %
3	Bab 3	8 %	15 %
4	Bab 4	5 %	10 %
5	Bab 5	5 %	5 %

Dinyatakan telah lulus cek plagiat yang diadakan oleh UPT- Perpustakaan dan Penerbitan Universitas Muhammadiyah Makassar Menggunakan Aplikasi Turnitin.

Demikian surat keterangan ini diberikan kepada yang bersangkutan untuk dipergunakan seperlunya.

Makassar, 27 Mei 2022
Mengetahui

Kepala UPT- Perpustakaan dan Penerbitan,

Nursinah, S.Hum.,M.I.P
NBM. 964 591

Jl. Sultan Alauddin no 259 makassar 90222
Telepon (0411)866972,881 593,fax (0411)865 588
Website: www.library.unismuh.ac.id
E-mail : perpustakaan@unismuh.ac.id

APPENDIX 11

Research Permit (LP3M Unismuh Makassar)

MAJELIS PENDIDIKAN TINGGI PIMPINAN PUSAT MUHAMMADIYAH
UNIVERSITAS MUHAMMADIYAH MAKASSAR
LEMBAGA PENELITIAN PENGEMBANGAN DAN PENGABDIAN KEPADA MASYARAKAT
Jl. Sultan Alauddin No. 259 Telp.866972 Fax.(0411)865588 Makassar 90221 E-mail :lp3munismuh.a.plasa.com

15 Rajab 1443 H
16 February 2022 M

Nomor : 406/05/C.4-VIII/II/43/2022
Lamp : 1 (satu) Rangkap Proposal
Hal : Permohonan Izin Penelitian

Kepada Yth.
Bapak Gubernur Prov. Sul-Sel
Cq. Kepala Dinas Penanaman Modal dan PTSP Prov. Sul-Sel
di –
Makassar

Berdasarkan surat Dekan Fakultas Keguruan dan Ilmu Pendidikan Universitas Muhammadiyah Makassar, nomor: 9134/TKIP/A.4-II/II/1443/2022 tanggal 15 Februari 2022, menerangkan bahwa mahasiswa tersebut di bawah ini :

Nama : **NURHIKMAH ISMAIL**
No. Stambuk : **10535 1114017**
Fakultas : **Fakultas Keguruan dan Ilmu Pendidikan**
Jurusan : **Pendidikan Bahasa Inggris**
Pekerjaan : Mahasiswa

Bermaksud melaksanakan penelitian pengumpulan data dalam rangka penulisan Skripsi dengan judul :

"The Effectiveness Of Guiding Questions Technique to Improve Students' Ability in Writing Recount Text At The Eight Grade Students of SMP Negeri 1 Sungguminasa"

Yang akan dilaksanakan dari tanggal 21 Februari 2022 s/d 21 April 2022.

Sehubungan dengan maksud di atas, kiranya Mahasiswa tersebut diberikan izin untuk melakukan penelitian sesuai ketentuan yang berlaku.
Demikian, atas perhatian dan kerjasamanya diucapkan Jazakumullahu khaeran katziraa.

Ketua LP3M,

Dr.Ir. Abubakar Idhan,MP.
NBM 101 7716

02-22

APPENDIX 12

Research Permit (UPT P2T BKPMD Prov. Sul-Sel)

PEMERINTAH PROVINSI SULAWESI SELATAN
DINAS PENANAMAN MODAL DAN PELAYANAN TERPADU SATU PINTU
BIDANG PENYELENGGARAAN PELAYANAN PERIZINAN

Nomor : 26945/S.01/PTSP/2022 KepadaYth.
Lampiran : Bupati Gowa
Perihal : Izin Penelitian

di-
Tempat

Berdasarkan surat Ketua LP3M UNISMUH Makassar Nomor 426/05/C.4-VIII/tl/43/2022 tanggal 16 Februari 2022 perihal tersebut diatas, mahasiswa/peneliti dibawah ini:

N a m a : **NURHIKMAH ISMAIL**
Nomor Pokok : 105351114017
Program Studi : Pend. Bahasa Inggris
Pekerjaan/Lembaga : Mahasiswa(S1)
Alamat : Jl. Sit Alauddin No. 259, Makassar

