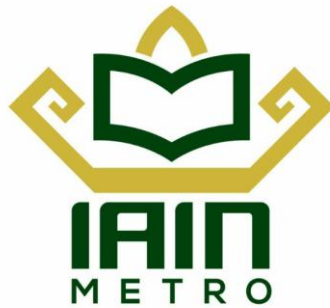AN UNDERGRADUATE THESIS

IMPROVING STUDENTS' RECOUNT TEXT WRITING ABILITY

THROUGH IMPLEMENTATION LEADING QUESTION TECHNIQUE

AT THE TENTH GRADE SMA MUHAMMADIYAH 1 METRO IN THE

ACADEMIC YEAR OF 2017/2018

Written By :

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STATE INSTITUTE FOR ISLAMIC STUDIES OF METRO

1439 H / 2018 M

IMPROVING STUDENTS' RECOUNT TEXT WRITING ABILITY THROUGH IMPLEMENTATION LEADING QUESTION TECHNIQUE AT THE TENTH GRADE SMA MUHAMMADIYAH 1 METRO IN THE ACADEMIC YEAR OF 2017/2018

Presented as a Partial Fulfillment of the Requirement
for the Degree of Sarjana Pendidikan (S.Pd.)
in English Education Department

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Title : IMPROVING STUDENTS' RECOUNT TEXT WRITING ABILITY THROUGH IMPLEMENTATION LEADING QUESTION TECHNIQUE AT THE TENTH GRADE OF SMA MUHAMMADIYAH 1 METRO IN THE ACADEMIC YEAR OF 2017/2018

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Assalamualaikum Wr.Wb.

       Setelah membaca dan mengadakan bimbingan serta perbaikan seperlunya maka skripsi yang disusun oleh:

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Sudah kami dapat setujui dan dapat diajukan untuk dimunaqosyah, demikian harapan kami atas perhatiannya kami ucapkan terima kasih.

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Dean of Faculty of Tarbiyah and Teacher
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Assalamu'alaikum, Wr. Wb

We have given guidance and enough improvement to research thesis script which is written by:

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It has been agreed so it can be continued to the Faculty of Tarbiyah and Teacher Training in order to be discussed on the munaqosyah. Thank you very much.

Wassalmu'alaikum Wr.Wb

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RATIFICATION PAGE

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An undergraduate thesis entittled: IMPROVING STUDENTS' RECOUNT TEXT WRITING ABILITY THROUGH IMPLEMENTATION LEADING QUESTION AT THE TENTH GRADE OF SMA MUHAMMADIYAH 1 METRO IN THE ACADEMIC YEAR OF 2017/2018

Written by Desi Ika Pertiwi student number. 13106847, English Education Department, had been examined (Munaqosyah) in Tarbiyah and Teacher Training Faculty on January 23, 2018 at 13.00-15.00.

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IMPROVING STUDENTS' RECOUNT TEXT WRITING ABILITY THROUGH IMPLEMENTATION LEADING QUESTION TECHNIQUE AT THE TENTH GRADE SMA MUHAMMADIYAH 1 METRO IN THE ACADEMIC YEAR OF 2017/2018

ABSTRACT

BY : DESI IKA PERTIWI

The objective of the study is to find out whether the use of Leading Question technique will be able to improve the students writing ability in recount text at the SMA Muhammadiyah 1 Metro. Writing is the expression of language in the form of letters, symbols, and words. Through writing someone can share their knowledge, conveying idea, feeling and intention to the other people. In teaching learning process, the teacher should be able to create or choose the suitable and good technique. Leading Question technique is one of the technique that can be applied in the teaching English, especially teaching writing ability in recount text. Leading Question technique is one of the technique of Scaffolding Question.

The research uses classroom action research which was done in two cycle. Each cycle consist of planning, acting, observing and reflecting. The subject of this research is X IPA 2 class. In collecting the data the researcher used test (pre test, post test 1 and post test 2), observation and documentation.

The result of this research showed that *Leading Question technique as a technique* had positive result in improving students' writing ability in recount text at the tenth grade of SMA Muhammadiyah 1 Metro. It can be proven by the students' average score from pre-test to post test. The average score in pre-test was 49, post-test 1 was 66,8 and post-test 2 was 73,8. It mean that the using of Leading Question technique as a technique could improve the student's writing ability in recount text.

Keyword : *Writing, Recount Text, and Leading Question Technique.*

PENINGKATAN KEMAMPUAN MENULIS SISWA PADA TEKS RECOUNT MELALUI PENERAPAN TEKNIK *LEADING QUESTION* DI KELAS SEPULUH DI SMA MUHAMMADIYAH 1 METRO

ABSTRAK

OLEH : DESI IKA PERTIWI

Tujuan peneilitian ini adalah untuk mengetahui apakah penggunaan dari teknik Leading Question akan dapat meningkatkan kemampuan menulis teks recount di SMA Muhammadiyah 1 Metro. Menulis adalah ungkapan bahasa dalam bentuk tulisan ,simbol, dan kata-kata. Seseorang dapat berbagi pengetahuan, menyampaikan ide, perasaan dan perhatian kepada orang lain. Dalam proses belajar mengajar, guru harus bisa menciptakan atau memilih sebuah teknik yang baik dan sesuai dengan keadaan siswa. Leading Question merupakan salah satu teknik yang biasa digunakan dalam pembelajaran Bahasa Inggris khususnya mengajarkan kemampuan menulis siswa pada teks recount. Leading Question merupakan salah satu teknik dari Scaffolding question.

Penelitian ini menggunakan metode penilitian tindakan kelas yang terdiri dari dua siklus. Setiap siklus terdiri dari perencanaan, pelaksanaan, observasi dan refleksi. Subjek penilitian ini adalah sebelas X IPA 2. Dalam pengumpulan data, peneliti menggunakan tes (pre-test, post-test 1 and post-test 2), observasi dan dokumentasi.

Hasil dari penelitian ini menunjukan bahwa teknik Leading Question sebagai teknik memiliki hasil positif dalam meningkatkan kemampuan menulis siswa di recount text kelas sepuluh SMA Muhammadiyah 1 Metro. Hal ini dapat dibuktikan berdasarkan nilai pre-test adalah 49, post-test 1 adalah 66,8 dan post-test 2 adalah 73,8. Ini berarti bahwa penggunaan Leading Question technique sebagai teknik dapat meningkatkan kemampuan menulis siswa pada teks recount.

Kunci : Menulis, Teks Recount,dan *Teknik Leading Question*.

ORISINALITAS PENELITIAN

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Nama   : DESI IKA PERTIWI

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Fakultas   : Tarbiyah dan Ilmu Keguruan

Menyatakan bahwa skripsi ini secara keseluruhan adalah hasil penenlitian saya, kecuali bagian-bagian tertentu yang dirujuk dari sumbernya dan disebutkan dalam daftar pustaka.

Metro, Januari 2018

Yang Menyatakan

DESI IKA PERTIWI
Student Number: 13106847

STATEMENT OF RESEARCH ORIGINALITY

The undersigned:

      Name   : DESI IKA PERTIWI

      Student Number   : 13106847

      Department   : English Education Study Program

      Faculty   : Tarbiyah and Teacher Training Faculty

States that this undergraduate thesis is originaly the result of the researcher's, in exception of certain parts which are expected from the bibliography mentioned.

Metro, January 2018

DESI IKA PERTIWI
St. Number: 13106847

MOTTO

إِنَّ ٱللَّهَ لَا يُغَيِّرُ مَا بِقَوْمٍ حَتَّىٰ يُغَيِّرُواْ مَا بِأَنفُسِهِمْ ﴿١١﴾

It means : "Allah will not change the (good) condition of a people as long as they do not change their state (of goodness) themselves" .

(QS. Al – Rad)

DEDICATION PAGE

I highly dedicate this undergraduate thesis to:

My Beloved Parents

(Mr. Mahruri and Mrs. Wastini)

My Beloved Young Sister

(Amanda Putri Hafiza)

My Beloved Friends

(Pariyanti, Siti Fatimah Tul Jahro, Nafiatul Khairiyah, Melisa Pandolawati, Zulia Novianti, Vilda Ayu NS, Meiliani Chandra S, Atik Umami, Nurul Afifah O, and so on)

Absolute Class of TBI and My Beloved Campus IAIN Metro

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In the name of Allah, the Most Gracious, the Most Merciful. Praise is only to Allah SWT, the Lord of the words whom without His Mercy and Blessings, none of Prophet Muhammad SAW, His families and companions. Finally the researcher can accomplish this undergraduate thesis entitles "IMPROVING STUDENTS' RECOUNT TEXT WRITING ABILITY THROUGH IMPLEMENTATIONLEADING QUESTION TECHNIQUE AT THE TENTH GRADE SMA MUHAMMADIYAH 1 METRO IN THE ACADEMIC YEAR OF 2017/2018."

Regarding to the undergraduate thesis, this researcher offers her big thank to the Drs.Kuryani Utih, M.Pd as the sponsor and to Syahreni Siregar, M.Hum as the co-sponsor may Allah SWT give them His better reward for their spending time to support and guide during the writing process of undergraduate thesis.

As human being, the researcher completely realize that this undergraduate thesis still has a plenty of weakness. The researcher do apologizes for all mistake she has made in writing and presentation items. All constructive, comments and suggestions are very welcomed to measure the quality of this undergraduate thesis can be a meaningful benefit for the researcher especially and for our campus and all readers generally.

Metro,   December 2017
The Researcher

Desi Ika Pertiwi
St. Number: 13106847

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CHAPTER I

INTRODUCTION

A. Background of The Study

Writing is one of an important aspect in language learning. By writing, The students can share information and ideas in the written text. Writing performance can help them to think critically and to clarify their thoughts. They often discover what they really think and feel about people, ideas, issues, and events only in the actual process of writing. Writing is also as a learning tool, helping them to understand and to remember.

English is one of the languages in the world. Nowadays English has become an International language that is used by all countries as the first, the second, or the foreign language. Indonesia is one of the countries that determines English as a foreign language. It has also been a compulsory subject to indonesian learners from Elementary school up to university.

As a foreign language, learning this language was not as easy as learning Indonesian language because it had different structure, pronunciation, and others. Moreover, the primary aim of learning and teaching English was the students can communicate each others either in spoken or written language. In teaching a foreign language, language skills and components were the deal. The four language skills are listening, speaking, reading and writing while the components of language or subjects matters of language are a stock of words and expressions and the rules that govern the syntax of its patterns, that is vocabulary and grammar.

English as communication language had a great role in human activities. English student must be able to master English in order to face the development of science and technology. Learning language was hoped to be able to help the students recognize themselves, their culture and other culture. On the other hand, learning language was hoped to help the students to expressed their ideas and feeling, participation in society and imagination in theirselves, in learning of English.

The teacher had to always give the control and guidance to the student's learning activities. It needs to be understood that not only the teacher becomes a determiner of good or bad of the students' achievement, but also factors would be came from the student itself, the purposed of the education, and the means and infrastructure of education itself. With the expectations of education, it could changed the students' attitude include changed to the knowledge, creativity and attitude.

Leading question is the technique to make the students easier to explore their ideas, feeling and also their experience, because the students can say yes or no. If the students answer yes, they must change interrogative sentence to be positive sentence. Leading questions are questions which are framed in a way which evokes a specific response from the individual being questioned.

Below was the table of students' English Writing result of X SMA Muhammadiyah 1 Metro at preliminary research which was done at September 2017. The Minimum Mastery Criteria (MMC) was 70 point and the research

target was 70% of students can achieved 70 or more. The following was students'

test result of recount text at class X Science 2 SMA Muhammadiyah 1 Metro.

Table 1: Students' writing score of recount text.

No.	NAME	MMC	SCORE
1	AN	70	65
2	AFF	70	85
3	AMA	70	75
4	ANR	70	75
5	AS	70	65
6	DT	70	55
7	DPNR	70	75
8	EN	70	65
9	FMK	70	55
10	FAM	70	65
11	GP	70	90
12	HNAR	70	65
13	KW	70	85
14	MR	70	50
15	NKA	70	85
16	NQAA	70	85
17	NFA	70	60
18	NA	70	55
19	NFF	70	65
20	PIAS	70	50
21	RP	70	45
22	RN	70	65
23	SA	70	50
24	SSAZ	70	50
25	TW	70	65

Source : English writing ability test at the class X Science 2 (pra-survey on September 2017)

Table 2. The Criteria Of Score

No	Score	Criteria	Total of Students	Prosentase(%)
1	71 – 100	Complete	8	24.96 %
2	0 – 70	Incomplete	17	75.04 %
TOTAL NUMBER			25	100 %

Source : Ledger of students, English writing score at the tenth grade of SMA Muhammadiyah 1 Metro (pra-survey on September 2017).

Based on the table above the students' writing result showed that eight of the student who scored high score or can achieved (70.00), 17 students had low score. Furthermore the average score of students' writing result was 56. It means that only 24.96% can achieve Minimum Mastery Criteria (MMC), so far from the target.

It means that most of students had poor scored in content, organization, style, grammar and also mechanic. It caused the students don't know how to write recount text well, their written werre not relevance with the topic and also they were lack of vocabulary.

The researcher was intrreview with the English teacher in SMA Muhammadiyah 1 Metro on September 2017. The researcher found there are many problems, such as; (1) most of students found difficulty to express their ideas into the text, (2) the students were passive in the teaching learning process, the student seldom asked the question, gave comment or opinion and answered questions and (3) most of the students made the errors of grammatical form syntactical pattern.

All the problems happened above because the technique in teaching learning is not interesting, the teacher seldom give group work or questioning and also students lack of vocabulary and grammar mastery.

Based on the reason above, the researcher conducted classroom action research by using technique as a solution for the problems. The statement showed us that without appropriate techniques, the result of teaching learning process would be far from what we expect. Researcher chose leading question technique

as guidance toward the students' writing competence of recount text at Senior High School. The students could answer yes or no. In writing process, they would change interrogative sentence to be positive sentence.

By using leading question technique, the problems about writing ability at grade X SMA Muhammadiyah 1 Metro could be solved.

Based on the background mentioned previously, researcher conducted the research entitled: Improving Students' Recount Text Writing Ability Through Implementation Leading Question at The Tenth Grade SMA Muhammadiyah 1 Metro in The Academic Year of 2017/2018

B. Problem Identification

In this research, the researcher wants to do the classroom action research and hopefully the problems in the class can be solved or minimized. There were some problems and some taught that caused in the problems:

1) Most of students had difficulties to expressed their ideas into the text,
2) The students were passive in the teaching learning process, the student seldom asked the question, gave comment or opinion and answered questions
3) Most of the students made the errors of grammatical form syntactical pattern,
4) The students' still had difficulties to expressed their idea to write recount text.

C. Problem Limitation

Based on the problem above, the researcher focused on the students' still had difficulties to expressed their idea to write recount text and they don't had adequate ability in composing recount writing. The researcher used Leading

Question Technique to improved the Students' writing ability on recount text at the tenth grade of SMA Muhammadiyah 1 Metro.

D. Problem Formulation

Based on previous key terms and background of the study above, the problem of the study was formulated as follow: "Can the implementation Leading questions improve the students' writing ability on recount text and their learning activities at the tenth grade of SMA Muhammadiyah 1 Metro.

E. Objective and Benefit of the Study

1. Objective of The Study

The researcher formulates the objective of the study as follow:

a. To improved student writing recount text ability by implementation Leading Question Technique at the tenth grade of SMA Muhammadiyah 1 Metro.

b. To improved student learning activity by implementating Leading Question Technique at the tenth grade of SMA Muhammadiyah 1 Metro.

2. Benefit of the Study

1. For the Headmaster

The result of this research was expected as an alternative way to improve the quality of English teaching and learning especially in developing writing ability of SMA Muhammadiyah 1 Metro.

2. For the Teacher

The result of this research was expected as an alternative technique in teaching writing recount text.

3. For the Students

   The result of this research was expected as a positive contribution to the students for increasing their writing ability by using Leading Question Technique.

CHAPTER II

THEORETICAL REVIEW

This chapter contains the theories which support the research. It includes concept of writing, concept of recount writing, concept Leading Question and concept of teaching recount writing through Leading Question. And the explanations of each sub-topic are as follows:

A.   **The Concept of Recount Text Writing Ability**

1.   **The Concept of Writing**

   a.   **Definition of Writing**

Hammond in Knapp and Watkins stated that in writing we arrange clauses into a sentence: the main idea becomes the main clause; subsidiary ideas become subordinate clauses and so on.[1] Writing is more than picking up a pen and putting words on paper. Writing requires thought and planning if it is to mean anything to the receiver who reads it. Beginning writers run into difficulties because they often consider only themselves when they write.[2]

According to Sanggam, "the writer productive language skill is called writing. It is a skill of a writer to communicate information to reader or group of readers. The writer skill is also realized by his or her ability to apply the rule of the language s/he is writing to transfer the

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[1.] Peter Knapp and Megan Watkins, *Genre, Teks, Grammar : Technologies For Teaching and Assessing Writing*, (Australia: UNSW Press, 2005), p. 15.

[2.] Winter, *Writing Paragraphs & The Writing Process,* (Bathurst: CASP, 1999), p. 24.

information s/he has in her or his mind readers effectively".[3] It means that writing is ability of the writer to show his or her feeling or thought with easy language which hopefully the readers understand about his or her minds.

"Writing is a psychological activity of the language user to put information in the written text. Such writing is commonly about a certain topic in which the researchers as first collect the data, and then elaborates the topic based on certain idea in order to answer question, or proves a statement, or describes an object, or exposes a new truth of a certain fact an object, or convinces the readers to believe or disbelieve a statement, or persuades those readers to take a certain course of action related to the believe or disbelieve".[4] It means that writing is activities which used by the researcher to show information by stages and has purpose which the reader can receive or refuse and believe or disbelieve the writer written.

Moreover, Luis said writing is a form of thinking. It certainly isn't the only form of thinking. Our brains process ideas in different ways: mathematically, musically, and visually. But our use of language is the basis of all thinking, and it is what makes us distinctly human. It allows us to share ideas, pass on knowledge, engage in debate, and advance our understanding of the world. In college, writing is the vehicle through which we learn new ideas and share them with one another.[5] In

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[3.] Sanggam Siahaan, *The English Paragraph*, (Pematang Siantar: Graha Ilmu, 2007), p. 2.

[4.] Sanggam Siahaan, *Issues in Linguistic*, (Yogyakarta: Graha Ilmu, 2008), p. 215.

[5.] Luis A. Nazario and Deborah D. Borchers, *"Bridges To Better Writing",* (Wadsworth: Cengage Learning, 2010), p. 5.

other words, writing calls on the ability to create words and ideas out of yourself, but it also calls on the ability to criticize them in order to decide which ones to use.[6]

As one of four basic skill of language, writing is very important because it constitutes the clarification of someone's through and feeling. Through this skill the students can explore their own thinking, various feeling, and also the concept by using word or papers. In writing indeed, the students can express their ideas, thoughts, and fact in well-formed structure.

Based on statement above, it infers that in writing a person can arrange letters, words, sentences, and paragraph by using the knowledge of structure systematically in written forms and hopes the reader understand what he means.

Referring to the previous statement, in writing, a person puts down graphic symbols that have meaning and they should be in the right rules. And here the writer will more focus on recount writing.

b. Micro skills for writing

According to Brown the micro skills of writing are:

1. Produce graphemes and orthographic patterns of English.
2. Produce writing at an efficient rate of speed to suit the purpose.
3. Produce an acceptable core of words and use appropriate word order patterns.

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[6] Peter Elbow, *Writing With Power*, (New York: Oxford University Press, 1998), p. 7.

