

AN UNDERGRADUATE THESIS

**THE USE OF GUIDING QUESTIONS TECHNIQUE
TO INCREASE STUDENTS' RECOUNT WRITING ABILITY
AT THE SENIOR HIGH SCHOOL 2 SEKAMPUNG EAST
LAMPUNG**

By:

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ENGLISH EDUCATION DEPARTMENT**

**STATE INSTITUTE FOR ISLAMIC STUDIES OF METRO
1442 H / 2021 M**

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SENIOR HIGH SCHOOL 2 SEKAMPUNG EAST LAMPUNG**

**Presented as a partial fulfillment of the requirement
for the degree of sarjana pendidikan (S.Pd)
in english education department**

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**STATE INSTITUTE FOR ISLAMIC STUDIES OF METRO
2020 M / 1442 H**

**THE USE OF GUIDING QUESTIONS TECHNIQUE
TO INCREASE STUDENTS' RECOUNT WRITING ABILITY AT THE
SEVENTH GRADE OF SENIOR HIGH SCHOOL 2 SEKAMPUNG EAST
LAMPUNG**

ABSTRACT

**BY:
RILLO AGUNG PAMBUDI**

The main purpose of this research is to investigate the students' writing ability of Senior High School 2 Sekampung which found in writing ability and to know what extend the guiding questions technique could help the students' learning process. The writer tries to attest that guiding questions technique can be one of the teaching technique to increase the students' writing ability.

This research is classroom action research (CAR), and it had done in two cycles. Each cycle consist of planning, acting, observing, and reflecting. The subjects of this research is 26 students in Xa class of Senior High School 2 Sekampung. In collecting data, the researcher used test (pre-test, post test 1 and post test 2), observation and documentation. The research is conducted collaboratively with an English teacher of Senior High School 2 Sekampung.

The result of this research showed that guiding question technique had positive role in increasing the writing ability at the seventh grade of Senior High School 2 Sekampung. It can be proved by the students' average score from pre test to post test. The average score in pre test was 56.92 and in post test was 63.23 became 72.19. It means that the using of guiding question technique in writing can increase the students' writing ability at the seventh grade of Senior High School 2 Sekampung East Lampung.

Keyword: *Writing Ability, Guiding Question Technique*

**PENGGUNAAN GUIDING QUESTIONS TECHNIQUE
UNTUK MENINGKATKAN KEMAMPUAN MENULIS RECOUNT TEXT
DIKELAS X SMA NEGERI 2 SEKAMPUNG**

ABSTRAK

**OLEH:
RILLO AGUNG PAMBUDI**

Tujuan utama dari penelitian ini adalah untuk mengkaji kemampuan menulis siswa Senior High School 2 Sekampung yang terdapat dalam kemampuan menulis dan untuk mengetahui sejauh mana guiding questions technique dapat membantu proses belajar siswa. Penulis mencoba untuk membuktikan bahwa guiding questions technique dapat menjadi salah satu teknik pembelajaran untuk meningkatkan kemampuan menulis siswa.

Penelitian ini, adalah penelitian tindakan kelas, penelitian ini dilakukan dalam dua siklus. Setiap siklus terdiri dari perencanaan, pelaksanaan, observasi dan refleksi. Subjek penelitian ini adalah 26 siswa kelas tujuh F Senior High School 2 Sekampung. Dalam pengumpulan data, peneliti menggunakan tes (pre-test, post test 1 and post test 2), observasi dan dokumentasi. Penelitian ini bekerjasama dengan guru Bahasa Inggris Senior High School 2 Sekampung.

Hasil dari penelitian ini menunjukkan bahwa guiding questions technique memiliki peran positif dalam meningkatkan kemampuan menulis siswa kelas X F Senior High School 2 Sekampung. Hal ini dapat dibuktikan berdasarkan nilai rata-rata mereka mulai dari pre-test menuju post-test. Nilai rata-rata siswa pada saat pre test adalah 56.92, dan post test 63.23 menjadi 72.19. Ini berarti penggunaan guiding questions technique dapat meningkatkan kemampuan menulis siswa di kelas tujuh Senior High School 2 Sekampung Lampung Timur.

Keyword: *Writing Ability, Guiding Question Technique*



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To: The Honorable
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Assalamu'alaikum Wr.Wb.

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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. Thanks you very much.

Wassalamu'alaikum Wr.Wb

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Assalamu'alaikumWr.Wb.

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

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Sudah kami dapat setuju dan dapat diajukan untuk di munaqosyahkan, demikian harapan kami atas perhatiannya kami ucapkan terimakasih.

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RATIFICATION PAGE

No: *B-0082/1h.28.1/D/PP-00.9/01/2021*

An Undergraduate thesis entitled: THE USE OF GUIDING QUESTIONS TECHNIQUE TO INCREASE STUDENTS' RECOUNT WRITING ABILITY AT THE SENIOR HIGH SCHOOL TO SEKAMPUNG EAST LAMPUNG, Written by: Rillo Agung Pambudi, Student Number 14122057 English Education Department had been examined (munaqosyah) in Tarbiyah and Teacher Training Faculty on December 29th, 2020, at 13.00-15.00. PM

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States that this Undergraduate Thesis is original except certain part of it quoted from the bibliography mentioned.