Bermaksud untuk melakukan penelitian di daerah/kantor saudara dalam rangka penyusunan Skripsi, dengan judul :

" THE EFFECTIVENESS OF GUIDING QUESTIONS TECHNIQUE TO IMPROVE STUDENTS" ABILITY IN WRITING RECOUNT TEXT AT THE EIGHT GRADE STUDENTS OF SMP NEGERI 1 PUNGGUMINASA "

Yang akan dilaksanakan dari Tgl. 21 Februari s/d 21 April 2022

Sehubungan dengan hal tersebut diatas, pada prinsipnya kami menyetujui kegiatan dimaksud dengan ketentuan yang tertera di belakang surat izin penelitian.
Dokumen ini ditandatangani secara elektronik dan Surat ini dapat dibuktikan keasliannya dengan menggunakan barcode.
Demikian surat izin penelitian ini diberikan agar dipergunakan sebagaimana mestinya.

Ditetapkan di Makassar
Pada tanggal : 17 Februari 2022

A.n. GUBERNUR SULAWESI SELATAN
KEPALA DINAS PENANAMAN MODAL DAN PELAYANAN TERPADU
SATU PINTU PROVINSI SULAWESI SELATAN
Selaku Administrator Pelayanan Perizinan Terpadu

Ir. H. DENNY IRAWAN SAARDI, M.Si
Pangkat : Pembina Utama Madya
Nip : 19620524 199303 1 003

Tembusan Yth :
1. Ketua LP3M UNISMUH Makassar di Makassar
2. Pertinggal

SIMAP PTSP 17-02 2022

Jl. Bougenville No.5 Telp. (0411) 441077 Fax. (0411) 448936
Website : http://simap.sulselprov.go.id Email : ptsp@sulselprov.go.id
Makassar 90231

APPENDIX 13

Research Control

**MAJELIS DIKTILITBANG PP MUHAMMADIYAH
UNIVERSITAS MUHAMMADIYAH MAKASSAR
FAKULTAS KEGURUAN DAN ILMU PENDIDIKAN
PRODI PENDIDIKAN BAHASA INGGRIS**

Jalan Sultan Alauddin No. 259 Makassa
Telp : 0811 1782180 (Secretary)
Email : prodibg@unismuh.ac.id
Web : bg.fkip.unismuh.ac.id

بسم الله الرحمن الرحيم

KONTROL PELAKSANAAN PENELITIAN

Nama Mahasiswa	: Nurnikmah Ismail
NIM	: 105351114017
Judul Penelitian	: The Effectiveness of Guiding Questions Technique to Improve Students' Ability in Writing Recount Text at the Eight Grade Students of SMP Negeri 1 Sungguminasa
Tanggal Ujian Proposal	: 05 Februari 2022
Tempat/Lokasi Penelitian	: SMP NEGERI 1 SUNGGUMINASA

No	Hari/tanggal	Kegiatan Penelitian	Nama Guru/terkait	Paraf Guru/terkait
1	Senin, 21/02/2022	Izin Penelitian	Drs. Muh. Paali, M.S.	
2	Sabtu, 26/02/2022	Pre-Test	Arifin, S.Pd	
3	Sabtu, 05/03/2022	Treatment	Arifin, S.Pd	
4	Senin, 07/03/2022	Treatment	Arifin, S.Pd	
5	Sabtu, 12/03/2022	Treatment	Arifin, S.Pd	
6	Senin, 14/03/2022	Treatment	Arifin, S.Pd	
7	Kamis, 17/03/2022	Post-Test	Arifin, S.Pd	
8				
9				
10				

Makassar, 17 Maret 2022

Mengetahui,

Ketua Jurusan

Dr. Ummi Khaerati Syam, S.Pd., M.Pd.
NBM. 977 807

Kepala Sekolah

Bakri Kini, S.Pd., S.H., M.H.
NIP. 19780423 201001 1 011

| Terakreditasi Institusi
BAD-FT

APPENDIX 14

Surat Telah Meneliti

PEMERINTAH KABUPATEN GOWA
DINAS PENDIDIKAN
SMP NEGERI 1 SUNGGUMINASA
TERAKREDITASI A
Alamat :Jalan H. Habibu Wulle No. 5 Telp. (0411) 861025 Sungguminasa
e-mail : www.smpnegeri1.jaban.co.id Website : www.smpn1sungguminasa.net