4. Use acceptable grammatical systems (e.g, tense, agreement, pluralization), pattern and rules.

5. Express a particular meaning in different grammatical forms.

6. Use cohesive devices in written discourse.

7. Use the rhetorical forms and conventions of written discourse.

8. Appropriately accomplish the communicative functions of written texts according to form and purpose.

9. Convey links and connections between events and communicate such relations as main idea, supporting idea, new information, given information, generalization, and exemplification.

10. Develop and use a battery of writing strategies, such as accurately assessing the audience's interpretation, using prewriting devices, writing with fluency in the task drafts, using paraphrases and synonyms, instructor feedback, and using feedback for revising and editing.[7]

c. **Process of Writing**

1) Planning

According to Winter planning is "Arrange the ideas from your brainstorming in some order. If you are writing a paragraph to persuade someone, it is often a good idea to put the strongest reason last as the reader is usually most influenced by what he/she has read most recently."[8]

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[7] H. Douglas Brown*, Teaching by Principles: An Interactive Approach to Language Pedagogy*, (San Fransisco: Longman. 2000), Second Edition, p. 343.
[8] Winter, *Writing Paragraphs.*, p.25.

The planning is as the beginning of writing, it has enabled to identify several subjects and encouraged to gendering information on those subjects from different perspectives.

When planning, the writer has to think about three main issues. *The first* is the purpose of the writing, it includes the type of the text the writer wants to product, the language the writer use, and the information the writer choose. *The second* is the audience, who are the reader of the writing. So the writer must attend the choice of the language informal or formal writing. *The last* is the content structure that is how sequence the facts, ideas, or argumentation which the writer decided to included.[9]

2) Drafting

"Drafting is a series of strategies designed to organize and develop a sustained piece of writing."[10]

The drafting is as the selection of a subject and organizing the information about the subject into meaningful clusters. Also it is finding the connection among those clusters and discovers the relationship that links the connection.

3) Revising

When you are ready to go on to the revising stage, reread the first draft. The revising stage of the writing means fine-tuning and organizing the content. This means making the ideas you want to communicate as

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[9.] Jeremy harmer, *How To Teach Writing*,(England: Pearson Longman, 2007), p. 4-5.
[10.] Ibid., p. 5

effective as possible as well as adjusting them to meet the needs of a particular audience.[11]

After it has completed the preliminary draft, it needs to stand back of the text and decide what action would seem to be most productive. It has to begin upon global revision-a complete re-creation of the world of the writing.

Based on the explanations above, in this research the researcher focus her research on the planning of the writing which identify the several topics and encourage gathering information on the topic from many perspectives in the writing activity by using the technique in recount writing.

2. The Concept of Recount Text

- **Definition of Recount Text**

Recount is the most common type of non-fiction writing and includes regular 'news' or diary writing; accounts of outings and holiday activities; 'true stories' of events in history or R.E.; and accurate reporting of classroom activities in science or other curriculum areas.[12] According to Peter Recounts are the simplest text type in this genre. Formally, recounts are sequential texts that do little more than sequence a series of events. Every story, no matter how simple, needs an orientation.[13] In English, a text is any meaningful stretch of language oral or written. But not all texts are

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[11.] Winter, *Writing Paragraphs.*, p.26.
[12.] Sue Palmer, *How To Teach Writing Across The Curriculum*, (London: Routledge, 2011), p. 42.
[13.] Peter Knapp and Megan Watkins, *Genre, Text,* p. 223.

same function and purpose. In a recount we reconstruct past events in the time order in which they occured. It involves telling what happened and interpreting or evaluating the experience in some way.[14] Language features in recount text :

1. Past tense (specific events that only happened once);

2. time connectives and other devices to aid chronological structure;

3. first or third person writing;

4. focus on specific participants (this often means proper nouns).[15]

The following is the example of recount text.

My Day

Orientation → 	I had a terrible day yesterday. First, I woke up an hour late because my alarm clock didn't go off. Then, I was in such a hurry that I burned my hand when I was making breakfast. After breakfast, I got dressed so quickly that I forgot to wear socks.

Events → 	Next, I ran out of the house trying to get the 9:30 bus, but of course I missed it. I wanted to take a taxi, but I didn't have enough money.

Re-orientation → 	`Finally, I walked the three miles to my school only to discover that it was Sunday! I hope I never have a day as the one I had yesterday.

From the example recount text, it can be seen that the structure of recount text follows three steps : they are orientation, series of events and Re- orientation.[16] Orientation: setting the scene – who, what, where, when?. Series of events/sequential organisation- what happened, in time

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[14] Blake Education, *Targeting Text*, (Singapore: Green Glara Press, 1998), p. 4.
[15] Sue Palmer, *How To,* p. 42.
[16] Blake Education, *Targeting Text*, p. 4.

order. Re-orientation/closing statement – bringing the writing to a satisfactory conclusion.[17]

Based the explanation above the researcher conclude that, recount text is non-fiction writing and includes regular 'news' or diary writing; accounts of outings and holiday activities; 'true stories' of events in history using simpelest text type and past tense events, the structure is (1) orientation,(2) event, (3) re-orientation.

3. Recount Text Writing Ability

Recount is the most common type of non-fiction writing and includes regular 'news' or diary writing; accounts of outings and holiday activities; 'true stories' of events in history or R.E.; and accurate reporting of classroom activities in science or other curriculum areas.[18]

The writing ability is the main activity of composition. The writing should be systematic and detailed. A knowledge or study about good writing or how to write composition is much needed. Writing is known as a complex process, which allows writers to explore thoughts and ideas and to make them visible and concrete to be realized in a text. Jeremy states the creative writing is one area (like painting and composing) where the imagination has a chance to run free. The world is full of people who achieve great personal satisfaction in this way.[19] When thought is written down, ideas can be examined, considered, added to, rearranged, and changed. Likewise the term "writing" refers both to an act and the result of that act. Those immediately

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[17.] Sue Palmer, *How To,* p. 42.
[18.] Ibid., p. 42.
[19.] Jeremy Harmer, *How to Teach*, p.40.

set up two possible perspectives in acquiring writing ability; learning the process of composing and the learning the form and organization the product.

Advanced writing ability are an important aspect of academic performance as well as subsequent work-related. However, students rarely attain advanced scores on assessments of writing ability. Writing well is a major cognitive challenge, because it is at once a test of memory, language, and thinking ability. Writing ability further depends on the ability to think clearly about substantive matters. From the statement above, students must understand that knowledge to make sure the students have good writing ability, to give the score of students 'writing ability can use the scoring system. The aspects for parameter of good writing are content, vocabulary, language, grammatical, punctuation, and tenses.

Based the explanation above the researcher conclude that, recount text writing abilty is the main activity of composition to make non-fiction writing and includes regular 'news' or diary writing; accounts of outings and holiday activities; 'true stories' of events in history using simpelest text type and past tense events.

4. The Measurement of Writing

Writing is process of communication which uses a conventional graphics system to the readers. Furthermore, the form of communication use written language as words, sentences, punctuations and good structure. So that, the readers can understands the information easily.

A good deal of attention was placed on "model" compositions that students would emulate and on how well a student's final product measured up against a list of criteria that include:

The indicators of evaluation of students' writing ability as follows[20]

Table 3 : The Test Proficiency of Writing Ability Scores

No.	Writing Ability Specification	Score	Standard
1.	Content	0-24	▪ Thesis statement ▪ related ideas ▪ development of ideas through personal experience, ilustration, facts, opinions ▪ use of description, cause/effect,comparison/contrast ▪ consistent focus
2.	Organization	0-20	▪ Effectiveness of introduction ▪ Logical sequence of ideas ▪ Conclusion ▪ Appropriate length
3.	Discourse	0-20	▪ Topic sentences ▪ Paragraph unity ▪ Transitions ▪ Discourse markers ▪ Cohesion ▪ Rhetorical conventions ▪ Reference ▪ Fluency ▪ Economy ▪ Variation
4.	Syntax	0-12	▪ Effective complex construction ▪ Few errors of agreement ▪ Tense number ▪ Word order function ▪ Article ▪ Pronoun ▪ Preposition
5.	Vocabulary	0-12	▪ Effective word of idiomchoice and usage ▪ Word form mastery ▪ Appropriate register

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[20.] H. Douglas Brown, *Teaching by Principle*, p. 357-358.

6.	Mechanics	0-12	- Spelling - Punctuation - Citation of reference (if applicable) - Neatness and appearence
	Total	100	

From the general components in writing above researcher concludes that the writing process as commonly conceived is a highly sophisticated skill combining a number of diverse element only some of which are strictly linguistic.

B. The Concept of Leading Question

1. The Definition of Leading Question

According to Brar Leading Question is question that obviously suggests a desire answer.[21] A leading question is one that suggests its own answer.[22] Leading questions beginning with the word "*Did, didn't, do, don't, are, is, and etc*". It means that the student answer yes or no and explain what happens in their story or experince. In writing, they will change interrogative sentence to be positive sentence. Leading questions are questions which are framed in a way which evokes a specific response from the individual being questioned.

Leading questions are questions that try to force the prospect into giving a certain predetermined response. This type of question takes great skill to use correctly. Some experienced salespeople manage to

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[21.] Jas Brar, "*Responsible Third Parties and Leading Questions",* Vol. XX:N200X, 2010. p. 104

[22.] Gerald R. Anderson, Achieving Teaching Excellence, (America: GRA, 2009), First Edition, p. 108.

use leading questions to highlight problems and determine whether a prospect is likely to buy. Most of the salespeople who engage in leading questions are not highly skilled, however, so the technique is almost universally loathed by the people on the receiving end.[23]

Scaffolding questions. Using the following leading questions as a form of scaffolding would help your student in process of guessing meaning. Teacher can chose to change order and/or to skip questions. It is also advisable after using leading questions for a while to reduce such questions until they are no longer used to allow learners to develop their own strategies of guessing from context. The process of elimination of scaffolding could start by using activities where students ask one another the scaffolding questions (with some teacher interference whenever necessary). This would help them develop/use the right set of questions for guessing word meaning. Teachers could also choose to add more scaffolding questions especially at lower levels.[24]

Leading questions may also be used in a more casual setting, such as a conversation between friends, relatives, or coworkers. Some leading questions are assumptive, meaning that the questioner makes an assumption in the process of asking the questions. Others use implications, and some are coercive, designed to strongly suggest the preferred answer. Some psychological studies have shown that using leading questions can actually result in the implantation of false memories. Furthermore Marquardt stated that the purpose of leading

[23.] Stephan Schiffman, Ask *Question, Get Sales*, Second Edition, (Canada:Adams Media, 2005), p. 71.
[24.] T. Muraoka, *"Studies Semitic Languages and Linguistics"*, Brill, Vol. 57, 2010. p. 242.

with questions is to help you become a stronger leader by learning how to ask the right questions effectively, how to listen effectively, and how to create a climate in which asking questions become as natural as breathing.[25]

From theories above researcher concludes that leading question is the technique to make the students easier to explore their ideas, feeling and also their experience using guessing question . Leading questions are questions which are framed in a way which evokes a specific response from the individual being questioned.

a. Procedure of Leading Question Technique

In this technique students are required to actively answer the question given by teacher. Teacher give question and choose one student randomly to answer it.

A useful procedure is as follows:

1) Put the question to the class

The teacher give the question to the all of students.

For example :

1. Did you have a story about experience?
2. What about your story? Sad or happy moment?
3. When your experience happen?
4. Where your experience happen?
5. What incidents do you like or dislike in your story?

The question provided are useful to help students to make recount text, start from planning into revising.

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[25] Michael Marquardt, *Leading with Questions; How Leaders Find the Right Solutions by Knowing What to Ask,* (America: Jossey-Bass, 2005), p. 3.

2) Pause briefly

The pause provided is useful to give students time to thinking about the answer.

3) Name the student you wish to answer

The teacher choose one student randomly to answer the questions given, and then the other students pay attention while writing the answers according to their stories or personal experiences . They only write notes, furthermore the students rewrite into a unified paragraph and become a recount text. The question are given one by one to the other students with different question.[26]

With this technique the students get idea and easier to make recount text. Beside that all of the student become more active in the learning process.

b. The Advantage of Leading Questions Technique

1. To help the students think the matter through to the right answer.

2. Builds a student's confidence.

3. To help awkward students, saving them the embrassment of failure in front of the class.

4. The students easier to remember series of events in writing recount text.

5. The students will enjoy in teaching learning process.

[26.] Louis Cohen, *A Guide to Teaching Practice*, (London:Routledge,1977), Fifth Edition, p. 240-241.

c. Disadvantage of Leading Question Technique

1. If used frequently, Leading Question discourage any real thinking.

2. Become boring to the students.[27]

d. Action Hypothesis

By using Leading Question Technique students' Recount Text Writing Ability can be improved at SMA Muhammadiyah 1 Metro.

[27.] Gerald R. Anderson, *Achieving Teaching*, p. 108.

CHAPTER III

RESEARCH METHODOLOGY

This chapter discussed about the research methodology. The topics that were discussed in this chapter were setting, object of the study, action plan, data collection method, data analysis technique and indicator of succes.

A. The Variable and Operational Definitions of Variables

1. The Variable of Research

A variable is a characteristic or attribute of an individual or an organization that (a) researchers can measure or observe and (b) varies among individuals or organizations studied. They are key ideas that researchers seek to collect information on to address the purpose of their study.[28]

Research often concerns relationships between two variables. An independent variables an attribute or characteristic that influences or affects an outcome or dependent variable.[29] Researchers study independent variables to see what effect or influence they have on the outcome. An independent variable is an input variable, that which causes in part or in total a particular outcome; it is a stimulus that influences a response or a factor which may be modified (e.g. under experimental or other conditions) to affect an outcome.

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[28] John W. Creswell, *Educational Research: Planning, Conducting, and Evaluating Quantitative and Qualitative Research*, (USA: Pearson Education, 2012), Fourth Edition, p. 112.
[29] Ibid., p. 116.

The dependent variable is the response or the criterion variable that is presumed to be caused by or influenced by the independent treatment conditions and any other independent variables.[30] On the other hand, a dependent variable is the outcome variable which is caused in total or part by the independent variable.

Based on the quotation above, the variable of research as following:

a) Independent variable

Independent variable of this research is Leading Question Technique one of way to gave lesson plan used by the teacher in teaching-learning process.

b) Dependent variable

Dependent variable of this research is literal writing a recount text.

2. The Operational Definition of Variable

Operational definition is the definition which based on characteristic of the things that will be defined and it can be observed. Meanwhile, a variable can be defined as an attribute of a person or of an object which "varies" from person to person or from object to object.

Based on the quotation above, the operational definition of variables as following:

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[30] John W. Creswell, *Research Design: Qualitative, Quantitative, and Mixed Methods Approaches,* (USA: SAGE Publication, 2009), Third Edition, p. 157.

a. **Independent Variable**

The independent variable is the major variable which you hope to investigate. It is the variable which is selected, manipulated, an measured by the researcher. Independent variable of this research is Leading Question Technique one of way to give lesson plan used by the teacher in teaching-learning process. A way to measure this variable is using observation, the measuring instrument is an observation sheet, and for the score is start from 0-100 to assess and measures the students writing ability in produce recount text. The indicator of this variable is the students easier to produce recount text using Leading Question Technique.

b. **Dependent Variable**

The dependent variable is the variable which you observe and measure to determine the effect of the independent variable. Dependent variable of this research is literal writing a recount text. A way to measure this variable is using test, the measuring instrument is an question test, and for the score is start from 0-100 to assess and measures the students writing ability in produce recount text. The indicator of this variable is that the students can apply content, organization, discourse, syntax, vocabulary, and mechanics to produce a good recount text.

B. **Setting of the Study**

The researcher would do this research in SMA Muhammadiyah 1 Metro in academic year 2017/2018. It was located in Jln. Jln. Khairbras No. 65 Ganjarasri of West Metro, Metro - Lampung.

C. Subject of the Study

The subject of this study was X Science 2 students of SMA Muhammadiyah 1 Metro. Actually in the tenth of SMA Muhammadiyah there were two classes, there were X Science 1 and X Science 2. But the researcher choose X Science 2 class, because their class had heterogen level of English. That was based on pre-survey and information with teacher of tenth graders. This class has 25 students consist of 25 female.

D. Research Procedure

The researcher would focus this study by using classroom action research. Action research is a process in which participants examine their own educational practice systematically and carefully, using the techniques of research.

Although there were many types of research that may be undertaken, action research specifically refers to a disciplined inquiry done by a teacher with the intent that the research would inform and changed his or her practices in the future. This research is carried out within the context of the teacher's environment—that is, with the students and at the school in which the teacher works—on questions that deal with educational matters at hand. While people who called for greater professionalization said that teachers should be constantly researching and educating themselves about their area of expertise, this was different from the study of more educational questions that arise from the practiced of teaching.

Implicit in the term action research is the idea that teachers will begin a cycle of posing questions, gathering data, reflection, and deciding on a course of action. When these decisions begin to change the school environment, a different set of circumstances appears with different problems posed, which require a new look. Indeed, many action research projects are started with a particular problem to solve, whose solution leads into other areas of study. While a teacher may work alone on these studies, it is also common for a number of teachers to collaborate on a problem, as well as enlist support and guidance from administrators, university scholars, and others. At times, whole schools may decide to tackle a school-wide study to address a common issue, or join with others to look at district-wide issues.[31]

Based on the explanation above, the researcher concluded that action research in one of way research to improve the teaching learning process. In action research there were four steps that had been apply in teaching.

1. **Action Plan**

As articulated earlier, the purposed of action research was to learn through action leading to personal or professional development. Kemmis and McTaggart maintain that action research involves a spiral of self reflective spirals of :

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[31] Eileen Ferrance, *Theme in Education Action Research*, (New York: LAB at Brown University, 2000), p. 1-2.

Planning, acting and observing the process and consequences of the change, reflecting on these processes and consequences and then replanning, acting and observing, reflecting, and so on….

The Action research Spiral

Reflect

Plan

CYCLE 1

Observe

Action

Reflect

Revised Plan

CYCLE 2

Observe
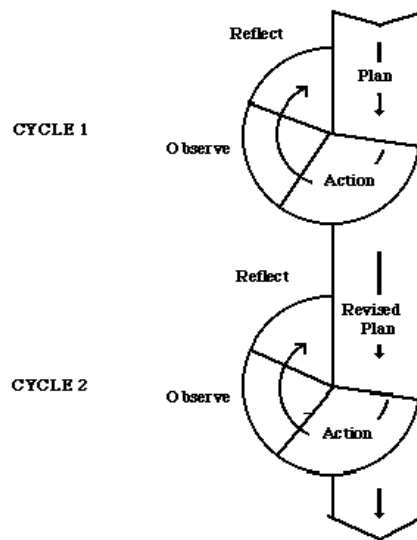
Action

Figure 1.1 illustrates the spiral by Kemmis and McTaggart[32]

From the design above, here is the explanation about procedure that will be conducted by the researcher in classroom action research.

a. Cycle 1

1) Planning

Planning was the first steps in activity. Without planing the activity that the researcher did not focus. Here was step that the research could made in planning :

a) the researcher would prepared the lesson plan.

b) the researcher would prepared the subject material.

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[32] Koshy Valsa. *Action Research for Imporving Practice*. (London: Paul Champman Publishing, 2005), p. 4.

c) the researcher would prepared source learning.

d) the researcher would prepared observation sheet and list of student name.

e) the researcher would prepared worksheets and answer sheets which would be learned by the student.