Metro, Desember 20th 2020

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Penulis



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Metro, Desember 2020
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Glory be to Allah SWT, the most gracious merciful, who always gives all what we need. Allah has given His gift to the writer that he could finish her research proposal "THE USE OF GUIDING QUESTIONS TECHNIQUE TO INCREASE STUDENTS RECOUNT WRITING ABILITY AT THE SENIOR HIGH SCHOOL 2 SEKAMPUNG EAST LAMPUNG

The writer would like to thank her parent for financial and spiritual support. Her deepest thanks to Dr. Mahrus As'ad, M.Ag and Trisna Dinillah Harya, M.Pd for their spending time to support and guide the writer to finish this proposal. The writer also would like to express her thanks to the honorable lecturers of English Education Study Program who help her, the students of English Education Study Program who become a good partner in studying English and also all her friends whenever they are who support and pray for her.

The writer do apologizes for all mistakes writing this proposal. Hopefully, this writing can be a meaningful benefit for the writers especially and for our campus and all readers generally.

Metro, 28th December 2020

The writer



RILLO AGUNG PAMBUDI
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MOTTO

أَقْرَأْ بِأَسْمِ رَبِّكَ الَّذِي خَلَقَ ﴿١﴾

Read in the name of your Lord who created

(Qs. Al-Alaq:1)

Intellegent Without Ambition is a Bird Without Wings

-Salvador Dali-

DEDICATION PAGE

I truly dedicate this undergraduate thesis to:

1. My beloved parents, Mr. Sumardi and Mrs. Francisca R. Rumiati who always support me by their endless love
2. My beloved Friends (Nurul Huda, Ifan Mustofa, Bagas, Febri Yanti, Robin, Agung Prasetyo and the other friends) thanks for your loving, praying and supporting until finished this thesis.
3. My beloved almamater of State Institute for Islamic Studies of Metro

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Glory be to Allah SWT, the most gracious merciful, who always gives all what we need. Allah has given His gift to the writer that he could finish his undergraduate thesis THE USE OF GUIDING QUESTIONS TECHNIQUE TO INCREASE RECOUNT WRITING ABILITY AT THE SENIOR HIGH SCHOOL 2 SEKAMPUNG.

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CHAPTER I

INTRODUCTION

A. Background of the Study

Language is a tool of communication of human being. It is impossible that people can live without socialization with other people. So, language is very important to be related one another. One of the commonly used languages in the world is English.

English is an international language and one of the most popular languages. People in the world use English to communicate effectively from the different language background. Most countries in the world require English learning result from the beginner until advance learner in there national education system. In Indonesia, English as a foreign language. It is taught from elementary school until university.

There are four important skills that students have to mastering in English. They are speaking, reading, listening and writing. Furthermore, the students have to mastering English components such as vocabulary, grammar, spelling and pronunciation. In current curriculum writing is the most difficult subject in English. In this research focused on teaching writing.

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

lives. In this curriculum, the English material is taught based on the text. One of the texts that have to be learnt by the students of High School is the students have to be able to understand and create a cohesively based on the social function and generic structure of the text. In this research focused on teaching writing of the text.

Most of the students' writing ability are far away from their learning target. Students know or have the ideas what they are going to write but they do not know how to put them into words. Some students cannot build a good sentence and express their ideas in written form although they might know what would be written. They still could not understand or create a although the teacher had explained it.

Therefore based on pre- survey on August, 4th 2019 at High School 2 Sekampung, the researcher got data of writing students ability which will show below.

Table I
Pre-survey data of students' writing ability at the High School 02
Sekampung East Lampung

No	Score	Amount	Presentation(%)
1	≤ 70	21 Students'	80.76%
2	≥ 70	5 Students'	19.23%
	Total	26 Students'	100%

Source: taken on the pre-survey at August 04th 2019.

Based on the result of pre-survey data that was conducted in High School 02 Sekampung on August 04th 2019, there are 26 students only 19.23 % the students passed in the pre-test, and 80.76 % the students failed and the standart minimum requirement(KKM) for High School 02 Sekampung is 70.

Based on the table the researcher to know of the good gramatical becomes the problem in writing English. Concerning the problems that the students faced when they try to express their ideas into written form, a teacher should choose an appropriate technique in teaching and learning is one of the ways to solve the problems. It is needed in order to make the students be motivated in writing English in the classroom.

There are many technique to make English teaching especially writing is eaasy,fun interesting and not bored. One of the techniques which can be applied in English writing is Guiding Questions Technique. The researcher choose this a technique to increase the students' descriptive writing ability because it gives the opportunity for the students to develop their own idea freely by answering the questions given by the teacher. The researcher hopefully giving them such questions as a guide, the students follow the questions while they are writing, they will express the idea in form of writing easily and their piece of writing will be better organized and make students' interesting in teaching and learning process.