SURAT KETERANGAN PENELITIAN
No : 800 /059/DISDIK – GW /SMP.01/SMS / III /2022

Yang bertanda tangan di bawah ini, Kepala SMP Negeri 1 Sungguminasa Kabupaten Gowa menerangkan bahwa :

Nama : **NURHIKMAH ISMAIL**
Nim : **105351114017**
Tempat/ Tgl. Lahir : **Pinrang, 16 Juni 1999**
Jenis Kelamin : **Perempuan**
Pekerjaan : **Mahasiswa (S1)**
A l a m a t : **Sultan Alauddin No. 259**

Benar telah selesai mengadakan Penelitian di SMP Negeri 1 Sungguminasa pada Tanggal 21 Februari s/d 17 Maret 2022 sebagai salah satu tugas Penyelesaian Skripsi / Tesis dengan mengambil Tema / Judul:

" THE EFFECTIVENESS OF GUIDING QUESTIONS TECHNIQUE TO IMPROVE STUDENTS' ABILITY IN WRITING RECOUNT TEXT AT THE EIGHT GRADE STUDENTS OF SMP NEGERI 1 SUNGGUMINASA."

Demikian surat keterangan ini diberikan kepada yang bersangkutan untuk dipergunakan sebagaimana mestinya.

Sungguminasa, 17 Maret 2022
Kepala Sekolah,

BAKRI, S.Pd.,M.H
Pangkat / Penata Tk. 1
NIP 19780423 201001 1 011

APPENDIX 15

Letter of Acceptance

MAJELIS DIKTILITBANG PP MUHAMMADIYAH
UNIVERSITAS MUHAMMADIYAH MAKASSAR
FAKULTAS KEGURUAN DAN ILMU PENDIDIKAN
PRODI PENDIDIKAN BAHASA INGGRIS

بسم الله الرحمن الرحيم

LETTER OF ACCEPTANCE
0520 BG-FKIP/LOA-B/VI/1443/2022

Dear NURHIKMAH ISMAIL,

It is our pleasure to inform you that, after reviewing your paper:
THE EFFECT OF GUIDING QUESTIONS TECHNIQUE IN TEACHING
STUDENTS TO WRITE CONTENT OF RECOUNT TEXT AT SMP NEGERI 1
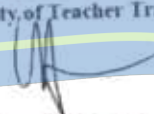SUNGGUMINASA

The manuscript ID: 110

Detail checklist:

Checkpoint	Yes	No
The author has sent the manuscript by using the institutional email		
the author has submitted the manuscript through the open journal system (OJS)	√	
The manuscript according to the limitations or description of the journal	√	
LoCT has been submitted by the author	√	
The manuscript has followed the existing templates	√	
The article processing charge (APC) has been submitted by the author		

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contribution.

We will let you know if you must make any modification as the reviewer's
comments. Once your manuscript is moved to publishing, our production editor will
inform you. Please feel free to email us with any questions at
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Makassar, 13 Juni 2022 M
13 Dzulqaidah 1443 H

Head of English Education Department
Faculty of Teacher Training and Education

Dr. Ummi Khaerati Syam, S.Pd., M.Pd.
NBM. 977 807

] Terakreditasi Institusi
BAN-PT

APPENDIX 16

Documentation

CURRICULUM VITAE

The researcher, Nurhikmah Ismail was born on June 16th, 1999 in Pinrang, South Sulawesi. She is the first child of Ismail and Suriana. She has one brother and two sisters. She started her study at SD Negeri 115 Pinrang and graduated in 2011. In 2012, she continued her study at SMP Negeri 1 Patampanua and graduated in 2014. In the same year she continued her study at SMA Negeri 1 Pinrang and graduated in 2017. In year 2017, she was registered as student of English Education Department in Faculty of Teacher Training and Education at Universitas Muhammadiyah Makassar. At the end of her study, she could finish her thesis with the title The Effectiveness of Guiding Questions Technique to Improve Students' Ability in Writing Recount Text at the Eight Grade Students of SMP Negeri 1 Sungguminasa.