2) Acting

The second step in the activity is acting. It was the implementation of the planning that writer has made. In this action, the researcher would do the pre-test, treatment and post-test to the students. In this step the researcher acted as follows:

a) Pre Teaching Activity

In this activity the teacher:

1. Greets the students

2. Checked the attendance list.

3. Asked the students condition.

4. Gave a brainstorming by:

   a. Asked the students about their past experiences of events

   b. Asked the students what they know about recount text

b) While Teaching Process

In this learning phase:

1. Teacher applied the lesson plan.

2. Teacher gives all the points about recount text.

3. Teacher gives definition or purpose of recount text.

4. Teacher explained about leading question technique and applied this technique to the students.

c) Post Teaching Activities

Before ending the classroom activities, the teacher:

1) Teacher gives reflection by asking the students " well students. What we have learn today?".

2) Teacher gives summarizes about the materials.

3) Teacher closed the class.

3) Observing

In this step the researcher and teacher used test, observation to identify the activity of students and teacher, and also evaluation in writing recount text through leading question technique in the class.

4) Reflecting

Reflecting was the procces of analyzing data to determine how far the data collected have shown the succes of the strategy in solving problem. In this phase the researcher and collaborator investigated all action that happened in learning procces. Based on the data had been collected furthermore do evaluation to perfect next action. The reflection included analysis, synthesis and evaluation to result of observation toward action that done. If the researcher met problems in reflection procces so it would be done procces investigation. The reflection would be stopped when the students has improve their scores. However if the student had not got improving of the target the next cycle would be done until they got increasing in their score.

b. **Cycle 2**

1) **Planning**

Planning is the first steps in teach activity. Without planning the activity, the researcher would not focus. Here were step that the researcher would made in planning :

a) Studying the result of reflecting in cycle 1.

b) Preparing the lesson plan, material and media of learning, observation sheet, work sheets, answer sheets, and test for pre-test and post-test.

2) **Acting**

The second steps was acting. It was the implementation about the planning. In this step the researcher would act as follow :

a) The teacher gave the students motivation to study harder

b) The teacher did the treatment by using Leading Question Technique

c) The teacher gave post-test after the treatment

3) **Observing**

In this step, the researcher would observed the processed of teaching and learning activity by using observation sheet. The researcher would observe such as, the student activities, student communication, pronuncation, vocabulary and grammar when make a recount text.

4) Reflecting

The researcher would correct and analysis the result of the action. By reflecting, the reseacher would know the weakness and strength of the action. In the step the researcher will compare the score distribution of pre test and post test. The research review and reflect on the student's attitude whether it is positive and negative. So the researcher could be stoped this research until cycle 1.

5) Fieldnotes

Field notes are the most common data collection strategy used in action research to provide a record of what is going on during an observation. Field notes can include descriptions of places (locations, physical layouts, etc.), people (individuals, types, positions, etc.), objects (buildings, furniture, equipment, materials, etc.), acts (single actions that people take), activities (sets of related acts), events (sets of related activities), purposes (what people are trying to accomplish), time (times, frequency,duration, sequencing, etc.), and feelings (emotional orientations and responses).[33]

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[33] Donald Ary, et.al, *Introduction to Research in Education*, (Wadsworth: Cengage Learning, 2010), Eighth Edition, p. 526.

E. Data Collecting Technique

The research collects the data by using data collecting technique as follow :

1. Test

According to Douglas Brown that tas is method of measuring a person ability or knowledge in given domain.[34] The result of test will be analyzed to know students' writing ability control. The type of this test is subjective and using written test. The research will use test in from pre-test and post-test.

a. Pre-test

Pre-test would be conducted in the first meeting before implementing the meaningful learning strategy, in order to know the level and ability of student writing ability before doing the action research.

b. Post-test

Post-test would be conducted in the last meeting after implementing the meaningful learning strategy, in order to know whether the implementing the meaningful learning strategy gave contribution to be student writing ability at tenth grade of SMA Muhammadiyah 1 Metro. The improving could be know if the score of post-test was higher that pre-test and the score could achieved the passing grade.

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[34] H. Douglas Brown, *Teaching by Principle: An Interactive Approach to Language Pedagogy,* (San Fransisco: Longman, 2001), Second Edition, p. 384.

2. Observation

Observation is collecting data technique that the observer everything that is happing. Observation is the viewed tool cannot be divided from the acting in each cycle. In the research, the research would be observer something that related to activites of teacher that appropriated with the problem. The term observation was being used in the sense of taking regular and conscius notice of classroom actions and occurrences which were particularly relevant to the issues or topics being investigated By observing, the reasearch could observer the subject that would be reseacher without other mediator.

3. Documentation

Documentation is the instrument to collecting data about the event in past that had been record. In this research, the researcher took data from the documentation of school such as the total of students, teacher, and school history and the condition of the school (photo).

F. Research Instrument

The researcher and the english teacher conducted class observations and interviewed with the resaerch members and teachers to identified the problems. The researcher also gave a writing test to the students.

The researcher used three kinds of the instrument to collect the data, there were test, observation, documentation, and field note.

1. **Test**

       The researcher would used two kinds of test, there are pre-test and post-test. The pre-test instrument was different with the post-test instrument, but had the same difficulty level. In this research, the researcher would gave a test which contained writen text. The specific grills in this research as follows:

Indicators	Technique	Type	Example
1. The student are able to mention the generic structure of recount text 2. The students are able to make sentences in simple past tense form. 3. The students are able to write the content of their recount text by using appropriate vocabulary. 4. The student are able to produce recount text	Written test	Individual	Make a recount text from the teacher's and identify the parts of the text .

       The pre-test would be done before implementing the teaching and learning process. It was to measured students' writing ability at first. Meanwhile, the post-test is implemented after doing

Leading Question technique in teaching and learning process. In this comprehending of the text.

2. **Observation Guidance**

The researcher would used the observation guidance as the instrument for collecting the data. Therefore, the researcher makes the observation list to know the students' activity in the classroom directly. There were some indicators of the observation instrument and it were the students' observation guidance as follows:

Observation Sheet

The Students' Activity

Day/date   : ....   Meeting   : ....

Class   : ....   Cycle   : ....

No	Name	Students activities					Total
		1	2	3	4	5	
1							
2							
3							
4							
5							

Note : Give the thick sign (√) to the students' activity

1. The students attention to the teacher explanation.

2. The students giving respond.

3. The students making note.

4. The students following the teacher's instruction.

5. The students doing the task.

3. **Documentation Guidance**

The researcher would used the documentation guidance as the instrument for collecting the data. Instrument which would be used in documentation was documentation guidance, as follows:

a. Documentation about historical background of SMA Muhammadiyah 1 Metro.

b. Documentation about structural organization of SMA Muhammadiyah 1 Metro.

c. Documentation about facilities of SMA Muhammadiyah 1 Metro.

d. Documentation about sketch of location SMA Muhammadiyah 1 Metro.

e. Documentation about condition of the teachers and official staff of SMA Muhammadiyah 1 Metro.

f. Documentation about students of SMA Muhammadiyah 1 Metro.

G. **Data Analysis Technique**

Data analysis would be conducts by taking the average of score of the pre-test and post-test. Furthermore to know gain, the reseacher would compare between pre-test and post-test. Then the result would be matched by the minimum standard in this semester at least 70. If from cycle 1 there are some student not successful, so we would like conducted cycle II. The minimum cycle in CAR (Classroom Action Research) were two cycle, if

from cycle II all of the student were successful the cycle able to be stoped until cycle II.

The data analysis technique in classroom action reseacrh could be done by the qualitative and quantitative analysis. The analysis of learning result from taking the average score of pre-test and post-test in cycle I and cycle II. The formula from the average score of fre-test and post-test were formulated as follow[35] :

$$\overline{x} = \frac{\sum X}{n}$$

Notes :

$\overline{X}$ = Mean

Σ = Sum of total score

X = Raw Score

N = Number Of Classes

Σx = The Total Number Of Student Score

In order to know the class percentage whether it passes the minimum mastery criteria (MMC) 70, this formula is used:

$$P = \frac{F}{n} \text{ x } 100\%$$

Notes :

P = Percentage

F = Total of Students

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[35] Donald Ary, *Introdaction to Research*, p. 108-109.

n = Number of The Students

To get total score and increased the student progress from the implemented treatments, the researcher compre the average of pre-test and post-test.

H. Indicators of Success

The indicator of the succes would be taken from the process and the result of the action research. This research is called succes if 70% of minimum mastery criteria (MMC) is 70. In addition, there was improving in study activities and learning result in the learning process.

CHAPTER IV

RESULT AND DISCUSSION

A. Description of Research Setting

1. The Description of Research Location

a. The History of SMA Muhammadiyah 1 Metro

Senior High School Muhammadiyah 1 Metro was established in 1983. Since 1983 this school undergone school headmaster change the condition of leadership since its establishement in1983, Senior High School Muhammadiyah 1 Metro had several headmaster as follows : Mr. Sirajudin Jahidin from 1983-1987 as the first principal, the next year 1987-1991 was led by Mr. R. Ahmad Matin, BA. As second principal, the next year 1991-1995 was led by Mr. Sarjono, S.Pd as the third principal, the next year 1995-1999 was led by Mr. Tukiman as the fourth principal, after that in 1999-2005 was led by Mr. M Bashori as the fifth principal, the next year 2005-2013 lead by Mr. Nurhasim, S. Ag as sixth principal and the last was led by Drs. Ruslani M. Ro'i, as the seventh principal in 2013 until now.

b. The School Identity

1. Name   : SMA Muhammadiyah 1 Metro

2. NSS/NDS   : 302120201007/L.02014001

3. Adress   : Jln. Khairbras No. 65 Ganjarasri

a. District : Metro Barat

b. City : Kota Metro

c. Province : Lampung

4. Phone/fax : 0725-42192

5. School status : Swasta

6. Accreditation : A

c. The Condition of Teacher and Official Employees

Table 4

The Condition of Teacher and Official Employees in SMA

Muhammadiyah 1 Metro

No.	Name	Sex	Occupation
1.	Drs. Ruslani M. Ro'i	Male	Headmaster
2.	Drs. Mukhisban	Male	Islamic Teacher
3.	M. Nurissalam, S.Si	Male	Chemistry Teacher
4.	Nurhasim, S.Ag	Male	Islamic Teacher
5.	Ahkaf Fikri, S.E	Male	Economics Teacher
6.	Dra. Alfiati	Female	History Teacher
7.	Arsi Herawati, S.Pd	Female	Physics Teacher
8.	Dra. Asnawilis	Female	Mathematics Teacher
9.	Baiturrahman, S.Pd	Male	Arabic Language Teacher
10.	Bulan Purwandari	Female	Biology Teacher
11.	Desna Iriani, S.Pd	Female	Biology Teacher
12.	Diah Indriani, S.Psi	Female	Counselor
13.	Dra. Dwi Rahayu Supratiwi	Female	Chemistry Teacher
14.	Drs. Edi Tripuji Astono	Male	Indonesian Language Teacher
15.	Eko Suwarno, S.Pd	Male	Counselor

16.	Eva Trisnawati, S.S	Female	Lampungnese Language Teacher
17.	Fitri Ayu Arum Sari, S.S	Female	Japanese Language Teacher
18.	Fitria Nurul Fatimah, S.Sos	Female	Sociology Teacher
19.	Heni Widiyarti, S.Pd	Female	Chemist Teacher
20.	Ibnu, S.Pd	Male	Art Teacher
21.	Iwan Suparli	Male	Economics Teacher
22.	Jamal Al Fajri, S.Pd	Male	Arabic Language Teacher
23.	Maman Sudirman	Male	Physical Education Teacher
24.	Dra. Mardiyati	Female	Indonesian Language Teacher
25.	Mutmainah, S.Pd	Female	English Teacher
26.	Neni Agustia Pakti, S.Pd	Female	Economy Teacher
27.	Ngaderi, S.Pd	Male	English Teacher
28.	Dra. Ngatini	Female	Indonesian Language Teacher
29.	Resesi Darmawati, S.Pd	Female	Counselor
30.	Ridwan Awaludin, S.Pd	Male	Physical Education Teacher
31.	Dra. Ristuning	Female	Geography Teacher
32.	Roni Faslah, S.Pd	Male	Mathematics Teacher
33.	Rosya Gusnaida, S.Pd	Female	English Teacher
34.	Rudion, S.Pd.I	Male	PKn Teacher
35.	Samsul Hadi, S.Pd.I	Male	KMD Teacher
36.	Sari Yunis, S.Pd	Female	Indonesian Language Teacher
37.	Siti Maisaroh, S.Ag	Female	PKn Teacher
38.	Dra. Sri Haridayati	Female	History Teacher
39.	Sriyanto, S.Si	Male	TIK Teacher
40.	Suyadi, BA.	Male	Economics Teacher
41.	Tengku Mismawati, S.Pd	Female	Physics Teacher
42.	Wariyanti, S.S	Female	Indonesian Language Teacher
43.	Waryoto, S.Pd	Male	Mathematics Teacher

44.	Dra. Wastamah	Female	Islamic Teacher
45.	Dra. Sri Hananing Hartati	Female	Sociology Teacher
46.	Ristuning Waluyati, S.Pd	Female	English Teacher
47.	Agus Pramono	Male	Art Teacher
48.	Sunu	Male	Mathematics Teacher
49.	Burhan Isro'i S.Pd.I	Male	Ibadah Teacher
50.	Darwis, LC	Male	Ibadah Qur'an Hadits Teacher
51.	Drs. Sigit Riyono	Male	Mathematics Teacher
52.	Putri Mayangsari, SN, S.Pd	Female	TIK Teacher
53.	Heruniasih, S.Sos	Female	Art Teacher
54.	Yovi Restiandari, S.Pd	Female	Sociology & Anthropology Teacher

Source: The Documentation of SMA Muhammadiyah 1 Metro

a. The quantity students of SMA Muhammadiyah 1 Metro

The quantity students of SMA Muhammadiyah 1 Metro that can be identified, as follows:

Table 5

The Students Quantity of SMA Muhammadiyah 1 Metro in the

Academic year 2017/2018

Class	Gender		Amount
	Male	**Female**	
X IPA 1	27	-	27
X IPA 2	-	25	25
X IPA 3	12	17	29
X IPS 1	14	13	27
X IPS 2	12	14	26
X IPB	11	10	21
XI IPA 1	13	15	28
XI IPA 2	11	19	30

XI IPA 3	**10**	**16**	**26**
XI IPS 1	**11**	**15**	**26**
XI IPS 2	**9**	**16**	**25**
XI IPB	**7**	**9**	**16**
XII IPA 1	**10**	**17**	**27**
XII IPA 2	**12**	**14**	**26**
XII IPA 3	**8**	**16**	**24**
XII IPS 1	**9**	**13**	**22**
XII IPS 2	**10**	**13**	**23**
XII IPS 3	**17**	**12**	**29**
XII IPB	**9**	**6**	**15**
Total	**212**	**260**	**472**

Source: Documentation of SMA Muhammadiyah 1 Metro

b. Facilities and Infrastructure

Table 6

Building Condition of SMA Muhammadiyah 1 Metro

No	Names of Building	Total
1.	Headmaster Room	1
2.	Teacher Room	1
3.	Administration Room	1
4.	Class Room	21
5.	Library	1
6.	Physics Laboratory	1
7.	Chemist Laboratory	1
8.	Biology Laboratory	1
9.	Language Laboratory	1
10.	Computer Laboratory	1
11.	School Healthy Unit Room	1
12.	The Counselor Room	1
13.	Mosque	1

14	Mushola	1
15.	Canteen	1
16.	Boarding Room	2
17.	Kitchen	1
18.	Teachers' Toilet	2
19.	Students' Toilet	6
20.	Parking Bicycles/ Motorcycle	1

Source: Documentation of SMA Muhammadiyah 1 Metro

c. **Organization structure SMA Muhammadiyah 1 Metro**

Figure 1

Organization structure of SMA Muhammadiyah 1 Metro

```
                        ┌─────────────────┐
                        │    Dikdasmen     │
                        │    Assembly      │
                        └────────┬────────┘
                                 │
                        ┌─────────────────┐
                        │   Headmaster     │
                        │   Drs. Ruslani   │
                        └────────┬────────┘
              ┌─────────────────┐│
              │     School       ││
              │   Committee      ├┤
              └─────────────────┘│
```

| The Vice of Curriculum Sriyanto, S.Si | The Vice of Student Eko Suwarno, | The Vice of Facilities Ahkaf Fikri | The Vice of Public relation/ Al-Islam Rudion, S.Pd |

| Counselor Coordinator Diah Indriani, | Head of Administration Ariansa Deby |

| Laboratory Coordinator Dra. Suwarni | Head of Library Dra. Ristuning |

The Homeroom Teacher

Teacher

Student

d. The Map of SMA Muhammadiyah 1 Metro

Figure 2. The Map of SMA Muhammadiyah 1 Metro, Lampung

					Canteen	
Boarding For Female	Class room	Class room	Class room	Class room	Class room	Class room	Ware house

Boarding Kitchen	Class room	Class room	Library

Toilet		Parking Area				
Toilet						
Mosque						
Mushola	Class room	Class room	Class room	Class room	Class room	Class room

Toilet	Toilet

Toilet

Toilet

English Laboratory

Classroom

Field

Headmaster room | Administrartion room | Teachers room

Class room	Class room	Class room	Class room	Class room

English Laboratory

Chemistry Laboratory

Boarding For Male	Meeting room

Khairbras Street No. 65 Ganjarasri

N
W — E
S

B. The Description Data Result of Research

This research used classroom action research whose had purpose to improve the students' activity and the result of the study in SMA Muhammadiyah 1 Metro. It was conducted in two cycles. The researcher used Leading Question Technique to increase the students Writing Ability. In this research before the process of cycle one, the research conducted the pre-test on Thursday, November 30th 2017. The researcher gave a pre-test for the students to see how far the students' writing ability before the treatment was given. In pre-test activity, the researcher gave a test. The researcher gave the questions that were consist of essays. Then the result of pre-test could be seen on the table below:

Table 7
The Students' Pre-test Result of Writing Ability

NO	NAME	PRE-TEST	NOTE
1	AN	50	Incomplete
2	AFF	55	Incomplete
3	AMA	55	Incomplete
4	ANR	60	Incomplete
5	AS	80	Complete
6	DT	50	Incomplete
7	DPNR	60	Incomplete
8	EN	55	Incomplete
9	FMK	60	Incomplete
10	FAM	80	Complete
11	GP	45	Incomplete
12	HNAR	60	Incomplete
13	KW	60	Incomplete

14	MR	55	Incomplete
15	NKA	50	Incomplete
16	NQAA	60	Incomplete
17	NFA	40	Incomplete
18	NA	55	Incomplete
19	NFF	40	Incomplete
20	PIAS	80	Complete
21	RP	80	Complete
22	RN	65	Incomplete
23	SA	70	Complete
24	SSAZ	50	Incomplete
25	TW	65	Incomplete
Total Score		**1225**	
Average		**49**	
Highest Score		**80**	
Lowest Score		**25**	

Source: The result of Pre-test on November 30th 2017

Table 8
The Students' Scores of Pre-test
of Writing Ability

No	Scores	Frequency	Percentage (%)	Category
1	≥ 70	5	20%	Complete
2	< 70	20	80%	Incomplete
Total Students			**25**	

Source: the result of pre test on November 30th 2017

Graph 1

The Percentage of the students' scores of Pre-test
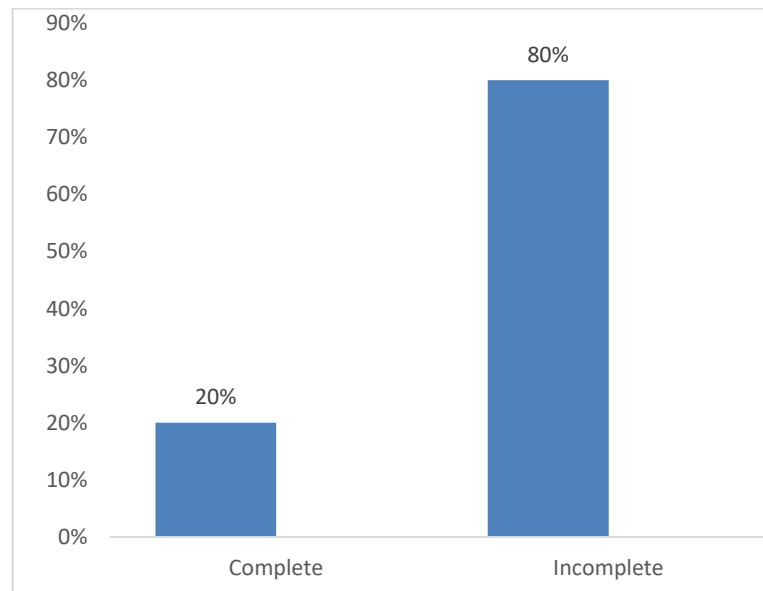
Based on table above, it can be seen just only 5 students got high mark and 20 students got low score. While standard minimum for English lesson in SMA Muhammadiyah 1 Metro at least 70. So, the researcher choose Leading Question Technique to improve their writing ability in SMA Muhammadiyah 1 Metro.