Based on the statement above, the researcher will conduct a researc in the form of Classroom Action Research entitled The Use of Guiding Questions Technique to Increase recount Writing Ability at The High School 02 Sekampung East Lampung

B. Problem Identification

Based on the background above, the writer would like to assume that there are some problems as follows:

1. The students have low motivation in English subject, especially in writing ability.
2. Some students do not respond in following the English lesson.
3. Some students difficulties to express their idea in writing.
4. The students have lack vocabulary to express their idea.

C. Problem Limitation

Based on the problem identification above, there are several problems which experienced by the students, but the researcher focused on the some students difficulties to express their idea in writing.

D. Problem Formulation

Based on the background above, the researcher formulation the problem as follows "Can The Use of Guiding Questions Technique to Increase recount Writing Ability at The High School 02 Sekampung in Academic Year 2018/2019?"

E. Objectives and Benefits of The Study

1. The Objectives of the Study

The objective of the study to know the students recount writing ability increasing after using guiding question technique at of High School 02 Sekampung East Lampung.

2. Benefits of the Study

a. For the teacher

- 1) As information for the English teacher, especially in High School 2 Sekampung. Guiding Questions Technique is effective to be used in teaching recount writing ability.
- 2) As the English teacher find an appropriate technique in teaching and learning writing ability.

b. For the students

- 1) As motivation to the students in writing ability.
- 2) As facilitation to the students in writing ability.

c. For the other researcher

As the prior information about the students' writing ability especially by using guiding questions technique and the researcher can carry out the technique to the next teaching and learning in the classroom.

CHAPTER II

THEORETICAL REVIEW

A. The Concept of Writing Ability

1. The Concept of Writing

a. The Definition of Writing

In English learning there are four skills that must be mastered by students, those are listening, speaking, writing, and reading. All of skills are important to learn about English directly. In this research The writer focused on writing ability. Because of in real teaching English some students got difficulties in writing skill. concepts are planned of subject in writing ability.

According to Peter Knapp, writing is the most important means of access to the vast repository of knowledge of literate cultures. Those facts alone demand that students in school should gain the fullest, deepest, and richest means of using the cultural technology of writing. Equity of access and full participation both rest on that.¹ Writing is forms of communication that use the medium of language, but they do so quite differently. It is usual to think that they are simply different aspects of the same thing.²

Kennedy in James suggested that writing was an important step toward shifting rhetoric from purely oral to written discourse, a

¹Peter Knapp and Megan Watkins, *Genre, Text, Grammar: Technologies for Teaching and Assessing Writing*, (Sydney: A UNSW Press Book, 200)5, p. 7

²*Ibid*, p. 15

process that he described as the *letteraturizzazione* of the topic, or the shift in rhetorical focus from oral to written language. This process underlies our own emphasis on composition in public schools and colleges.³

According to Alastair, Writing can be thought of as conversation with people who are absent: when your turn to speak comes, it helps to remind yourself of what they have said. Besides, ‘it’s always easier to draw from the storehouse of memory than to think up something original’ (Montaigne).⁴

Almost all of the writing usually comes from the design of the sentences which is written based on the content that is produced from the converse which was heard by them before, because writing is one of the language skills in communication and thinking. Then, we can state that there are combinations of teaching and unique activity in writing. In other words, teaching writing is different from teaching other language skills.

According to James D. Williams, Writing is a broad term that usually refers to fiction and journalism, whereas composition refers to academic writing, particularly the sort of writing that students produce in an English or composition class.⁵ We can assume that writing was an important part of the curriculum throughout the 50-

³ James D. Williams, *Preparing to Teach Writing: Research, Theory, and Practice*, (New Jersey: Lawrence Erlbaum Associates, Inc., 2003), p. 15

⁴ Alastair Fowler, *How to Write*, (New York: Oxford University Press, 2006), p. 6

⁵ James D. Williams, p. 2

year life of the school. Writing is not an easy subject, because it is not only transcribing language in written symbols but also thinking process.

H. Douglas Stated, Writing is sometimes used as a production mode for learning, reinforcing, or testing grammatical concepts.⁶Writing is thought made palpable part of social dialectic that enables us to check our perceptions develop our ideas , modify and continue our thinking. Sharing allows writers to hear what that their ideas sound like and to solicit feedback as they continue to think about a topic, draft, or revise.

According to Ferguson, Writing is important to know as much as possible about your readers. Knowing your readers will help you decide what to say and how to say it⁷. Writing skill deals with the ability to arrange the graphic system such as letter, words, and sentences of certain language being used in written communication in order that the reader can understand the message or the information.

It has been explained that writing is combination of physical and psychological aspect. A writer who wants to produce a piece of writing must think how those aspects work together in writing process.