1. **Action and Learning Activity in cycle I**

   a. **The First Meeting**

   The first meeting was conducted on Wednesday, December 6th 2017, for 2x40 minutes. The steps of learning activity at the first meeting as follows:

a) Planning

In this step, the researcher prepared the lesson plan, material and media that would be used in teaching learning process. The material was descriptive text. The material included the definition, the generic structure, the language features and the example of recount text. Moreover, the researcher made an observation sheet that consists of list of students' name and list of the students' activities that will be observed during teaching learning process.

b) Acting

Acting is the second step in this research. The researcher conducted this cycle in two meetings. The schedule of action in this cycle is as follows:

Table 9

The Schedule of Action in Cycle 1

Meeting	Day/Date	Time
1st	Wednesday, December 6th2017	10.50 – 12.20 p.m
2nd	Thursday, December 7th 2017	10.50 – 12.20 p.m

The first meeting was conducted on Wednesday, December 6th2017, for 2x40 minutes. The meeting was started by praying, at the beginning of teaching learning process, the researcher greeted students by saying "Assalamualaikum wr.wb and good morning" and all of students answered by saying "Waalaikumsalam wr. Wb

and good morning miss". Then, the researcher asked about their condition first before checked attendance list.The condition of the class was less effective because the collaborator handed the class to make sure the students' effectiveness before the researcher was doing research in the class. It showed that some students gave their full nice attention to the researcher during the learning process. The researcher started the lesson by asking question about the students' daily activity.After that, the researcher explained material about recount text.

After finishing the explanation, the researcher gave the students a chance to ask question. He asked them "do you understand about recount text? Is there any question?" there was no comment of question from the students. Yes miss, the students answered. Then, the researcher asked students to read a text about "My Bad Day on Sunday", after it the researcher asked the student about the text. "dou you understand about the story?" There were some students understand about it. The researcher said "Let's make a recount text by using leading question. You have only write notes, furthermore you rewrite into a unified paragraph and become a recount text.You have answer my question one by one to make your own recount text.

In this session, the students were more active to follow the teaching learning process, because they enjoyed following the learning process. But, there were still some problem faced by

students. Such as many students just silent when the teacher gave a question, there were some students who were passive when learning process and some student difficult to understand and writing the story.

After 2 x 40 minutes the ball rang and the researcher closed the lesson and reminded the students that it would be discussed in the next meeting.

c) Observing

The observing was done by researcher during learning process; there was observation that had been done such as, observation on the student's activities.

b. The Second Meeting

The second meeting was conducted on Thursday, December 7th 2017, for 2x40 minutes. The steps of learning activity as follows:

1) Planning

a) Preparing the material of recount text.

b) Preparing the lesson plan.

c) Making the learning media.

d) Making instruments of data collection that are the observation sheet of the teacher's activities and the students'activities.

2) Acting

The meeting was done on Thursday, December 7th 2017. The researcher greeted the students and they answered it friendly. Then, the researcher checked the attendance list. The activity continued by giving some explanation about recount text. Then, the researcher asked students to read a text about "Came late to school", after it the researcher asked the student about the text. "dou you understand about the story?". Most of students did not understand. There were some students understand about it. The Teacher continued to explain about the structure and content in this text.

After finished to explain the material, the researcher asked to students to continued writing recount text through leading question in the class. The students were very enthusiast following the teachers' instructions. The researcher asked the students to write their experience. The researcher gave some leading question to help students, such as; What were you doing in your story?, What incidents do you dislike in your story?, With whom you at the time?. The students did it seriously. It seemed that the students' score will be increased. The score of post-test cycle 1 can be seen on the table below:

Table 10
Table of the result Score of Students' Writing Post-Test 1

NO	NAME	POST-TEST I	NOTE
1	AN	65	Incomplete
2	AFF	65	Incomplete
3	AMA	70	Complete
4	ANR	70	Complete
5	AS	65	Incomplete
6	DT	60	Incomplete
7	DPNR	60	Incomplete
8	EN	50	Incomplete
9	FMK	60	Incomplete
10	FAM	80	Complete
11	GP	75	Complete
12	HNAR	55	Incomplete
13	KW	80	Complete
14	MR	65	Incomplete
15	NKA	65	Incomplete
16	NQAA	65	Incomplete
17	NFA	60	Incomplete
18	NA	50	Incomplete
19	NFF	70	Complete
20	PIAS	65	Incomplete
21	RP	75	Complete
22	RN	75	Complete
23	SA	70	Complete
24	SSAZ	70	Complete

25	TW	70	Complete
Total Score		**1670**	
Average		**66,8**	
Highest Score		**80**	
Lowest Score		**50**	

Table 11
The Students' Scores of Post-Test 1
of Writing Ability

No	Scores	Frequency	Percentage (%)	Category
1	≥ 70	11	44%	Complete
2	< 70	14	56%	Incomplete
Total Students		**25**		

Source:the result of post test 1 on December 7th 2017

Graph 2

The Percentage of the students' scores of Post-Test 1
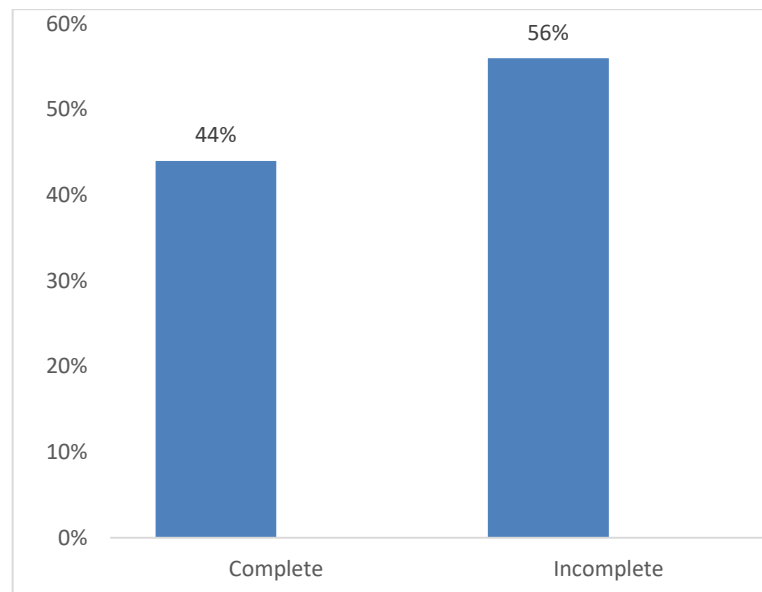
Based on the data above can be seen that 14 students were not successful and 11 students were successful. The criterion of students who was succesful in mastering the material was the students who got minimum mark 70. Learning process is said success, when 70% got mark above 70. The fact showed that the result was unsatisfactory.

3) Observing

While the treatment was given, observation was also conducted. Here, the researcher was as teacher and the English teacher was as a collaborator who observes the students' activities during teaching learning process.

After doing the treatment and observation, the researcher got the result of the students' learning activities from the collaborator as follows:

Table 12
The Students' Activities in Cycle I

No	Aspect Of The Research	Frequency	Percentage
1	Attention to teacher explanation	19	76%
2	Giving respond	12	48%
3	Making Notes	20	80%
4	Following Teacher Instruction	20	80%
5	Doing the task	25	100%
Total			384%
Average			77%

From table above, it was revealed that there were 19 students (76%) who paid attention to the teacher explanation, 12 students (48%) giving respond in learning process, 20 students (80%) made the notes from the material, 20 students (80%) Following Teacher Instruction and 25 students doing the task, the average from the cycle 1 77%

According to the result of observation above, it can be concluded that the learning process was sufficient. The weaknesses in the implementation of the learning process in cycle I were the some studentmade noisy and still confuse with the material was given.

4) Reflecting

From the result of cycle I, it showed that there was an improving of the result at pre-test and post-test 1. The students was interested enough in learning process, but the research should be continued to the next cycle because the condition of learning process still uncontrolled, some students still did not focus on the material and made the class noisy and the students' average have not achieved the minimum mastery criteria yet.

Based on the analyzing above, the researcher concluded that this research should be continuing in cycle II.

2. **Action and Learning Activity in cycle II**

The actions in the cycle 2 consist of 2 meetings, one meeting for the action, and one meeting for the test 2 as follows:

a. **The First Meeting**

1) Planning

In the planning of cycle 2, the researcher and collaborator discussed about some of problems that found in cycle 1. Therefore, in this step the researcher would to prepare the lesson plan, material and media that would be used in teaching learning process. The material was recount text. The material included the definition, the generic structure, and the example of recount text. Moreover, the researcher made an observation sheet that consists of list of students' name and list of the

students' activities that will be observed during teaching learning process.

2) Acting

In this session, they were looked more enthusiasm and more active in following the learning process. They more asked the question or answered it. They also could deliver their result discussion well. The first meeting was done on Wednesday, December 13th 2017. At the beginning of the class, the researcher greeted the students friendly. The students answered it friendly also.

The learning process in the cycle 2 was focused on the weakness of cycle 1. The researcher found the students' problems were in finding the main idea and drawing conclussion the text. The researcher asked about the previous material before she explained more about it. After that, the researcher explained again what is recount text and how to understand it. Then, the researcher gave an example of recount text.

Next, the researcher gave a text about My Vacation with My Beloved People. The student read the text, and then researcher asked student about the text. Most of student did not understand. The researcher said "The researcher said "Let's make a recount text by using leading question. You have only write notes, furthermore you rewrite into a unified paragraph

and become a recount text.You have answer my question one by one to make your own recount text. Then the students following the instructur that given by the researcher. The reasearcher control the students until they have been finished and ready to perform their text in front of class. The students looked very enthusiastic to write the text. In this second meeting, the students seemed more active than previous meeting.

Finally, the bell rang after 2 x 40 minutes. It means that the time was up and the researcher closed the lesson and reminded the students to study again about recount text.

b. The Second Meeting

In cycle II the meeting was conducted on Thursday, December 14th 2017, for 2x40 minutes. The steps of learning activity as follows:

1) Planning

In the planning of cycle II, the researcher and collaborator discussed about some of problems that found in cycle I. Therefore, in this step the researcher would to prepare the lesson plan, material and media that would be used in teaching learning process. The material was recount text. The material included the definition, the generic structure, and the example of recount text. Moreover, the researcher made an observation sheet that consists of list of students' name and list

of the students' activities that will be observed during teaching learning process.

2) Acting

In this session, they were looked more enthusiasm and more active in following the learning process. It can be showed from the students answered when the researcher said their conditions; the students answered the researchers' questions together.

The researcher gave the stimulus to the students to explore more about recount text. Teacher continued repeat material that was given in the previous meeting to remember the students more. Then, the researcher asked students to read a text about "Went Camping", after it the researcher explain about the structure and content in this text.

The researcher asked to the students what is they have difficulties when learning writing through leading question. But all of students answered they didn't have difficult in learning writing through leading question technique, they more enjoyed with that study.

After finished to explain the material, the researcher asked the students to write their experience. The researcher ask to the students, "Did you have a story about happy moment?", all the students answer "Yes, I have". The researcher asked one of the students to tell their experience. She gave some leading

question to help her e.g. When your experience happened?,Where your experience happened?,What were you doing in your story?, Did you met with the people who makes you happy?, Did you went to the place who makes you happy?, Were you happy in the moment?, Of course, you can not forget your experience, isn't it?. She was very enthusiastic in giving her answers because she tried to remember her experience.

While the students did the task, the researcher went around the class to maintain its order and helped the students who were still having trouble with the material which was presented. In this cycle, the students wrote recount text through leading question and presented it was be better than before.

After that, the researcher asked the students to revise their writing of recount text in order to get better result. Then the researcher evaluated the task of students' writing recount text. the researcher gave the conclusion about the material that was given to the students. The score of post-test cycle II can be seen on the table below:

Table 13
Table of the result Score of Students' Writing Ability Post Test 2

NO	NAME	POST-TEST 2	NOTE
1	AN	65	Incomplete
2	AFF	65	Incomplete
3	AMA	80	Complete
4	ANR	80	Complete

5	AS	70	Complete
6	DT	60	Incomplete
7	DPNR	65	Incomplete
8	EN	65	Incomplete
9	FMK	80	Complete
10	FAM	80	Complete
11	GP	80	Complete
12	HNAR	65	Incomplete
13	KW	85	Complete
14	MR	70	Complete
15	NKA	70	Complete
16	NQAA	85	Complete
17	NFA	80	Complete
18	NA	70	Complete
19	NFF	70	Complete
20	PIAS	70	Complete
21	RP	75	Complete
22	RN	80	Complete
23	SA	80	Complete
24	SSAZ	80	Complete
25	TW	75	Complete
Total Score		**1845**	
Average		**73,8**	
Highest Score		**85**	
Lowest Score		**60**	

Table 14
The Students' Scores of Post-Test 2
of Writing Ability

No	Scores	Frequency	Percentage (%)	Category
1	≥ 70	19	76%	Complete
2	< 70	6	24%	Incomplete
Total Students			**25**	

Source:the result of post test 2 on December 14th 2017

Graph 3

The Percentage of The Students' Scores of Post-Test 2
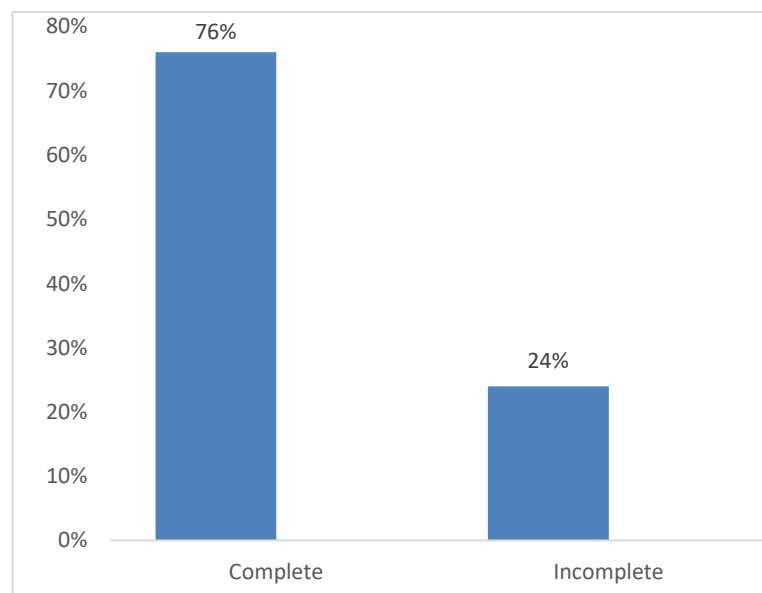
Based on the table above, it could be seen that the students'
average score in post-test II was 73,8. The highest score was 85
and the lowest score was 60. According to minimum mastery
criteria (MMC). There were 19 students (76%) whose the scores of
post-test completed the minimum mastery criteria (MMC). Most of
the students could improve their writing ability. It means that cycle
II was successful.

3) Observing

In this stage, the observation was done by the researcher. There were some observations that had been done such as; observation on the students activities, and observation on the result of the evaluation.

The observing was done by the researcher that is presented in meeting in cycle II. After doing the treatment and observation, the researcher got the result of the students' learning activities from the collaborator as follows:

Table 15
The Students' Activities Result In Cycle II

No	Aspect Of The Research	Frequency	Percentage
1	Attention to teacher explanation	21	84%
2	Giving respond	14	56%
3	Making Notes	22	88%
4	Following Teacher Instruction	23	92%
5	Doing the task	25	100%
Total			420%
Average			84%

From table above, it was revealed that there were 21 students (84%) who paid attention to the teacher explanation, 14 students (56%) giving respond, 22 students (88%) made the notes from the material, 23 (92%) following Teacher Instruction and 25 students (100%) doing the task. Based on table above, it can be seen that the activity of the students is better than before and there was increase from the cycle I and cycle II. It is from the average of

the cycle I about 77% to be 84%,it could be concluded that the learning process was succesfull. It can be inferred that the learning process has done well and the students were active in the class than cycle I.

Based on the result of sstudents' activities in cycle I and cycle II, the researcher indicated that learning process in cycle II was succesful. This table was made to describe the comparison of the students' activities in cycle I and cycle II.

Table 16

The table of students' activities in Cycle I and Cycle II

No	Students' Activities	Cycle I		Cycle II	
		F	Percentage	F	Percentage
1	The students pay attention to the teacher explanation	19	76%	21	84 %
2	The Students giving respond from the teacher explanation	12	48%	14	56%
3	The students making notes	20	80%	22	88 %
4	The students are Following the teacher instruction	20	80%	23	92%
5	The students are able to do the task	25	100%	25	100 %

4) Reflecting

The result of cycle II is better than cycle I, it can be seen that the most of the students have not difficulty to write the text. It happened because the student made a leading question to get more idea or information. The students have serious in doing the assignment. In this meeting, most of the students got good score. It

happened caused the teacher and the researcher has revised and increased the teaching and learning process in cycle I. In the cycle II, the students were also active to do the assignment and test than before.

Finally, the researcher concluded that the problem had been solved by using leading question technique. The teacher help student to able write the text by made leading question, so they was easy to understand and write a text. And their writing ability were improving.

C. Interpretation

1. The Result of Pre Test

To see the students' writing ability before implementing the treatment, the researcher conducted the pre-test. It carried out on Thursday, November 30th 2017.

Based on the result of the students' pre-test, just 5 students passed the Minimum Mastery Criteria that was 70. In pre-test, the researcher found the students' problem such as they still confused to write the text. The problem could be seen by the students' score in pre-test. There were 20 students who got score less than 70. It showed that the result of students' writing ability was still low. So, it needs improvement by using Leading Question technique.

2. Action and Learning Result at Cycle I

English learning process at cycle I was successful enough, although the students' average mark is low. Nevertheless, there was an

improvement mark of the students post test 1 than pre-test mark. This

is the illustration mark in cycle I.

Table 17
The Result Mark of Students' Pre-test and Post-test 1

No	Student's Code	Students Result			Category
		Pre test	Post test 1	Improve	
1	AN	65	65	0	Constant
2	AFF	60	65	5	Improve
3	AMA	50	70	20	Improve
4	ANR	25	70	45	Improve
5	AS	40	65	25	Improve
6	DT	55	60	5	Improve
7	DPNR	55	60	5	Improve
8	EN	50	60	10	Improve
9	FMK	60	60	0	Constant
10	FAM	45	80	35	Improve
11	GP	75	80	5	Improve
12	HNAR	35	55	20	Improve
13	KW	80	80	0	Constant
14	MR	35	65	30	Improve
15	NKA	40	65	25	Improve
16	NQAA	45	65	20	Improve
17	NFA	50	60	10	Improve
18	NA	30	50	20	Improve
19	NFF	30	70	40	Improve
20	PIAS	40	65	25	Improve
21	RP	60	75	15	Improve
22	RN	40	75	35	Improve
23	SA	70	70	0	Constant
24	SSAZ	40	70	15	Improve
25	TW	50	70	30	Improve
Total		1225	1670		
Average		49	66,8		

Source: the result of pre test and post test 1

Table 18
The Recapitulation of Students' Complete Score of Pre-test and Post-test 1

Mark	Pre-Test		Post-Test 1		Category
	F	%	F	%	
≥ 70	5	20%	11	44%	Complete
Total Students			25		
Percentage			100%		

Graph 4
The Complete Percentage of the Students' Mark on Pre-test and Post-test 1
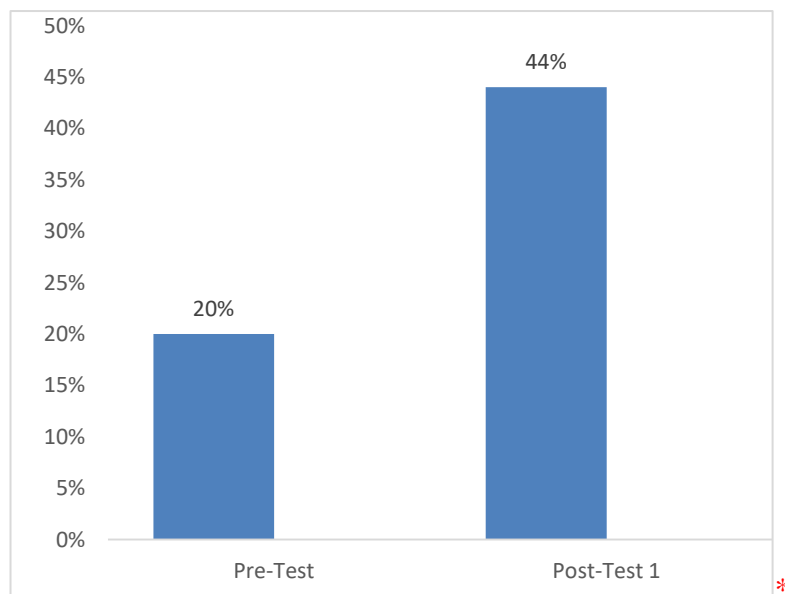
1. **Action and Learning Result at Cycle II**

   Teaching and learning process at cycle II was on climax situation. The students mark was improve significantly and the condition in the class conducive.

Table 19
The Result Mark of Students' Post test 1 and Post-test 2

NO	Student's Code	Students Result			Category
		Post test 1	Post test 2	Improve	
1	AN	65	65	0	Constant
2	AFF	65	65	0	Constant
3	AMA	70	80	10	Improve

4	ANR	70	80	10	Improve
5	AS	65	70	5	Improve
6	DT	60	60	0	Constant
7	DPNR	60	65	5	Improve
8	EN	60	65	5	Improve
9	FMK	60	80	20	Improve
10	FAM	80	80	0	Constant
11	GP	80	80	0	Constant
12	HNAR	55	65	10	Improve
13	KW	80	85	5	Improve
14	MR	65	70	5	Improve
15	NKA	65	70	5	Improve
16	NQAA	65	85	20	Improve
17	NFA	60	80	20	Improve
18	NA	50	70	20	Improve
19	NFF	70	70	0	Constant
20	PIAS	65	70	5	Improve
21	RP	75	75	0	Constant
22	RN	75	80	5	Improve
23	SA	70	80	10	Improve
24	SSAZ	70	80	10	Improve
25	TW	70	75	5	Improve
Total		1670	1845		
Average		66,8	73,8		

Source: the result of post test 1 and post test 2

Table 20
The Recapitulation of Students' Complete Score of Post-test 1 and Post-test 2

Mark	Post-Test 1		Post-Test 2		Category
	F	**%**	**F**	**%**	
≥ 70	**11**	**44%**	**19**	**76%**	**Complete**
Total Students			**25**		
Percentage			**100%**		

Graph 5
The Complete Percentage of the Students' Mark on Post-test 1 and Post-test 2
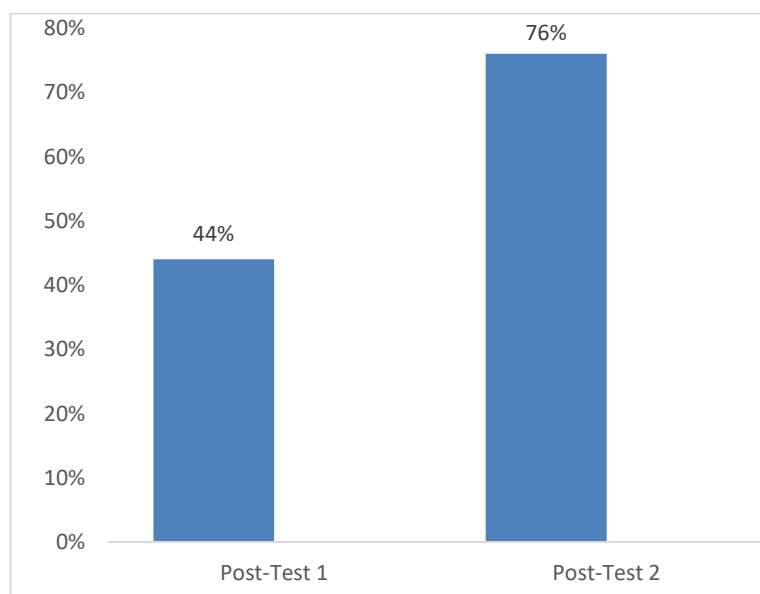
Table 21
The Result Mark of Students' Pre test, Post test 1 and Post-test 2

NO	Student's Code	Students Result			Category
		Pre test	Post test 1	Post test 2	
1	AN	65	65	65	Constant
2	AFF	60	65	65	Improve
3	AMA	50	70	80	Improve
4	ANR	25	70	80	Improve
5	AS	40	65	70	Improve
6	DT	55	60	60	Improve
7	DPNR	55	60	65	Improve

8	EN	50	60	65	Improve
9	FMK	60	60	80	Improve
10	FAM	45	80	80	Improve
11	GP	75	80	80	Improve
12	HNAR	35	55	65	Improve
13	KW	80	80	85	Improve
14	MR	35	65	70	Improve
15	NKA	40	65	70	Improve
16	NQAA	45	65	85	Improve
17	NFA	50	60	80	Improve
18	NA	30	50	70	Improve
19	NFF	30	70	70	Improve
20	PIAS	40	65	70	Improve
21	RP	60	75	75	Improve
22	RN	40	75	80	Improve
23	SA	70	70	80	Improve
24	SSAZ	40	70	80	Improve
25	TW	50	70	75	Improve
Total		1225	1670	1845	
Average		49	66,8	73,8	

Source: the result of pretest, post test 1 and post test 2

Table 22
The Recapitulation of Students' Complete Score of Post-test 1 and Post-test 2

Mark	Pre-Test		Post-Test 1		Post Test 2		Category
	F	%	F	%	F	%	
≥ 70	5	20%	11	44%	19	76%	Complete
Total Students			25				
Percentage			100%				

Graph 6
The Complete Percentage of the Students' Mark on Pre-test, Post-test 1, and Post-test 2
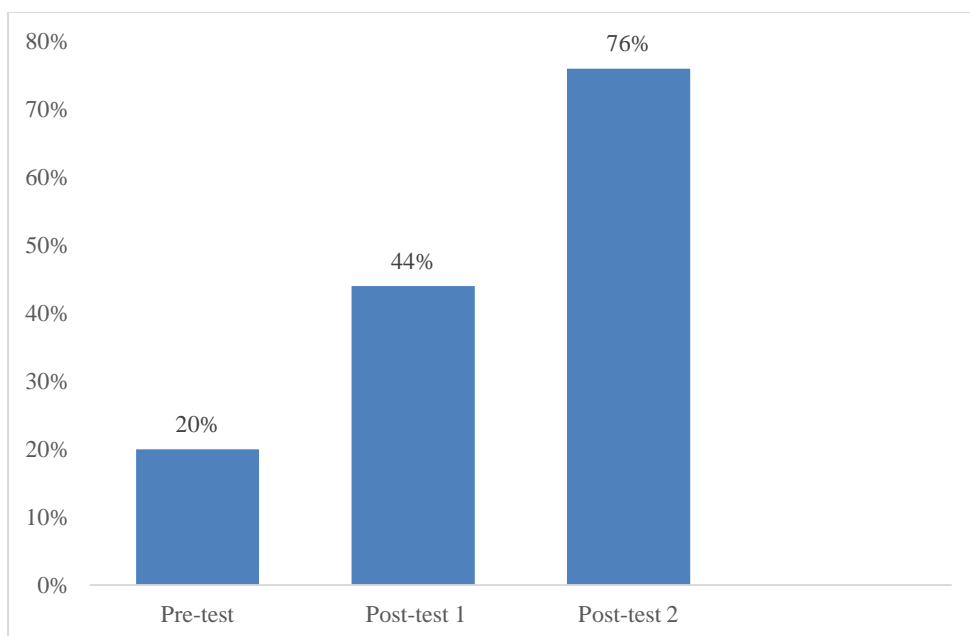
Source: the result of pretest, post test 1 and post test 2

2. The Result of the Students' Activity

This observation sheet result was gotten when the learning process happened by the researcher. The result of the students' activities in cycle I and cycle II can be seen as follow:

Table 23
The Result of The Students' Activity in Cycle I&II

No	Name	Cycle 1	Cycle II
1	AN	3	3
2	AFF	4	4
3	AMA	4	4
4	ANR	4	4
5	AS	4	4

6	DT	3	4
7	DPNR	3	3
8	EN	4	5
9	FMK	4	4
10	FAM	3	5
11	GP	5	5
12	HNAR	3	3
13	KW	4	5
14	MR	4	4
15	NKA	4	4
16	NQAA	4	5
17	NFA	5	5
18	NA	5	5
19	NFF	4	4
20	PIAS	3	3
21	RP	4	5
22	RN	3	4
23	SA	3	4
24	SSAZ	4	5
25	TW	4	4
Total		95	105
Average		3,8	4,2

Source: the result of students' activities in cycle I and II

Table 24
The Percentage of Students' Result Activity in Cycle I and Cycle II

No	Students' Activities	Cycle I		Cycle II		Improving
		F	Percentage	F	Percentage	
1	The students pay attention to the teacher explanation	19	76%	21	84 %	8 %
2	The Students giving respond from the teacher explanation	12	48%	14	56%	8%
3	The students making notes	20	80%	22	88 %	8 %
4	The students are Following the teacher instruction	20	80%	23	92%	12 %
5	The students are able to do the task	25	100%	25	100 %	0

Graph 7
The Comparison of Percentage Students' Activity in Cycle I and Cycle II
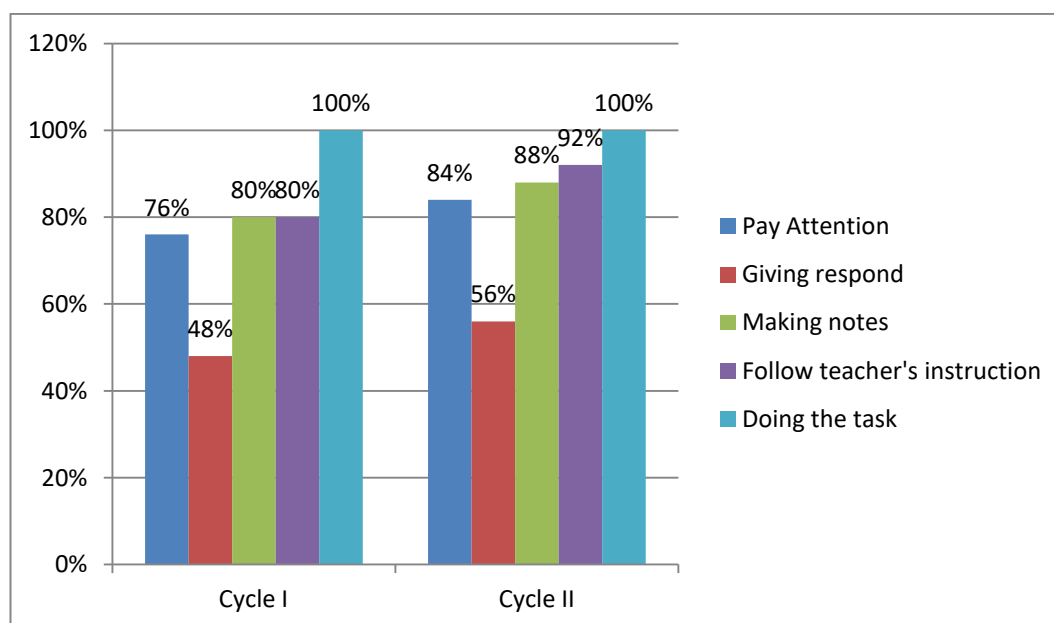
Based on the table and graphic above, it could be concluded that there was an improving of students' activities during the learning process

of cycle I and cycle II through using leading question technique. It means that leading question technique had positive effect to improve the teaching learning process.

Related this research until cycle II, the result mark and the result activities of the students was achieved the target that was decided on indicator of success 70% from students got minimum mark 70. Based on the result of this research was known that more than 70% from the students got minimum mark 70. So, it can be said that this research was finish and didn't need to be continued to the next cycle.

D. Discussion

In teaching writing at the grade of SMA Muhammadiyah 1 Metro based on pre-survey there were some problems, such as some students' difficulties to understand about text in writing ability. The researcher choose leading question technique to improve the students' writing ability.

Based on the explanation of cycle I and cycle II, it could be inferred that the use of leading question technique could improve the students' writing ability. There was a progress average score from pre-test was 49, post-test I was 66,8 and become 73,8 in post-test II. We could be seen that there was an improvement on the average score and total of the students who passed the test from pre-test, post-test I and post-test II.

In improving the students' writing ability, the researcher used leading question technique to teach the students' writing ability and made the students more understand recount text in writing also interested in

learning english writing. The students' score improved because the students' had learned by leading question technique. It is a technique for learning individual to make the students easier to explore their ideas, feeling and also their experience, so that the students got some ability and improved writing ability.

Moreover, the researcher used the leading question technique which could be improve the students' writing ability. The researcher gave more question about leading question which contained of recount text. The researcher choose one of the students to answer the question from the researcher. All of students made a text from the question based on their experince. This activity was did until the end of the meeting. After did the the cycle I, and cycle II the students' writing ability improve because the researcher used leading question technique.

CHAPTER V

CONCLUSION AND SUGGESTION

A. CONCLUSION

In teaching writing at the grade of SMA Muhammadiyah 1 Metro based on pre-survey there were some problems, such as some students' difficulties to understand about text in writing ability. The researcher choose leading question technique to improve the students' writing ability.

Based on the explanation of cycle I and cycle II, it could be inferred that the use of leading question technique could improve the students' writing ability. There was a progress average score from pre-test was 49, post-test I was 66,8 and become 73,8 in post-test II. We could be seen that there was an improvement on the average score and total of the students who passed the test from pre-test, post-test I and post-test II.

In improving the students' writing ability, the researcher used leading question technique to teach the students' writing ability and made the students more understand recount text in writing also interested in learning english writing. The students' score improved because the students' had learned by leading question technique. It is a technique for learning individual to make the students easier to explore their ideas, feeling and also their experience, so that the students got some ability and improved writing ability.

Moreover, the researcher used the leading question technique which could be improve the students' writing ability. The researcher gave more question about leading question which contained of recount text. The researcher choose one of the students to answer the question from the researcher. All of students made a text from the question based on their experince. This activity was did until the end of the meeting. After did the the cycle I, and cycle II the students' writing ability improve because the researcher used leading question technique.

B. SUGGESTION

Based on the result of the research, the researcher would like to give some suggestions as follows:

1. For Headmaster

    It is suggested to headmaster to support using leading question technique in learning process for another teacher because it could improve the students' writing ability and the students to be more active.

2. For English Teacher

    The teacher should be more creative to motivate the students in learning English and could include Leading Question as technique in teaching process, especially in writing class, in order to engage the students to be active in learning process.

3. For Student

    The students should be more active in learning English by discipline and entry the classroom diligently. Therefore the students

can understand and comprehend the material which teacher has given and improved their ability especially in writing ability.

4. For Other Researcher

   The researcher suggests other researcher who want to develop this study to include other ability in learning English, such as speaking, listening, or reading as well as involve different subjects or type.

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APPENDICES

SILABUS SMA/MA

Mata Pelajaran **: BAHASA INGGRIS - WAJIB**

Kelas **: X**

Kompetensi Inti **:**

KI 1 :Menghayati dan mengamalkan ajaran agama yang dianutnya

KI 2 : Menghayati dan mengamalkan perilaku jujur, disiplin, tanggungjawab, peduli (gotong royong, kerjasama, toleran, damai), santun, responsif dan pro-aktif dan menunjukkan sikap sebagai bagian dari solusi atas berbagai permasalahan dalam berinteraksi secara efektif dengan lingkungan sosial dan alam serta dalam menempatkan diri sebagai cerminan bangsa dalam pergaulan dunia

KI 3 : Memahami, menerapkan, menganalisis pengetahuan faktual, konseptual, prosedural berdasarkan rasa ingin tahunya tentang ilmu pengetahuan, teknologi, seni, budaya, dan humaniora dengan wawasan kemanusiaan, kebangsaan, kenegaraan, dan peradaban

terkait penyebab fenomena dan kejadian, serta menerapkan pengetahuan prosedural pada bidang kajian yang spesifik sesuai dengan bakat dan minatnya untuk memecahkan masalah.