⁶ H. Douglas Brown. *Teaching by Principles An Interactive Approach to Language Pedagogy*, Second Edition, (San Fransisco State University, Longman, 2001). p. 344.

⁷ Ferguson, *Careers Skills Library: Communication Skill*, 2nd ed.,(New York: An Imprint of Facts On File, Inc., 2004), p. 14

One way of helping the learners is by making writing tasks more realistic, by relating practice to a specific purpose instead of asking them to write simply for the sake of writing. We can provide in order to make writing tasks more purposeful it is concerned with an explanation of the various techniques and procedure that we used.

From the statement above, it can be concluded that writing is a process of transferring idea into written form. In transferring idea, someone must be skillful in using graphic, structure and other language aspects. Therefore, it is obvious that writing involves many language components. Writing is also a valuable part of language course since it involves the thinking activities in order that the language is communicative.

b. The Writing Process

Writing is not easy, more than more than picking up a pen and putting the words on paper Writing is a recursive process, which means students revise throughout the process, frequently moving back and forth among the stage. So, when the learners want to write, must know steps writing process.

In the following section, we examine this question in the context of the stages of the writing process: prewriting,drafting, revising and editing. A brief description of each stage follows:

- 1) Prewriting: the period where writers get ready to write-gathering information, organizing ideas, identifying audience and purpose, and selecting genre.
- 2) drafting: the production stage of getting ideas down using complete sentences and reflecting the general conventions of writing.
- 3) Revising: the time when writers review their work, checking for clarity of message, word choice, and organization.
- 4) Editing: the process of checking written work for the conventions of writing and any lingering concerns with voice ,tone and style.⁸

According to Nation, one way of focusing attention on different aspects of writing is to look at writing as a process. One possible division of the writing process contains the following seven sub process.

- 1) Considering the goals of the writer
- 2) Having a models of the reader
- 3) Gathering ideas
- 4) Organizing ideas
- 5) Turning ideas into written text
- 6) Reviewing what has been written
- 7) Editing.⁹

Based on quotations above, writing is one way to communicate. It is the skill which requires students to express their

⁸ Vicki Urquhart and Monette Mclever. *Teaching Writing in the Content Areas*, Association for supervision and Curriculum Development, Virginia, 2005. p.11

⁹ Nation I.S.P., *Language Teaching*....., p. 114

idea in written form. Writing involves the mastery of all components in target language such as grammar, content, vocabulary, spelling and mechanic together. It involves complex process.

c. Component of Writing

Writing involves the mastery of all elements in target language such as grammar, content, vocabulary, spelling and mechanics. It involves complex process. There are five general categories in writing, they are:

- 1) Content : the substance or writing ideas express the unity.
- 2) Vocabulary :the selection word that is suitable with the content.
- 3) Organization :the organization of contents or the ideas, it is coherence.
- 4) Grammar : the use of sentences that appropriate.
- 5) Mechanic : the use of graphic conventions of the language.

According to Heaton the criteria of each writing score are: content (13-30), organization (7-20), vocabulary (7-20), language use (5-25) and mechanic (2-5). So the total of the score of writing skill is 100.

Table 2
The Measurement Rubrics of Writing Essay Performance

Writing performance	Score	Criteria	Criteria
Content	30-27	Excellent to Very Good	Knowledgeable, substantive development of thesis, relevant to assigned topic
	26-22	Good to Average	Sure knowledge of subject, adequate range, limited development of thesis, mostly relevant to topic but lacks detail
	21-17	Fair to Poor	Limited knowledge of subject, little substance, inadequate development of topic
	16-13	Very poor	Does not show knowledge of subject, non-substantive, not pertinent, or not enough to evaluate
Organization	20-18	Excellent to Very Good	Fluent expression, ideas clearly stated/supported, complete, succinct, well organized, logical sequencing, cohesive.
	17-14	Good to Average	Somewhat choppy, loosely organized but main ideas stand out, limited support, logical but incomplete sequencing.
	13-10	Fair to Poor	Non-fluent, an idea confused or disconnected, lacks logical sequencing and development.
	9-7	Very Poor	Does not communicate, no organization, or not enough to evaluate
Vocabulary	20-18	Excellent to Very Good	Sophisticated range, effective word/idiom choice and usage, word form mastery, appropriate register
	17-14	Good to Average	Adequate range, occasional errors of word/idiom form, choice, usage but meaning not obscured.
	13-10	Fair to Poor	Limited range, frequent errors of work/idiom form, choice, usage, meaning confused or obscured.

	9-7	Very Poor	Virtually no mastery of sentence construction rules, dominated by errors, does not communicate, r not enough to evaluate
Language	25-22	Excellent to Very Good	Effective, complex constructions, few errors of agreement, tense, number, word order/function, articles, pronouns, prepositions
	21-18	Good to Average	Effective but simple constructions, minor problems in complex construction, several errors of agreement, tense, number, word order/function, articles, pronouns, prepositions, but meaning seldom obscured.
	17-11	Fair to Poor	Major problems in simple/complex constructions, frequent errors of negation, agreement, tense, number, word order/function, articles, pronouns, prepositions and/or fragments, run-ons, deletions, meaning confused or obscured.
	10-5	Very Poor	Having no mastery in syntax rule, there are many mistakes and uncommunicative
Mechanic	5	Excellent to Very Good	Demonstrates mastery of conventions, few errors of spelling, punctuation, capitalization, paragraphing.
	4	Good to Average	Occasional errors of spelling, punctuation, capitalization, paragraphing, but meaning not obscured.
	3	Fair to Poor	Frequent errors of spelling, punctuation, capitalization, paragraphing, poor handwriting, meaning confused or obscured.
	2	Poor	No mastery of conventions, dominated by errors of spelling, punctuation, capitalization,

			paragraphing, handwriting illegible, or not enough to evaluate. ¹⁰
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In conclusion, there are some criteria to measure the students' writing skill and it has each writing score and level of score for each criteria. And all of the score criteria it can be the total score of students' writing skill.

d. The Types of Writing

There are five types of writing, they are:

1) Imitative

At the beginning level of learning to write, students will simply write down English letters, words, and possibly sentences in order to learn the convention of the orthographic code.

2) Intensive (controlled)

Writing is sometimes used as a production mode for learning, reinforcing or testing grammatical concepts.

3) Self-writing

A significant proportion of classroom writing may be devoted to self-writing or writing with only the self in mind as an audience.

4) Display Writing

It was noted earlier that writing within the school curricular context is a way of life.

¹⁰ J. B.Heaton.*Writing English Language Tests*.Longman Group UK Limited.(London 1998).P 146

5) Real writing

While virtually every classroom writing task will have an element of display writing in it, some classroom writing aims at the genuine communication of messages to an admittance in need of those messages.¹¹

e. Strategies of Writing

To get a good writing, Vivian M. Rosenberg explains tens strategies of writing, such as analysis, argumentation, cause and effect, classification, comparison and contrast, definition, description, exemplification, narration, process. Furthermore, the explanations of the major writing strategies as follow:

1) Analysis

In analysis strategy, the writer takes something apart from a book or an article, examining the different parts of it separately and seeing how the parts relate to each other.

2) Argumentation

In this strategy, the writer takes a strong position on an issue and provides supporting evidence and logical reasons to defend the position.

¹¹ H. Douglas Brown, *Teaching by Principles....*, p. 343

3) Cause and effect

The essential of this strategy, the writer explains what caused something and/or traces the effect or consequences or result of something.

4) Classification

The meaning of this strategy is to do subdividing of things according to certain categories.

5) Comparison and contrast

In this strategy, the writer should be able to compare and contrast two or more things, noting similarities and differences.

6) Definition

The purpose of this strategy is the writer explains or defines what a word or phrase or an idea means.

7) Description

In the description strategy, the writer is able to explain or define or analyze something by giving specific examples.

8) Exemplification

Using of this strategy, the writer is able to explain or define or analyze something by giving examples.

9) Narration

In this strategy, the writer is able to tell a story to illustrate a point or examine an issue.

10) Process

In the process strategy, the writer describes a process, step by step. It becomes an analysis to describing the process; furthermore, the writer also explains the significance of some of the steps of the process or analyzes the relationship of one step to another.¹²

f. Teaching Writing

As Gordon Taylor suggested that:

If we are to write well we need to know (as well as we can) what we are talking about. In order to find out what, precisely, we are talking about we need to write. Pushing ourselves to write will often reveal that we know more about a subject than we at first supposed; it should just as often reveal large gaps in our understanding of matters we thought ourselves fairly sure of. In writing we bring knowledge into being, we record and preserve it. Writing is the seed, the fruit and the pickle of our understanding.¹³

Before we write, we need to determine what to write; we should have something meaningful to convey. Writing is one of the four language skills that should be taught by the English teacher. Recognition of the compositional nature of writing has changed the face of writing classes. Based on the researcher's pre-observation, writing teachers were mostly concerned with the final product of

¹² Vivian M. Rosenberg, *Reading, Writing, and Thinking Critical Connection*, (New York, random house, 1989), p. 78

¹³ Gordon Taylor, *A Student's Writing Guide, How to Plan and Write Successful Essays*, (Cambridge: Cambridge University Press, 2009), p. 2

writing for example the final product of the report, the narrative, the procedure, the story and what the product should look like.

Shih (1986) in Douglas states that there are some process approaches to writing instruction in teaching writing, those are:

- 1) focus on the process of writing that leads to the final written product;
- 2) help student writers to understand their own composing process;
- 3) help them to build repertoires of strategies for prewriting, drafting and rewriting;
- 4) give students time to write and rewrite;
- 5) place central importance on the process of revision;
- 6) let students discover what they want to say as they write;
- 7) give students feedback throughout the composing process (not just on the final product) as they attempt to bring their expression closer and closer to intention;
- 8) encourage feedback from both the instructor and peers;
- 9) include individual conferences between teacher and student during the process of composition.¹⁴

The process approach to writing above is an attempt to take advantage of the nature of the written code (unlike conversation, it can be planned and given an unlimited number of revisions before its release) to give students a chance to think as they write.