KI 4   : Mengolah, menalar, dan menyaji dalam ranah konkret dan ranah abstrak terkait dengan pengembangan dari yang dipelajarinya di sekolah secara mandiri, dan mampu menggunakan metoda sesuai kaidah keilmuan

Kompetensi Dasar	Materi Pokok	Pembelajaran	Penilaian	Alokasi Waktu	Sumber Belajar
1.1.Mensyukuri kesempatan dapat mempelajari bahasa Inggris sebagai bahasa pengantar komunikasi international yang diwujudkan	**Teks *recount* lisan dan tulis, sederhana, tentang pengalaman/kegiatan/ kejadian/peristiwa**. *Fungsi sosial* Meneladani, membanggakan,	**Mengamati** • Siswa menyimak berbagai contoh teks recount tentang pengalaman/kegiatan/kejadianb/peristiwa yang diberikan/ diperdengarkan guru • Siswa mengamati fungsi sosial, struktur dan unsur	Kriteria penilaian: • Pencapaian fungsi sosial • Kelengkapan dan keruntutan struktur teks recount • Ketepatan unsur kebahasaan: tata bahasa, kosa kata,	7 x 2 JP	• Audio CD/ VCD/DVD • SUARA GURU • Koran/ majalah berbahasa Inggris

dalam semangat belajar 2.3 Menunjukkan perilaku tanggung jawab, peduli, kerjasama, dan cinta damai, dalam melaksanakan komunikasi fungsional 3.9. Menganalisis fungsi sosial, struktur teks, dan unsur kebahasaan pada teks *recount* sederhana tentang pengalaman/kejad	bertindak teratur, teliti dan disiplin, melaporkan. *Struktur* a. Menyebutkan tindakan/ peristiwa/kejad ian secara umum b. Menyebutkan urutan tindakan/ kejadian/perist iwa secara kronologis, dan runtut	kebahasaannya • Siswa belajar menentukan gagasan pokok, informasi rinci dan informasi tertentu dari teks recount **Mempertanyakan (questioning)** • Dengan bimbingan dan arahan guru, siswa mempertanyakan antara lain perbedaan berbagai teks tentang pengalaman/kejadian/peristi wa yang ada dalam bahasa Inggris, perbedaan teks dalam bahasa Inggris dengan yang ada dalam bahasa	ucapan, tekanan kata, intonasi, ejaan, dan tulisan tangan • Kesesuaian format penulisan/ penyampaian **Cara Penilaian** **Unjuk kerja** • Melakukan monolog dalam bentuk recount dalam kelompok / berpasangan/ didepan kelas • Ketepatan dan kesesuaian dalam menggunakan		• www.dailyen glish.com • http://americ anenglish.stat e.gov/files/ae /resource_file s • http://learnen glish.britishc ouncil.org/en /

ian/peristiwa, sesuai dengan konteks penggunaannya. 4.13. Menangkap makna dalam teks *recount* lisan dan tulis sederhana. 4.14. Menyusun teks *recount* lisan dan tulis sederhana tentang pengalaman/ kegiatan/kejadian /peristiwa, dengan	c. Jika perlu, ada kesimpulan umum. *Unsur kebahasaan* (1) Kata-kata terkait dengan perjuangan hidup, profesionalis me dalam bekerja, kejadian/peris tiwa yang sedang banyak dibicarakan.	Indonesia,. • Siswa mempertanyakan mengenai gagasan pokok informasi rinci dan informasi tertentu dalam recount **Mengeksplorasi** • Siswa mencari beberapa text recount dari berbagai sumber. • Siswa berlatih menemukan gagasan pokok, informasi rinci dan informasi tertentu dari teks • Siswa membacakan teks recount kepada teman dengan menggunakan unsur kebahasaan yang tepat • Siswa berlatih menysun	struktur teks dan unsur kebahasaan dalam teks recount **Pengamatan (observations):** Bukan penilaian formal seperti tes, tetapi untuk tujuan memberi balikan. Sasaran penilaian: - kesantunan saat melakukan tindakan - perilaku tanggung jawab, peduli, kerjasama, dan cinta damai, dalam melaksanakan komunikasi		

| memperhatikan fungsi sosial, struktur teks, dan unsur kebahasaan, secara benar dan sesuai dengan konteks | (2) Penyebutan kata benda

(3) Ejaan dan tulisan tangan dan c etak yang jelas dan rapi

(4) Ucapan, tekanan kata, intonasi, ketika mempresentas ikan secara lisan

(5) Rujukan kata

Topik

Keteladanan | kalimat-kalimat yang diberikan menjadi text recount.

• Siswa secara berkelompok menuliskan /menyalin teks *recount* lisan dan tulis, sederhana, tentang pengalaman/kegiatan/ kejadian/peristiwa dengan memperhatikan fungsi sosial, struktur, dan unsur kebahasaan dengan runtut

Mengasosiasi

• Secara berpasangan siswa saling menganalisis teks *recount* tulis dengan fokus | - Kesungguhan siswa dalam proses pembelajaran di setiap tahapan

- Ketepatan dan kesesuaian menggunakan strategi dalam membaca

Portofolio

• Kumpulan catatan kemajuan belajar berupa catatan atau rekaman monolog teks recount.

• Kumpulan karya siswa yang | | |

| | tentang perilaku kewirausahaan, daya juang, percaya diri, tanggung jawab, disiplin. | pada fungsi sosial, struktur, dan unsur kebahasaan.

• Siswa mendiskusikan gagasan pokok, informasi rinci dan informasi tertentu dari teks.

• Siswa memperoleh balikan (*feedback*) dari guru dan teman tentang hasil analisis yang disampaikan dalam kerja kelompok.

Mengkomunikasikan

• Siswa membuat teks recount sederhana tentang keteladanan dengan memperhatikan fungsi sosial, struktur dan unsur | mendukung proses penulisan teks recount berupa: draft, revisi, editing sampai hasil terbaik untuk dipublikasi

• Kumpulan hasil tes dan latihan.

• Catatan atau rekaman penilaian diri dan penilaian sejawat, berupa komentar atau cara penilaian lainnya

Penilaian Diri dan Penilaian Sejawat

• Bentuk: diary, jurnal, format | | |

		kebahasaannya.	khusus, komentar, atau bentuk penilaian lain		
		• Siswa mempresentasikannya di kelas	• Siswa diberikan pelatihan sebelum dituntut untuk melaksanakannya.		
		• Siswa membuat kliping teks recount dengan menyalin dari beberapa sumber.			
		• Siswa membuat jurnal belajar (*learning journal*)			

Metro,   Desember 2017

Mengetahui

Guru Mata Pelajaran   Peneliti

NGADERI, S.Pd.   **DESI IKA PERTIWI**

NIP. 197307052000121005   **NPM. 13106847**

Mengetahui

Kepala Sekolah SMA Muhammadiyah 1 Metro

Drs. RUSLANI

RENCANA PELAKSANAAN PEMBELAJARAN 1
(RPP)

Nama Sekolah : **SMA MUHAMMADIYAH 1 METRO**

Kelas/Semester : **X/I**

Mata Pelajaran : **Bahasa Inggris**

Tema : **Recount Text**

Alokasi Waktu : **1 x 2 JP**

A. Kompetensi Inti

1. Menghayati dan mengamalkan ajaran agama yang dianutnya.

2. Menghayati dan mengamalkan perilaku jujur, disiplin, tanggung jawab, peduli (gotong royong, kerjasama, toleran, damai), santun, responsive dan proaktif dan menunjukkan sikap sebagai bagian dari solusi atas berbagai permasalahan dalam berinteraksi secara efektif dengan lingkungan sosial dan alam serta dalam menempatkan diri sebagai cerminan bangsa dalam pergaulan dunia.

3. Memahami, menerapkan, menganalisis pengetahuan faktual, konseptual, prosedural berdasarkan rasa ingin tahunya tentang ilmu pengetahuan, teknologi, seni, budaya, dan humaniora dengan wawasan kemanusiaan, kebangsaan, kenegaraan, dan peradaban terkait penyebab fenomena dankejadian, serta menerapkan pengetahuan procedural pada bidang kajian yang spesifik sesuai dengan bakat dan minatnya untuk memecahkan masalah.

4. Mengolah, menalar, dan mnyaji dalam ranah kongret dan ranah abstrak terkait dengan pengembangan dari yang di pelajarinya di sekolah secara mandiri, dan mampu menggunakan metode sesuai kaidah keilmuan.

B. Kompetensi Dasar

1.1. Mensyukuri kesempatan dapat mempelajari bahasa Inggris sebagai bahasa pengantar komunikasi international yang diwujudkan dalam semangat belajar

2.3. Menunjukkan perilaku tanggung jawab, peduli, kerjasama, dan cinta damai, dalam melaksanakan komunikasi fungsional

3.9. Menganalisis fungsi sosial, struktur teks, dan unsur kebahasaan pada teks *recount* sederhana tentang pengalaman/kejadian/peristiwa, sesuai dengan konteks penggunaannya.

4.13 Menangkap makna dalam teks *recount* lisan dan tulis sederhana.

4.14 Menyusun teks *recount* lisan dan tulis sederhana tentang pengalaman / kegiatan /kejadian / peristiwa, dengan memperhatikan fungsi sosial, struktur teks, dan unsur kebahasaan, secara benar dan sesuai dengan konteks.

C. Indikator Pencapaian Kompetensi

1. Mensyukuri Memahami teks lisan memaparkan, menanyakan, dan merespons pemaparan jati diri.
2. Mengucapkan teks lisan memaparkan, menanyakan, danm erespons pemaparan jati diri.
3. Memahami teks tulis memaparkan, menanyakan, dan merespons pemaparan jati diri.
4. Menyusun teks tulis memaparkan, menanyakan, dan merespons pemaparan jati diri.

D. Tujuan Pembelajaran

Selama dan setelah proses pembelajaran melalui teknik leading question Peserta didik dapat:

1. Memahami teks lisan memaparkan, menanyakan, dan merespons pemaparan jati diri.
2. Mengucapkan teks lisan memaparkan, menanyakan, dan merespons pemaparan jati diri.
3. Memahami teks tulis memaparkan, menanyakan, dan merespons pemaparan jati diri.
4. Menyusun teks tulis memaparkan, menanyakan, dan merespons pemaparan jati diri.

E. Materi Pembelajaran

Contoh Teks Recount tentang Bad Experience

My Bad Day on Sunday

Orientation

I had a terrible day yesterday. First, I woke up an hour late because my alarm clock didn't go off. Then, I was in such a hurry that I burned my hand when I was making breakfast. After breakfast, I got dressed so quickly that I forgot to wear socks.

Event

Next, I ran out of the house trying to get the 9:30 bus, but of course I missed it. I wanted to take a taxi, but I didn't have enough money. Finally, I walked the three miles to my school only to discover that it was Sunday!

Re-orientation

I hope I never have a day as the one I had yesterday.

☐ Struktur

a. Menyebutkan tindakan/ peristiwa/kejadian secara umum

b. Menyebutkan urutan tindakan/ kejadian/peristiwa secara kronologis, dan runtut

c. Jika perlu, ada kesimpulan umum..

☐ Unsur kebahasan : Ucapan, tekanan kata, intonasi.

F. Metode Pembelajaran/ Teknik

Teknik yang digunakan adalah Leading Question Technique.

G. Kegiatan Pembelajaran

a. Kegiatan awal

- Peserta didik merespon salam dan pertanyaan dari guru berhubungan dengan kondisi mereka.
- Peserta didik menerima informasi kompetensi, materi, tujuan dan langkah pembelajaran yang akan dilaksanakan.

b. Kegiatan Inti

1. Mengamati
   - Siswa menyimak berbagai contoh teks recount tentang pengalaman/kegiatan/kejadian/peristiwa yang diberikan/ diperdengarkan guru
   - Siswa mengamati fungsi sosial, struktur dan unsur kebahasaannya
   - Siswa belajar menentukan gagasan pokok, informasi rinci dan informasi tertentu dari teks recount

2. Mempertanyakan (questioning)
   - Dengan bimbingan dan arahan guru, siswa mempertanyakan antara lain perbedaan berbagai teks tentang pengalaman/kejadian/peristiwa yang ada

dalam bahasa Inggris, perbedaan teks dalam bahasa Inggris dengan yang ada dalam bahasa Indonesia,.

- Siswa mempertanyakan mengenai gagasan pokok informasi rinci dan informasi tertentu dalam recount

3. Mengeksplorasi

- Siswa mencari beberapa text recount dari berbagai sumber.
- Siswa berlatih menemukan gagasan pokok, informasi rinci dan informasi tertentu dari teks
- Siswa membacakan teks recount kepada teman dengan menggunakan unsur kebahasaan yang tepat
- Siswa berlatih menysun kalimat-kalimat yang diberikan menjadi text recount.
- Siswa secara berkelompok menuliskan /menyalin teks *recount* lisan dan tulis, sederhana, tentang pengalaman/kegiatan/ kejadian/peristiwa dengan memperhatikan fungsi sosial, struktur, dan unsur kebahasaan dengan runtut

4. Mengasosiasi

- Secara berpasangan siswa saling menganalisis teks *recount* tulis dengan fokus pada fungsi sosial, struktur, dan unsur kebahasaan.
- Siswa mendiskusikan gagasan pokok, informasi rinci dan informasi tertentu dari teks.
- Siswa memperoleh balikan (*feedback*) dari guru dan teman tentang hasil analisis yang disampaikan.

5. Mengkomunikasikan

- Siswa membuat teks recount sederhana tentang keteladanan dengan memperhatikan fungsi sosial, struktur dan unsur kebahasaannya berdasarkan pertanyaan yang telah diberikan oleh guru.
- Siswa mempresentasikannya di kelas

c. **Kegiatan Penutup**

- Peserta didik bersama guru menyimpulkan materi yang telah diajarkan atau dipelajari hari ini.
- Guru memberi tugas kepada siswa tentang materi yang sudah diajarkan.
- Guru menyampaikan rencana pembelajaran pada pertemuan berikutnya.

H. Alat/Media/Sumber Belajar

1. Alat/Media

   - Papan tulis

   - Spidol

   - Kertas yang bertuliskan tentang pertanyaan seputar report text

2. Sumber Belajar

   - Buku paket yang relevan

     Buku Bahasa Inggris untuk SMA-MA/SMK Kelas X

I. Penilaian Hasil Belajar

1. Penilaian Proses

2. Penilaian Hasil

3. Pedoman penskoran

4. Indikator perkembangan sikap religius, tanggungjawab, peduli, responsif, dan santun

Metro,   November 2017

Mengetahui

Guru Mata Pelajaran   Peneliti

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Mengetahui

Kepala Sekolah SMA Muhammadiyah 1 Metro

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RENCANA PELAKSANAAN PEMBELAJARAN II

(RPP)

Nama Sekolah	**:**	**SMA MUHAMMADIYAH 1 METRO**
Kelas/Semester	**:**	**X/I**
Mata Pelajaran	**:**	**Bahasa Inggris**
Tema	**:**	**Recount Text**
Alokasi Waktu	**:**	**1 x 2 JP**

J. Kompetensi Inti

5.   Menghayati dan mengamalkan ajaran agama yang dianutnya.

6.   Menghayati dan mengamalkan perilaku jujur, disiplin, tanggung jawab, peduli (gotong royong, kerjasama, toleran, damai), santun, responsive dan proaktif dan menunjukkan sikap sebagai bagian dari solusi atas berbagai permasalahan dalam berinteraksi secara efektif dengan lingkungan sosial dan alam serta dalam menempatkan diri sebagai cerminan bangsa dalam pergaulan dunia.

7.   Memahami, menerapkan, menganalisis pengetahuan faktual, konseptual, prosedural berdasarkan rasa ingin tahunya tentang ilmu pengetahuan, teknologi, seni, budaya, dan humaniora dengan wawasan kemanusiaan, kebangsaan, kenegaraan, dan peradaban terkait penyebab fenomena dankejadian, serta menerapkan pengetahuan procedural pada bidang kajian yang spesifik sesuai dengan bakat dan minatnya untuk memecahkan masalah.

8.   Mengolah, menalar, dan mnyaji dalam ranah kongret dan ranah abstrak terkait dengan pengembangan dari yang di pelajarinya di sekolah secara mandiri, dan mampu menggunakan metode sesuai kaidah keilmuan.

K. Kompetensi Dasar

1.1. Mensyukuri kesempatan dapat mempelajari bahasa Inggris sebagai bahasa pengantar komunikasi international yang diwujudkan dalam semangat belajar

2.3. Menunjukkan perilaku tanggung jawab, peduli, kerjasama, dan cinta damai, dalam melaksanakan komunikasi fungsional

3.9. Menganalisis fungsi sosial, struktur teks, dan unsur kebahasaan pada teks *recount* sederhana tentang pengalaman/kejadian/peristiwa, sesuai dengan konteks penggunaannya.

4.13 Menangkap makna dalam teks *recount* lisan dan tulis sederhana.

4.14 Menyusun teks *recount* lisan dan tulis sederhana tentang pengalaman / kegiatan /kejadian / peristiwa, dengan memperhatikan fungsi sosial, struktur teks, dan unsur kebahasaan, secara benar dan sesuai dengan konteks.

L. Indikator Pencapaian Kompetensi

5. Mensyukuri Memahami teks lisan memaparkan, menanyakan, dan merespons pemaparan jati diri.
6. Mengucapkan teks lisan memaparkan, menanyakan, danm erespons pemaparan jati diri.
7. Memahami teks tulis memaparkan, menanyakan, dan merespons pemaparan jati diri.
8. Menyusun teks tulis memaparkan, menanyakan, dan merespons pemaparan jati diri.

M. Tujuan Pembelajaran

Selama dan setelah proses pembelajaran melalui teknik leading question Peserta didik dapat:

5. Memahami teks lisan memaparkan, menanyakan, dan merespons pemaparan jati diri.
6. Mengucapkan teks lisan memaparkan, menanyakan, dan merespons pemaparan jati diri.
7. Memahami teks tulis memaparkan, menanyakan, dan merespons pemaparan jati diri.
8. Menyusun teks tulis memaparkan, menanyakan, dan merespons pemaparan jati diri.

N. Materi Pembelajaran

Contoh Teks Recount tentang Happy Moment

My Vacation with My Beloved People

Orientation

One day, my sister named Putri said to me that she really wanted to go to the beach. So I promised her that the next week we would go to Mutun beach in Lampung.

Event

The next week, we prepared everything needed in the morning. We brought some foods and beverages, such as chocolate wafers, potato chips, water and orange juice. Before going to the beach, I ask our brother, Bayu, to join us. He agreed to join and we went there together with our parents. We went there by car. It took 3 hours to arrive there. Then, we bought tickets in the entrance gate. Before swimming, we changed our clothes first. We swam there for more than one hour. We felt so tired that we decided to eat the foods that we had brought. Next, three of us created a very big sand castle, while my parents were enjoying the beautiful scenery there. After that, we decided to go home because it was getting dark.

Re-orientation

On the way home, we still felt hungry. So we stopped at a restaurant to have dinner. I ordered sruit, Lampungnese traditional food, while my brother, my sister, and my parents ordered fried rice. After finished eating, we paid our bills. Then, we went home. We arrived at home at 9 o'clock. We were tired but we were absolutely happy.

□ Struktur

    d. Menyebutkan tindakan/ peristiwa/kejadian secara umum

    e. Menyebutkan urutan tindakan/ kejadian/peristiwa secara kronologis, dan runtut

    f. Jika perlu, ada kesimpulan umum..

□ Unsur kebahasan : Ucapan, tekanan kata, intonasi.

O. Metode Pembelajaran/ Teknik

Teknik yang digunakan adalah Leading Question Technique.

P. Kegiatan Pembelajaran

  d. Kegiatan awal

- Peserta didik merespon salam dan pertanyaan dari guru berhubungan dengan kondisi mereka.

- Peserta didik menerima informasi kompetensi, materi, tujuan dan langkah pembelajaran yang akan dilaksanakan.

e. Kegiatan Inti

6. Mengamati

- Siswa menyimak berbagai contoh teks recount tentang pengalaman/kegiatan/kejadian/peristiwa yang diberikan/ diperdengarkan guru
- Siswa mengamati fungsi sosial, struktur dan unsur kebahasaannya
- Siswa belajar menentukan gagasan pokok, informasi rinci dan informasi tertentu dari teks recount

7. Mempertanyakan (questioning)

- Dengan bimbingan dan arahan guru, siswa mempertanyakan antara lain perbedaan berbagai teks tentang pengalaman/kejadian/peristiwa yang ada dalam bahasa Inggris, perbedaan teks dalam bahasa Inggris dengan yang ada dalam bahasa Indonesia,.
- Siswa mempertanyakan mengenai gagasan pokok informasi rinci dan informasi tertentu dalam recount

8. Mengeksplorasi

- Siswa mencari beberapa text recount dari berbagai sumber.
- Siswa berlatih menemukan gagasan pokok, informasi rinci dan informasi tertentu dari teks
- Siswa membacakan teks recount kepada teman dengan menggunakan unsur kebahasaan yang tepat
- Siswa berlatih menysun kalimat-kalimat yang diberikan menjadi text recount.
- Siswa secara berkelompok menuliskan /menyalin teks *recount* lisan dan tulis, sederhana, tentang pengalaman/kegiatan/ kejadian/peristiwa dengan memperhatikan fungsi sosial, struktur, dan unsur kebahasaan dengan runtut

9. Mengasosiasi

- Secara berpasangan siswa saling menganalisis teks *recount* tulis dengan fokus pada fungsi sosial, struktur, dan unsur kebahasaan.
- Siswa mendiskusikan gagasan pokok, informasi rinci dan informasi tertentu dari teks.
- Siswa memperoleh balikan (*feedback*) dari guru dan teman tentang hasil analisis yang disampaikan.