¹⁴ H. Brown, Douglas, *Teaching by Principles*, p. 335-336

To conclude, the researcher stated that the current emphasis on process writing must of course be seen in the perspective of a balance between process and product. The product is, after all, the ultimate goal; it is the reason that the students go through the process of prewriting, drafting, revising and editing.

B. The Concept of Guiding Questions Technique

1. The Definition of Guiding Questions Technique

a. The Definition of Guiding Questions Technique

Questioning is a key facilitation skill for small group leaders. Lively and focused discussions are more likely to take place if your questions are well planned and aligned with the purposes of the class.¹⁵ Questioning is a powerful tool that teachers can use to engage students in authentic learning. Questioning is also an excellent way for teachers to check for understanding. There are a number of effective approaches to questioning, both at the individual level and at the classroom level.¹⁶

Once the challenge has been determined, students generate sets of questions that will guide their search for a solution. The question sets should be extensive and represent the needs of each group member.¹⁷

¹⁵ Ms Anna Jones. *Teaching and Learning Unit and authors: Tutorial Questioning Technique*. Melbourne: (The University of Melbourne. 2007). p.3

¹⁶ Douglas Fisher and Nancy Frey. *Checking for Understanding: Formative Assessment Techniques for Your Classroom.* (California: ASCD Alexandria and Virginia. 2007). p.56

¹⁷ Apple, *Challenge Based Learning: A Classroom Guide*, (United State: Apple Inc., 2010), p. 6

It means that the question will help the readers understand the content of material easily. Effective questioning is one of the most important teaching techniques and plays a crucial role in creating an effective learning environment. Using questioning appropriately facilitates the learning process by requiring the student to participate in the process and to achieve higher comprehension skills by acquiring deep, elaborate understanding of the subject.

The assumption above supports Raimes, who states that the guiding questions are used to allow students a little more freedom in structuring sentences. Carefully constructed questions will produce a coherent text.¹⁸

According to Steven Hastings says that, Questions serve many purposes. They can help pupils to reflect on information and commit it to memory. They can develop thinking skills, encourage discussion and stimulate new ideas. Questions allow teachers to determine how much a class understands and enable them to pitch lessons at an appropriate level. They are an important tool for managing the classroom, helping to draw individuals into the lesson and keeping them interested and alert. And questions have a symbolic value – sending a clear message that pupils are expected to be active participants in the learning process.¹⁹

¹⁸A. Raimes, *Techniques in Teaching Writing*, Oxford University Press (New York, 1983). p.101

¹⁹Steven Hastings, *Questions*, (www.londongt.org/teachertools, 2003), downloaded on February, 15, 2016, p. 2

A guiding question is the basic question that directs the search for understanding.²⁰

In this case, question technique is a way to manage the questions by a teacher or a bookmaker for the students. Questioning is a critical skill for teachers because it is:

- a. The most common form of interaction between teacher and pupil;
- b. An element of virtually every type and model of lesson;
- c. A key method of providing appropriate challenge for all pupils;
- d. An important influence on the extent of progress made;
- e. The most immediate and accessible way for a teacher to assess learning.²¹

The effective questioning will enable you to:

- a. Gain an insight into your students' level of understanding.
- b. Develop the communication skills of your students.
- c. Extend students' analytical skills.
- d. Develop critical thinking skills.
- e. Develop a relationship with your students.
- f. Provide recognition and reward to students.
- g. Promote an environment in which students learn actively.²²

Based on statement above, the writer conclude Guiding Question in writing is used for guiding a learner to write something by asking some questions to express their idea. One of the way for

²⁰ Rob Traver, "Educational Leadership" (ASCD March 1998)pa 1

²¹ Training Materials for the Foundation Subjects, *Module 4 Questioning*, 2002, p. 107

²²Ms Anna Jones. *Teaching and Learning....*, p. 3

writing is by giving the learner some questions as guide before writing, so that by answering the questions the students can express their idea in writing.

2. The Types of Question

There are three basic question types:

a. Yes/No: the answer is yes or no

Sometimes the only answer that we need is yes or no. Look at these examples:

1) Do you want dinner?

- yes, i do
- no, i cant't

2) Can you drive?

- yes, i can
- no, i can't

b. Choice: the answer is in the question

possible answers. So their answer is (usually) already in the question. Look Sometimes we give our listener a choice. We ask them to choose between two at these examples:

1) Do you want cofee or tea ?

2) We will meet Jhon or James

c. WH- Question Form in Guiding Question Technique

WH-Question is words that are used in representing the question, specially what,where, when,why, who, and how. It is a form of

question. The answer to a wh-question is expressed by a constituent that corresponds to the wh-phrase in the question. We often refer to them as WH word because they include the letters WH(for example Why, How). The WH-Question technique specially as follow:

1) What

The function of this word is asking information about something.

For example:

- a) What is your name?
- b) What is this?

Moreover what can also used to ask for repetition or confirmation.

For example:

- a) What? I can't hear you.
- b) You did what?

2) Where

This word used ask in or at what place or position. For example:

- a) Where do you live?
- b) Where shall we go?
- c) When

This word used to ask about time. For example:

- a) When will yo go?
- b) When did he leave?
- a) Why

The function of this word is asking for reason or cause. For example:

- a) Why do yo go?
- b) Why are you happy?
- b) Who

It used to ask what or which people (subject) or person. For example:

- a) Who are you?
 - b) Who did you call?
- 3) How

This word used for ask about condition or quality and manner.

For example:

- a) How are you?
- b) How is this done?

Moreover it used to ask about distance,length, quantity, and age.

For example:

- a) How far your home from here?
- b) How long will it take?
- c) How old are you?
- d) How many book do you have?

Based on the quotation above, the writer use the question types using *who*, *what*, *when*, *where*, *how*, and *why* since they require information answers. It means that in this type of questions, the

students are free to express their answers by considering the text. The writer uses this questioning technique hopefully for giving the questions format in writing that the students have opportunity to express more their own opinions and interpretations about the topic discuss.

3. The Characteristic of Guiding Questions Technique

Based on the Rob Traver in educational leadership, there are four characteristic of guiding question, they are :

- a. Open ended yet focus inquiry on a specific topic.

It is suggested for the teachers. When they would teach writing using guiding question technique, the teachers should pay attention to the question used. Open and ended question would be give opportunity for students to explain that they are understand or do not understand to the question given by the teacher. So, true feeling and more accurate information would be gotten. Furthermore, the questions must organizers and set the focus for the lesson or unit.

- b. Non-judgment but answering them requires high level cognitive work, such as the development of a rich description, model evaluation or judgment.

The questions used by teachers should be able to direct the students' thinking in organizing their ideas in writing. In addition, the question must be delivered with a relaxed and fun. So, it is not impressed require students to answer these questions.

- c. Contains emotive force and is intellectually stimulating.

The questions used in guiding question should be able to stimulate students' thinking. The teachers must be able to build students' understanding of how the ideas for writing. So that students feel that writing is not a difficult skill.

- d. Succinct, they contain only a handful contain²³.

Succinct, means that the question should be given weight and focus on themes that have been determined.

4. The Procedure of Guiding Questions Technique

One of techniques in writing ability is guiding question technique. Guiding question helps the reader to clarify and comprehend what they are write in this research focused on WH-Question as guiding question technique. WH-Question is word that are used in representing the question, especially what, why, when, who, where, and how. And the writer will be use question before writing where students can activate prior knowledge and making prediction before they are write little of text.

Before the teacher ask students about the little of text,the teacher must explain about WH-Question. Students should know about the function of WH-Question, like the function of words what, why, when, where, and how in question form.

²³ Rob Traver, "*Educational Leadership*" ASCD March 1998")page 3

After students understand about WH-Question, the teacher tries to give treatment by giving exercise to the students. The procedures of teaching writing by guiding question technique as follows:

- a. Make students into groups, and each group consist of 5-6 students.
- b. Introducing the title of text the students and consist in material in English learning process.
- c. Give the topic every group of the text
- d. And the teacher show the question using WH-Question every group as the guiding question technique.

5. The Advantages and Disadvantages of Using Guiding Questions Technique

As one of technique in teaching writing, guiding questions can give any advantages as well as disadvantages in teaching writing descriptive text.

The advantages of using guiding questions technique in teaching writing are:

- a. Guiding questions can minimize mistakes by the students when they write.
- b. Guiding questions allows the students to consider topic when planning their writing.
- c. Guiding questions will make their writing flow coherently because they write the paragraph by following the questions.

- d. The students will not be confused about what they are going to write because they are guided to write by answering the questions related to the topic.
- e. The students do not only learn by themselves but also they can share their knowledge to their friends during the writing process.

Moreover, guiding questions technique has disadvantages when this technique applied in the classroom like guiding questions may difficult to be applied in a big group of students.

Therefore, it can be seen that teaching by using guiding question has more advantages than disadvantages that is way the researcher applies guiding questions technique for teaching descriptive text writing.

6. Teaching Writing Through Guiding Questions Technique

H. Douglas Brown states that writing likes swimming. We learn to swim if there is a body of water available and usually only if someone teaches us. We learn to write if we are members of literate society and usually only if someone teaches us. Just as there are non-swimmers, poor swimmers and excellent swimmers, so it is for writers.²⁴

The conclusion above, writing like that to learn of swimming. If we cannot do it, of course we need the teacher to teach, return of writing. What you need to focus on is the message your letter should convey. Then, make every word, every sentence and every paragraph work towards that specific goal. In other words, teaching writing guides the

²⁴H. Douglas Brown... p.334

students not only to write sentence in paragraph but also to organize ideas in written form.