10. Mengkomunikasikan

- Siswa membuat teks recount sederhana tentang keteladanan dengan memperhatikan fungsi sosial, struktur dan unsur kebahasaannya berdasarkan pertanyaan yang telah diberikan oleh guru.
- Siswa mempresentasikannya di kelas

f. Kegiatan Penutup

- Peserta didik bersama guru menyimpulkan materi yang telah diajarkan atau dipelajari hari ini.
- Guru memberi tugas kepada siswa tentang materi yang sudah diajarkan.
- Guru menyampaikan rencana pembelajaran pada pertemuan berikutnya.

Q. Alat/Media/Sumber Belajar

1. Alat/Media
   - Papan tulis
   - Spidol
   - Kertas yang bertuliskan tentang pertanyaan seputar report text
2. Sumber Belajar
   - Buku paket yang relevan
     Buku Bahasa Inggris untuk SMA-MA/SMK Kelas X

R. Penilaian Hasil Belajar

5. Penilaian Proses
6. Penilaian Hasil
7. Pedoman penskoran
8. Indikator perkembangan sikap religius, tanggungjawab, peduli, responsif, dan santun

Metro,   Desember 2017

Mengetahui

Guru Mata Pelajaran   Peneliti

NGADERI, S.Pd.   **DESI IKA PERTIWI**

NIP. 197307052000121005   **NPM. 13106847**

Mengetahui

Kepala Sekolah SMA Muhammadiyah 1 Metro

Drs. RUSLANI

NBM. 772931

PRE-TEST

STUDENTS' WRITING ABILITY

Directions :

1. **Write your name in your answer sheet first!**
2. **Listen carefully to your teacher's explanations!**
3. **Answer the question below!**

---

1. Please write a recount text!
2. Identify the generic structure in your text!

Cycle I

POST-TEST 1 OF STUDENTS' WRITING ABILITY

Directions :

4. **Write your name in your answer sheet first!**

5. **Listen carefully to your teacher's explanations!**

6. **Answer the question below!**

---

1. **Make a recount text with the topic "Bad Experience" !**

2. **Make a recount text based on these questions!**

   a) Did you have a story about your experience?

   b) When your experience happened?

   c) Where your experience happened?

   d) What were you doing in your story?

   e) What incidents do you dislike in your story?

   f) With whom you at the time?

   g) Did you met with the people who makes you felt bad, sad or angry?

   h) Did you went to the place who makes you felt bad, sad or angry?

   i) Of course, you can not forget your experience, isn't it?

   j) Did you felt bad, sad or angry in your story?

Cycle II

POST-TEST 2 OF STUDENTS' WRITING ABILITY

Directions :

7. **Write your name in your answer sheet first!**

8. **Listen carefully to your teacher's explanations!**

9. **Answer the question below!**

---

3. **Make a recount text with the topic "Happy moment" !**

4. **Make a recount text based on these questions!**

   k) Did you have a story about your experience?

   l) When your experience happened?

   m) Where your experience happened?

   n) What were you doing in your story?

   o) What incidents do you like in your story?

   p) With whom you at the time?

   q) Did you met with the people who makes you happy?

   r) Did you went to the place who makes you happy?

   s) Were you happy in the moment?

   t) Of course, you can not forget your experience, isn't it?

Observation Sheet of Students' Activities (Cycle I)

Day/Date : Thursday, December 7th 2017
School : SMA Muhammadiyah 1 Metro
Class : X IPA 2

No	Name	Students activities					Total
		1	**2**	**3**	**4**	**5**	
1	Anida Nabila	✓		✓		✓	3
2	Anis Fajar Fitriyanti	✓	✓		✓	✓	4
3	Annisa Maulina Az-Zahra	✓		✓	✓	✓	4
4	Athira Nur Rahma	✓		✓	✓	✓	4
5	Azzahra Salsabila	✓	✓		✓	✓	4
6	Diah Trinastiti	✓			✓	✓	3
7	Dwi Putri Nur Ramadhani		✓	✓		✓	3
8	Elsa Nurfadilah	✓		✓	✓	✓	4
9	Fajar Melda Kharisma	✓	✓	✓		✓	4
10	Firna Annisa Mardayanti			✓	✓	✓	3
11	Gea Prameisya	✓	✓	✓	✓	✓	5
12	Hanan Naila Ainur Rofiqoh		✓		✓	✓	3
13	Karisma Wicaksono	✓	✓	✓		✓	4
14	Mariana Rahma	✓		✓	✓	✓	4
15	Nabila Kurnia Ardhillah	✓		✓	✓	✓	4
16	Naflah Qur'ratu Ain Arobidin		✓	✓	✓	✓	4
17	Nanda Fifta Auliasari	✓	✓	✓	✓	✓	5
18	Naura Amaturrahmah	✓	✓	✓	✓	✓	5
19	Nawa Fatimi Fauziah	✓		✓	✓	✓	4
20	Putri Indah Ayu Stianingsih			✓	✓	✓	3
21	Refisyah Putri	✓	✓		✓	✓	4
22	Retno Nuraini			✓	✓	✓	3
23	Sefrina Astuti	✓		✓		✓	3
24	Syafina Salsabila Az-Zahra		✓	✓	✓	✓	4
25	Titis Wicaksono	✓		✓	✓	✓	4

Notes:

- **Thick (√) for each positive activity**

- **The students' activities that observed are:**

    6. The students attention to the teacher explanation.

    7. Giving respond

8. Making note

9. Following the teacher's instruction

10. Doing the task

No	Students Activity	Frequency	Percentage
1	Attention to teacher explanation	19	76%
2	Giving respond	12	48%
3	Making Notes	20	80%
4	Following Teacher Instruction	20	80%
5	Doing the task	25	100%

Metro,   December 2017

English Teacher   **Researcher**

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NIP. 197307052000121005   **St. ID 13106847**

Observation Sheet of Students' Activities (Cycle II)

Day/Date   : Thursday, December 14th 2017
School   : SMA Muhammadiyah 1 Metro
Class   : X IPA 2

No	Name	Students activities					Total
		1	**2**	**3**	**4**	**5**	
1	Anida Nabila	✓		✓		✓	3
2	Anis Fajar Fitriyanti	✓	✓		✓	✓	4
3	Annisa Maulina Az-Zahra	✓		✓	✓	✓	4
4	Athira Nur Rahma	✓		✓	✓	✓	4
5	Azzahra Salsabila	✓	✓		✓	✓	4
6	Diah Trinastiti	✓		✓	✓	✓	4
7	Dwi Putri Nur Ramadhani		✓	✓		✓	3
8	Elsa Nurfadilah	✓	✓	✓	✓	✓	5
9	Fajar Melda Kharisma		✓	✓	✓	✓	4
10	Firna Annisa Mardayanti	✓	✓	✓	✓	✓	5
11	Gea Prameisya	✓	✓	✓	✓	✓	5
12	Hanan Naila Ainur Rofiqoh		✓		✓	✓	3
13	Karisma Wicaksono	✓	✓	✓	✓	✓	5
14	Mariana Rahma	✓		✓	✓	✓	4
15	Nabila Kurnia Ardhillah	✓		✓	✓	✓	4
16	Naflah Qur'ratu Ain Arobidin	✓	✓	✓	✓	✓	5
17	Nanda Fifta Auliasari	✓	✓	✓	✓	✓	5
18	Naura Amaturrahmah	✓	✓	✓	✓	✓	5
19	Nawa Fatimi Fauziah	✓		✓	✓	✓	4
20	Putri Indah Ayu Stianingsih			✓	✓	✓	3
21	Refisyah Putri	✓	✓	✓	✓	✓	5
22	Retno Nuraini	✓		✓	✓	✓	4
23	Sefrina Astuti	✓		✓	✓	✓	4
24	Syafina Salsabila Az-Zahra	✓	✓	✓	✓	✓	5
25	Titis Wicaksono	✓		✓	✓	✓	4

Notes:

- **Thick (√) for each positive activity**

- **The students' activities that observed are:**

    11. The students to the teacher explanation.

    12. Giving respond

13. Making note

14. Following the teacher's instruction

15. Doing the task

No	Students Activity	Frequency	Percentage
1	Attention to teacher explanation	21	84%
2	Giving respond	14	56%
3	Making Notes	22	88%
4	Following Teacher Instruction	23	92%
5	Doing the task	25	100%

Metro,   December 2017

English Teacher   **Researcher**

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WRITING SCORE OF STUDENTS PRE-TEST

Day/Date   :Thursday, November 30th 2017   Meeting   : 1
Class   : X IPA 2   Cycle   : Pre-Test

No	Nama	Criteria Score of Writing Ability						Total
		Content 0-24	organization 0-20	discourse 0-20	syntax 0-12	vocabulary 0-12	Mechanic 0-12	
1	AN	10	8	7	7	10	8	50
2	AFF	10	13	8	7	10	7	55
3	AMA	13	10	7	7	10	8	55
4	ANR	15	13	13	6	7	6	60
5	AS	22	19	18	6	8	7	80
6	DT	9	10	10	5	9	7	50
7	DPNR	14	14	14	6	6	6	60
8	EN	13	10	7	7	10	8	55
9	FMK	14	14	14	6	6	6	60
10	FAM	22	19	18	6	8	7	80
11	GP	10	8	7	5	6	9	45
12	HNAR	12	11	11	9	9	8	60
13	KW	15	15	10	7	7	6	60

14	MR	12	9	9	9	9	8	55
15	NKA	12	9	8	7	8	6	50
16	NQAA	12	11	11	9	9	8	60
17	NFA	6	8	6	7	7	6	40
18	NA	13	10	10	7	8	7	55
19	NFF	6	8	6	7	7	6	40
20	PIAS	22	19	18	6	8	7	80
21	RP	22	19	18	6	8	7	80
22	RN	13	12	12	10	10	8	65
23	SA	14	12	13	10	10	9	70
24	SSAZ	10	10	9	7	7	7	50
25	TW	13	13	11	10	9	9	65
Total Score								1225
Average								49
Highest Score								80
Lowest Score								40

Total Score : (content 0-24) + (organization 0-20) + (discourse 0-20) + (syntax 0-12) + (vocabulary 0-12) + (mechanic 0-12) = 100

Metro, December 2017

English Teacher   Researcher

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WRITING SCORE POST TEST 1 BY USING LEADING QUESTION TECHNIQUE

Day/Date   :Wednesday, December 13th 2017   Meeting   : 2
Class   : X IPA 2   Cycle   : 1/Post-Test 1

No	Nama	Criteria Score of Writing Ability						Total
		Content 0-24	organization 0-20	discourse 0-20	syntax 0-12	vocabulary 0-12	mechanic 0-12	
1	AN	12	13	12	9	10	10	65
2	AFF	14	13	13	9	9	8	65
3	AMA	14	12	13	10	10	9	70
4	ANR	14	12	13	10	10	9	70
5	AS	14	13	13	9	9	8	65
6	DT	13	12	12	8	10	8	60
7	DPNR	15	15	10	7	7	6	60
8	EN	12	9	8	7	8	6	50
9	FMK	13	12	12	8	10	8	60
10	FAM	22	19	15	8	9	7	80
11	GP	18	15	15	10	10	9	75
12	HNAR	12	9	9	9	9	8	55
13	KW	20	16	16	10	10	9	80

14	MR	14	13	13	9	9	8	65
15	NKA	14	13	13	8	10	8	65
16	NQAA	13	12	12	10	10	8	65
17	NFA	15	15	10	7	7	6	60
18	NA	10	10	9	7	7	7	50
19	NFF	14	12	13	10	10	9	70
20	PIAS	12	13	12	9	10	10	65
21	RP	16	15	15	10	10	9	75
22	RN	17	14	14	10	10	10	75
23	SA	14	12	13	10	10	9	70
24	SSAZ	14	12	13	10	10	9	70
25	TW	14	12	13	10	10	9	70
Total Score								1670
Average								66,8
Highest Score								80
Lowest Score								50

Total Score : (content 0-24) + (organization 0-20) + (discourse 0-20) + (syntax 0-12) + (vocabulary 0-12) + (mechanic 0-12) = 100

Metro,   December 2017

English Teacher   Researcher

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WRITING SCORE POST TEST 2 BY USING LEADING QUESTION TECHNIQUE

Day/Date   :Thursday, December 14th 2017   Meeting   : 3
Class   : X IPA 2   Cycle   : II/Post-Test 2

No	Nama	Criteria Score of Writing Ability						Total
		Content 0-24	organization 0-20	discourse 0-20	syntax 0-12	vocabulary 0-12	mechanic 0-12	
1	AN	14	12	12	9	10	9	65
2	AFF	14	13	13	9	9	8	65
3	AMA	18	17	16	10	11	9	80
4	ANR	18	17	16	9	11	10	80
5	AS	14	12	13	10	10	9	70
6	DT	15	15	10	7	7	6	60
7	DPNR	12	13	12	8	9	9	65
8	EN	15	13	12	9	10	7	65
9	FMK	18	16	16	10	10	8	80
10	FAM	20	15	16	10	10	9	80
11	GP	18	17	16	9	11	10	80
12	HNAR	13	12	11	9	10	10	65

13	KW	21	19	18	8	11	8	85
14	MR	14	12	13	10	10	9	70
15	NKA	14	12	13	10	10	9	70
16	NQAA	19	18	20	10	10	9	85
17	NFA	18	16	16	10	10	8	80
18	NA	14	12	13	10	10	9	70
19	NFF	14	12	13	10	10	9	70
20	PIAS	14	12	13	10	10	9	70
21	RP	18	15	15	8	11	8	75
22	RN	20	15	15	10	10	10	80
23	SA	18	17	14	10	11	10	80
24	SSAZ	19	18	13	10	10	10	80
25	TW	18	15	15	8	11	8	75
Total Score								1845
Average								73,8
Highest Score								85
Lowest Score								60

Total Score : (content 0-24) + (organization 0-20) + (discourse 0-20) + (syntax 0-12) + (vocabulary 0-12) + (mechanic 0-12) = 100

Metro, December 2017

English Teacher   **Researcher**

NGADERI, S.Pd   **Desi Ika Pertiwi**
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Observation Sheet of the Teacher's Activities (Cycle I)

Day/Date : Wednesday, December 7th 2017

School : SMA Muhammadiyah 1 Metro

Class : X IPA 2

Teacher's Activity	Good	Enough	Less
1. Pre Teaching a. Prepare the lesson plan b. Prepare the material that will be given c. Ability in opening the learning process	√		
2. While teaching a. Inform the objective of learning b. Explain the material chronological c. Guide the students follow the lesson d. Motivate the students e. Guide the students to practice the material	√		
3. Post teaching a. Conclude the result Learning b. Close the learning activity	√		

Metro,   **December 2017**

English Teacher   **Researcher**

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Observation Sheet of the Teacher's Activities (Cycle II)

Day/Date   : Thursday, December 14th 2017

School   : SMA Muhammadiyah 1 Metro

Class   : X IPA 2

Teacher's Activity	Good	Enough	Less

4. Pre Teaching
 	
  d. Prepare the lesson plan
  e. Prepare the material that will be given
  f. Ability in opening the learning process
	√		

5. While teaching
 	
  f. Inform the objective of learning
  g. Explain the material chronological
  h. Guide the students follow the lesson
  i. Motivate the students
  j. Guide the students to practice the material
	√		

6. Post teaching
 	
  c. Conclude the result Learning
  d. Close the learning activity
	√		

	Metro, December 2017
English Teacher	Researcher

NGADERI, S.Pd.
NIP. 197307052000121005

Desi Ika Pertiwi
St. ID 13106847

FIELD NOTE

PRE-TEST

Thursday, November 30th, 2017

1. Give pre-test for the students.

2. Most of the students still confused.

3. Most of the students were gotten the score below the target of minimum standard of criteria.

Cycle 1

Wednesday, December 6th, 2017

1. The researcher give the explanation about the material.

2. Most of students who were noisy didn't pay attention the researcher explanation.

3. Some students didn't understand about recount text.

4. The researcher gave the example of recount text.

5. The students memorize generic structure of recount text.

6. The researcher make the students to respond understanding about material.

Thursday, December 7th, 2017

1. The researcher give post-test 1 to the students by the topic about bad experience.

2. Some students complete the minimum standard criteria, but many students' didn't complete the score.

Cycle II

Wednesday, December 13th, 2017

1. The researcher give the explanation about the material.

2. Most of the students who were noisy didn't pay attention to researcher explanation.

3. The students understood the way and rule to follow the researcher instruction based on leading question technique.

4. The class is very crowded when the researcher give some material.

5. Most of the students read the text about recount text.

6. The researcher guided to understood about recount text .

Thursday, December 14th, 2017

1. The researcher gave post-test 2.

2. The students were very enjoying doing the post-test 2, because it was easy after they got the treatment in every meeting.

KEMENTERIAN AGAMA
INSTITUT AGAMA ISLAM NEGERI (IAIN) METRO LAMPUNG
FAKULTAS TARBIYAH DAN ILMU KEGURUAN

Jl. Ki. Hajar Dewantara Kampus 15 A Iringmulyo Metro Timur Kota Metro Lampung 34111
Telp. (0725) 41507 Fax. (0725) 47296 Website: www.metrouniv.ac.id, e-mail: iain@metrouniv.ac.id

Nomor : B-2562/In.28.1/J/TL.00/11/2017   07 November 2017
Lamp : -
Hal   : **BIMBINGAN SKRIPSI**

Kepada Yth:
1. Drs. Kuryani Utih, M.Pd.
2. Syahreni Siregar, M.Hum.
Dosen Pembimbing Skripsi
Di –
     Tempat

Assalamu'alaikum Wr. Wb.

Dalam rangka menyelesaikan studinya di Institut Agama Islam Negeri (IAIN) Metro, maka mahasiswa diwajibkan menyusun skripsi, untuk itu kami mengharapkan kesediaan Bapak/Ibu untuk membimbing mahasiswa tersebut dibawah ini:

Nama   : DESI IKA PERTIWI
NPM   : 13106847
Fakultas/Jurusan   : Tarbiyah dan Ilmu Keguruan/TBI

Dengan ketentuan sebagai berikut:
1. Dosen Pembimbing, membimbing mahasiswa dari proposal sampai dengan penulisan skripsi, termasuk penelitian.
     a. Dosen pembimbing I bertugas mengarahkan judul, outline, alat pengumpul data (APD) dan koreksi akhir.
     b. Dosen Pembimbing II bertugas melaksanakan sepenuhnya bimbingan sampai selesai.
2. Waktu menyelesaikan skripsi:
     a. Maksimal 4 (empat) semester sejak mahasiswa yang bersangkutan lulus komprehensif.
     b. Waktu menyelesaikan skripsi 2 (dua) bulan sejak mahasiswa yang bersangkutan menyelesaikan konsep skripsinya sampai BAB II (pendahuluan + Konsep Teoritis).
3. Diwajibkan mengikuti pedoman penulisan skripsi yang dikeluarkan oleh IAIN Metro.
4. Banyaknya antara 40 s.d 60 halaman bagi yang menggunakan Bahasa Inggris dengan:
     a. Pendahuluan $\pm$ 1/6 bagian
     b. Isi $\pm$ 2/3 bagian
     c. Penutup $\pm$ 1/6 bagian

Demikian disampaikan untuk dimaklumi dan atas kesediaan saudara kami ucapkan terima kasih.

Wassalamu'alaikum Wr. Wb.

                         Jurusan TBI,

                         Ahmad Subhan Roza, M.Pd.
                         NIP. 197506102008011014

KEMENTERIAN AGAMA REPUBLIK INDONESIA
INSTITUT AGAMA ISLAM NEGERI METRO
FAKULTAS TARBIYAH DAN ILMU KEGURUAN
Jalan Ki. Hajar Dewantara Kampus 15 A Iringmulyo Metro Timur Kota Metro Lampung 34111
Telepon (0725) 41507; Faksimili (0725) 47296; *Website*: www.tarbiyah.metrouniv.ac.id; *e-mail*: tarbiyah.iain@metrouniv.ac.id

S U R A T   T U G A S
Nomor: 2697/In.28/D.1/TL.01/11/2017

Wakil Dekan I Fakultas Tarbiyah dan Ilmu Keguruan Institut Agama Islam Negeri Metro, menugaskan kepada saudara:

Nama	:	**DESI IKA PERTIWI**
NPM	:	13106847
Semester	:	9 (Sembilan)
Jurusan	:	Pendidikan Bahasa Inggris

Untuk : 1. Mengadakan observasi/survey di SMA MUHAMMADIYAH 1 METRO, guna mengumpulkan data (bahan-bahan) dalam rangka meyelesaikan penulisan Tugas Akhir/Skripsi mahasiswa yang bersangkutan dengan judul "IMPROVING STUDENTS' RECOUNT TEXT WRTING ABILITY THROUGH IMPLEMENTATION LEADING QUESTION TECHNIQUE AT THE TENTH GRADE SMA MUHAMMADIYAH 1 METRO IN THE ACADEMIC YEAR OF 2017/2018".

2. Waktu yang diberikan mulai tanggal dikeluarkan Surat Tugas ini sampai dengan selesai.

Kepada Pejabat yang berwenang di daerah/instansi tersebut di atas dan masyarakat setempat mohon bantuannya untuk kelancaran mahasiswa yang bersangkutan, terima kasih.

Dikeluarkan di : Metro
Pada Tanggal   : 17 November 2017

Mengetahui,
Pejabat Setempat

Wakil Dekan I,

Dra. Isti Fatonah MA
NIP 19670531 199303 2 005

KEMENTERIAN AGAMA REPUBLIK INDONESIA
INSTITUT AGAMA ISLAM NEGERI METRO
FAKULTAS TARBIYAH DAN ILMU KEGURUAN
Jalan Ki. Hajar Dewantara Kampus 15 A Iringmulyo Metro Timur Kota Metro Lampung 34111
Telepon (0725) 41507; Faksimili (0725) 47296; *Website*: www.tarbiyah.metrouniv.ac.id; *e-mail*: tarbiyah.iain@metrouniv.ac

Nomor	: 2698/In.28/D.1/TL.00/11/2017	Kepada Yth.,
Lampiran : -		KEPALA SEKOLAH SMA
Perihal	: **IZIN RESEARCH**	MUHAMMADIYAH 1 METRO
		di-
		Tempat

Assalamu'alaikum Wr. Wb.

Sehubungan dengan Surat Tugas Nomor: 2697/In.28/D.1/TL.01/11/2017, tanggal 17 November 2017 atas nama saudara:

Nama	:	**DESI IKA PERTIWI**
NPM	:	13106847
Semester	:	9 (Sembilan)
Jurusan	:	Pendidikan Bahasa Inggris

Maka dengan ini kami sampaikan kepada saudara bahwa Mahasiswa tersebut di atas akan mengadakan research/survey di SMA MUHAMMADIYAH 1 METRO, dalam rangka meyelesaikan Tugas Akhir/Skripsi mahasiswa yang bersangkutan dengan judul "IMPROVING STUDENTS` RECOUNT TEXT WRTING ABILITY THROUGH IMPLEMENTATION LEADING QUESTION TECHNIQUE AT THE TENTH GRADE SMA MUHAMMADIYAH 1 METRO IN THE ACADEMIC YEAR OF 2017/2018".

Kami mengharapkan fasilitas dan bantuan Saudara untuk terselenggaranya tugas tersebut, atas fasilitas dan bantuannya kami ucapkan terima kasih.

Wassalamu'alaikum Wr. Wb.

Metro, 17 November 2017
Wakil Dekan I,

Dra. Isti Fatonah MA
NIP 19670531 199303 2 003

MAJLIS PENDIDIKAN DASAR DAN MENENGAH
PIMPINAN CABANG MUHAMMADIYAH METRO BARAT
SMA MUHAMMADIYAH 1 METRO
NPSN 10807591
STATUS : TERAKREDITASI A
Alamat : Jalan Khairbras No. 65 Ganjarasri Metro Barat Telp. (0725) 42192 Kota Metro

SURAT KETERANGAN
Nomor : *100*/KET/IV.4.AU/F/2017

بِسْمِ اللهِ الرَّحْمَنِ الرَّحِيْمِ

Berdasarkan surat dari Wakil Dekan I IAIN Metro Fakultas Tarbiyah nomor: 2698/In.28/D.1/TL.00/11/2017 tanggal 17 November 2017 perihal Permohonan Izin Research, Kepala SMA Muhammadiyah 1 Metro menerangkan dengan sesungguhnya bahwa nama-nama dibawah ini :

NO	NAMA	NPM	Jurusan
1	DESI IKA PERTIWI	13106847	Pendidikan Bahasa Inggris

ISI KETERANGAN

Bahwa benar nama tersebut di atas telah melakukan research di SMA Muhammadiyah 1 Metro dalam rangka memenuhi tugas Skripsi dengan judul *"IMPROVING STUDENTS RECOUNT TEXT WRITING ABILITY THROUNGH IMPLEMENTATION LEADING QUESTION TECHNIQUE AT THE TENTH GRADE SMA MUHAMMADIYAH 1 METRO IN THE ACADEMIC YEAR OF 2017/2018"*.

Demikian Surat Keterangan ini dikeluarkan untuk dapat dipergunakan sebagaimana mestinya.

Dikeluarkan di   : M e t r o
Pada Tanggal   : 14 Desember 2017
Kepala Sekolah,

Drs. Ruslani
NBM : 772 931

SURAT KETERANGAN

Ketua Jurusan Tadris Bahasa Inggris, menerangkan bahwa:

Nama : Desi Ika Pertiwi

NPM : 13106847

Fakultas : Tarbiyah

Jurusan : TBI

Angkatan : 2013

Telah menyerahkan buku berjudul Alternative Approaches to second Language Acquisition

Metro,
Ketua Jurusan TBI

Ahmad Subhan Roza, M.Pd
NIP.19750610200801 1 014

KEMENTERIAN AGAMA REPUBLIK INDONESIA
INSTITUT AGAMA ISLAM NEGERI METRO
UNIT PERPUSTAKAAN

Jalan Ki Hajar Dewantara Kampus 15 A Iringmulyo Metro Timur Kota Metro Lampung 34111
M E T R O Telp (0725) 41507; Faks (0725) 47296; Website: digilib.metrouniv.ac.id; pustaka.iain@metrouniv.ac.id

SURAT KETERANGAN BEBAS PUSTAKA
Nomor : P-1208/In.28/S/OT.01/11/2017

Yang bertandatangan di bawah ini, Kepala Perpustakaan Institut Agama Islam Negeri (IAIN) Metro Lampung menerangkan bahwa :

Nama	: DESI IKA PERTIWI
NPM	: 13106847
Fakultas / Jurusan	: Tarbiyah dan Ilmu Keguruan / Tadris Bahasa Inggris

Adalah anggota Perpustakaan Institut Agama Islam Negeri (IAIN) Metro Lampung Tahun Akademik 2017 / 2018 dengan nomor anggota 13106847.

Menurut data yang ada pada kami, nama tersebut di atas dinyatakan bebas dari pinjaman buku Perpustakaan dan telah memberi sumbangan kepada Perpustakaan dalam rangka penambahan koleksi buku-buku Perpustakaan Institut Agama Islam Negeri (IAIN) Metro Lampung.

Demikian Surat Keterangan ini dibuat, agar dapat dipergunakan seperlunya.

Metro, 28 Nopember 2017
Kepala Perpustakaan

Drs. Mokhtarid Sudin, M.Pd.
NIP. 195808311981031001

MAJLIS PENDIDIKAN DASAR DAN MENENGAH
PIMPINAN CABANG MUHAMMADIYAH METRO BARAT
SMA MUHAMMADIYAH 1 METRO
NPSN 10807591
STATUS : TERAKREDITASI A

Alamat : Jalan Khairbras No. 65 Ganjarasri Metro Barat Telp. (0725) 42192 Kota Metro

SURAT KETERANGAN
Nomor : 36 /KET/IV.4.AU/F/2017

Yang bertanda tangan di bawah ini Kepala SMA Muhammadiyah 1 Metro menerangkan dengan sesungguhnya bahwa nama dibawah ini :
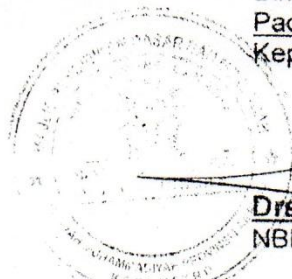
Nama	:	**DESI IKA PERTIWI**
NPM	:	13106847
Fakultas	:	Tarbiyah dan Ilmu Keguruan
Jurusan	:	Tadris Bahasa Inggris

ISI KETERANGAN

Bahwa benar mahasiswa tersebut di atas mengajukan izin pra survey di SMA Muhammadiyah 1 Metro dalam rangka penulisan skripsi dengan judul : "IMPROVING STUDENTS RECOUNT TEXT WRITING ABILITY THROUGH IMPLEMENTATION LEADING QUESTION AT THE TENTH GRADE SMA MUHAMMADIYAH 1 METRO IN ACADEMIC YEAR OF 2017/2018".

Demikian Surat Keterangan ini dikeluarkan untuk dapat dipergunakan sebagaimana mestinya.

Dikeluarkan di : M e t r o
Pada Tanggal : 11 SEPTEMBER 2017
Kepala Sekolah,

Drs. Ruslani
NBM : 772 931

KEMENTERIAN AGAMA
INSTITUT AGAMA ISLAM NEGERI (IAIN) METRO LAMPUNG
FAKULTAS TARBIYAH DAN ILMU KEGURUAN
Jl. Ki. Hajar Dewantara Kampus 15 A Iringmulyo Metro Timur Kota Metro Lampung 34111
(0725) 41507 Fax. (0725) 47296 Website: www.metrouniv.ac.id, e-mail: iain@metrouniv.ac.id

Nomor	: P-1865/In.28/FTIK/PP.00.9/08/2017	07 Agustus 2017
Lamp	: -	
Hal	: **IZIN *PRA-SURVEY***	

Kepada Yth.,
Kepala SMA Muhammadiyah 1 Metro
Di –
Tempat

Assalamu'alaikum Wr. Wb.

Dalam rangka penyelesaian tugas akhir/skripsi, mohon kiranya saudara berkenan memberikan izin kepada mahasiswa kami :

Nama	: Desi Ika Pertiwi
NPM	: 13106847
Fakultas	: Tarbiyah dan Ilmu Keguruan
Jurusan	: Tadris Bahasa Inggris (TBI)
Judul	: *IMPROVING STUDENTS' RECOUNT TEXT WRITING ABILITY THROUGH IMPLEMENTATION LEADING QUESTION AT THE TENTH GRADE SMA MUHAMMADIYAH 1 METRO IN ACADEMIC YEAR OF 2017/2018*

Untuk melakukan *PRA-SURVEY* di SMA Muhammadiyah 1 Metro

Demikianlah permohonan ini disampaikan, atas perhatian dan perkenannya dihaturkan terima kasih.

Wassalamu'alaikum Wr. Wb.
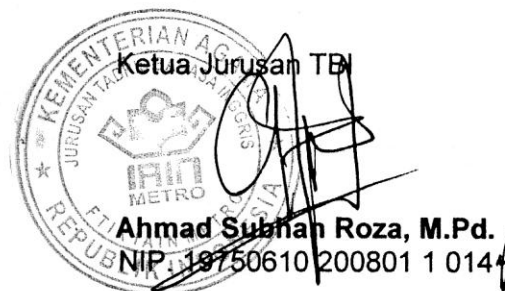
Ketua Jurusan TBI

Ahmad Subhan Roza, M.Pd.
NIP. 19750610 200801 1 014

MAJLIS PENDIDIKAN DASAR DAN MENENGAH
PIMPINAN CABANG MUHAMMADIYAH METRO BARAT
SMA MUHAMMADIYAH 1 METRO
NPSN 10807591
STATUS : TERAKREDITASI A

Alamat : Jalan Khairbras No. 65 Ganjarasri Metro Barat Telp. (0725) 42192 Kota Metro

SURAT KETERANGAN
Nomor : 36 /KET/IV.4.AU/F/2017

بِسْمِ اللهِ الرَّحْمٰنِ الرَّحِيْمِ

Yang bertanda tangan di bawah ini Kepala SMA Muhammadiyah 1 Metro menerangkan dengan sesungguhnya bahwa nama dibawah ini :

Nama	:	**DESI IKA PERTIWI**
NPM	:	13106847
Fakultas	:	Tarbiyah dan Ilmu Keguruan
Jurusan	:	Tadris Bahasa Inggris

ISI KETERANGAN

Bahwa benar mahasiswa tersebut di atas mengajukan izin pra survey di SMA Muhammadiyah 1 Metro dalam rangka penulisan skripsi dengan judul : "IMPROVING STUDENTS RECOUNT TEXT WRITING ABILITY THROUGH IMPLEMENTATION LEADING QUESTION AT THE TENTH GRADE SMA MUHAMMADIYAH 1 METRO IN ACADEMIC YEAR OF 2017/2018".

Demikian Surat Keterangan ini dikeluarkan untuk dapat dipergunakan sebagaimana mestinya.

Dikeluarkan di : M e t r o
Pada Tanggal : 11 SEPTEMBER 2017
Kepala Sekolah,

Drs. Rusiani
NBM : 772 931

KEMENTERIAN AGAMA REPUBLIK INDONESIA
INSTITUT AGAMA ISLAM NEGERI METRO
UNIT PERPUSTAKAAN

Jalan Ki Hajar Dewantara Kampus 15 A Iringmulyo Metro Timur Kota Metro Lampung 34111
Telp (0725) 41507; Faks (0725) 47296; Website: digilib.metrouniv.ac.id; pustaka.iain@metrouniv.ac.id

SURAT KETERANGAN BEBAS PUSTAKA
Nomor : P-1208/In.28/S/OT.01/11/2017

Yang bertandatangan di bawah ini, Kepala Perpustakaan Institut Agama Islam Negeri (IAIN) Metro Lampung menerangkan bahwa :
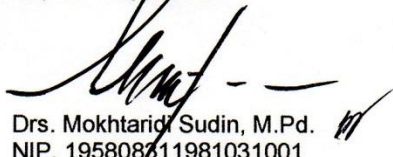
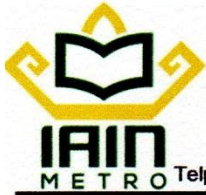|	
Nama	: DESI IKA PERTIWI
NPM	: 13106847
Fakultas / Jurusan	: Tarbiyah dan Ilmu Keguruan / Tadris Bahasa Inggris

Adalah anggota Perpustakaan Institut Agama Islam Negeri (IAIN) Metro Lampung Tahun Akademik 2017 / 2018 dengan nomor anggota 13106847.

Menurut data yang ada pada kami, nama tersebut di atas dinyatakan bebas dari pinjaman buku Perpustakaan dan telah memberi sumbangan kepada Perpustakaan dalam rangka penambahan koleksi buku-buku Perpustakaan Institut Agama Islam Negeri (IAIN) Metro Lampung.

Demikian Surat Keterangan ini dibuat, agar dapat dipergunakan seperlunya.

Metro, 28 Nopember 2017
Kepala Perpustakaan

Drs. Mokhtaridi Sudin, M.Pd.
NIP. 195808311981031001

KEMENTERIAN AGAMA
INSTITUT AGAMA ISLAM NEGERI METRO
FAKULTAS TARBIYAH DAN ILMU KEGURUAN
Jalan Ki. Hajar Dewantara Kampus 15A Iringmulyo Metro Timur Kota Metro Lampung 34111
Telp. (0726) 41507; Faksimili (0725) 47296; Website: www.metrouniv.ac.id E-mail: iainmetro@metrouniv.ac.id

FORMULIR KONSULTASI BIMBINGAN SKRIPSI MAHASISWA
FAKULTAS TARBIYAH DAN ILMU KEGURUAN
IAIN METRO
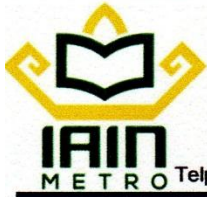
Nama : Desi Ika Pertiwi   Jurusan : TBI
NPM : 13106847   Semester : IX

No	Hari/Tanggal	Pembimbing I	Pembimbing II	Materi yang dikonsultasikan	Tanda Tangan Mahasiswa
1	Tuesday 05 Dec' 17		√	Acc Research Instrument	

Mengetahui,
Ketua Jurusan TBI

Ahmad Subhan Roza, M.Pd
NIP. 19750610200801 1 014

Dosen Pembimbing II

Syahreni Siregar, M.Hum.
NIP. 19760814 200912 2 004

KEMENTERIAN AGAMA
INSTITUT AGAMA ISLAM NEGERI METRO
FAKULTAS TARBIYAH DAN ILMU KEGURUAN
Jalan Ki. Hajar Dewantara Kampus 15A Iringmulyo Metro Timur Kota Metro Lampung 34111
Telp. (0726) 41507; Faksimili (0725) 47296; Website: www.metrouniv.ac.id E-mail: iainmetro@metrouniv.ac.id

FORMULIR KONSULTASI BIMBINGAN SKRIPSI MAHASISWA
FAKULTAS TARBIYAH DAN ILMU KEGURUAN
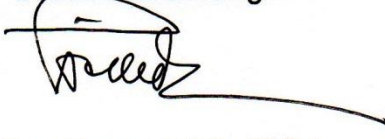**IAIN METRO**

Nama   : Desi Ika Pertiwi
NPM   : 13106847

Jurusan   : TBI
Semester : IX

No	Hari/Tanggal	Pembimbing I	Pembimbing II	Materi yang dikonsultasikan	Tanda Tangan Mahasiswa
1	7/12-2017	✓		Observation sheet for Implementing GT & QT.	Dai
2	11/12 2017	✓		Acc LPP.	Dai

Mengetahui,
Ketua Jurusan TBI

Ahmad Subhan Roza, M.Pd
NIP. 19750610200801 1 014

Dosen Pembimbing I

Drs. Kuryani Utih, M.Pd
NIP. 19620215 199503 1 001

DOCUMENTATION

1. **PRE-TEST**

Treatment 1

Post-Test 1

Treatment 2

Post-Test 2

CURRICULUM VITAE

The name of writer is Desi Ika Pertiwi she was born in Trimurjo, on December 13, 1994. She is the first child of happy couple, Mahruri and Wastini.

In 2006, she graduated from SDN 03 Trimurjo, Centre Lampung. At the time 2009, she graduated from SMPN 01 Trimurjo. Then, she continued her study to SMA Muhammadiyah 1 Metro and graduated in 2013. I the same year, she entered S1 English Education Program of states islamic studies of Metro (IAIN Metro).