In writing, there are several methods of developments that are commonly used to present written materials. Here, the writer is interested using guiding questions in writing skill. Because sometimes by answering the questions given before writing, the students are helped to discover details that should be put in their writing paper when they get stuck with their writing paper.

The Guided Writing technique in the form of guiding questions will provide the students' preparation with the information, the facts, and the details about the subject before they begin to write. If the students follow the questions well, they will make their story flow coherently. Of course, not all the questions will be relevant to every topic. We must be able to choose the most suitable questions to develop the topic from the questions that we have made.

C. Action Hypothesis

Based on the theoretical and assumption above, the researcher formulates the action hypothesis as follow:

1. By using Guiding Questions Technique to increase the writing ability at Senior High School 2 Sekampung East Lampung.
2. By using Guiding Questions Technique can increase the students' learning activity at Senior High School 2 Sekampung East Lampung.

CHAPTER III

RESEARCH METHODOLOGI

A. Setting and subject of the study

1. Setting of the Study

This research is the classroom action research type, and was conducted at the senior high school 2 sekampung which located in Jl. Sekampung in Academic years 2020/2021 on the first semester. Action research is concerned with a social practice, aimed towards improvement, a cyclical process, participative, determined by practitioners.

2. Subject of the Study

The subjects of this research are the students of senior high school 2 sekampung. Actually in the seventh grade of senior high school 2 sekampung there are six classes, those are X^A, X^B, X^C, X^D, X^E, X^F. But, The researcher chosen X^F grade, because the students have low score than other class, that is based on pre survey and interview with the English Teacher of X^F grade at senior high school 2 sekampung. This research any twenty six students consist 8 male and 18 female in class X^F.

B. The Concept of Classroom Action Research (CAR)

Action research is a method for improving and modifying the working system of a classroom in school.¹ It means that action research is a

¹ Anne Burns, *“Doing Action Research in English Language Teaching”*, (New York: Routledge, 2010), Page 5.

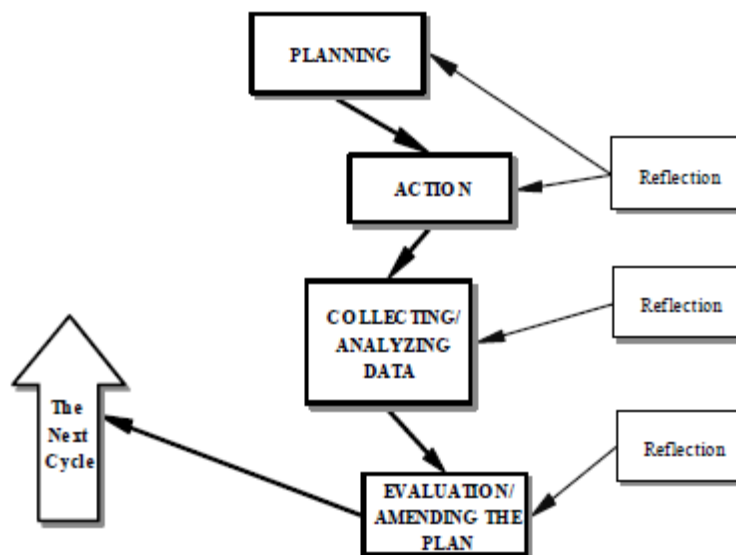
research that is used to investigate and evaluate their work in teaching and learning with the aim of collecting information about what they want.

Furthermore, Classroom action research is the inquiry about teaching and learning process by action in the class. It means that classroom action research is a form of enquiry that enables practitioners everywhere to investigate and evaluate their work in the class.

There are four components in one cycle for conducting classroomaction research. It consists of planning, action, observation, and reflection. The four phases of the classroom action cycle were conducted integrated like spiral. Each phase was concluded based on the previous one and the next. It means that the activities in the classroom action research were based on planning, action, and observation, then, the researcher could make a reflection to determine the next cycle.

In the classroom action research, the writer would like to hold the research in two cycles. There is a relationship between one and the other. They are planning, acting, observing, and reflecting. It means that, action research consist of four steps include: planning, action, observation, and reflection.

Figure 1
Design of classroom action research from McKernan (1991):²



Based on design above, model design from McKernan there are four steps in action. They are planning, acting, and reflection and the last evaluation. Which is all activity has relationship with the other.

C. Action Plan

1. Cycle I

a. Planning

Planning is the first step before we are going to teach in the learning program. The material must suitable with the syllabus, and the instrument of evaluation. Planning a lesson is more than just setting out a program of learning.³ A teacher must take into account not only the information or skills to be learned, but also the

² Karen Goodnough, *"Taking Action in Science Classroom Trough Collaborative Action"*, (Canada, Sense Publishers, 2011), Page 8.

³ Ernest T. Stringer, *"Integrating Teaching, Learning, and Action Research"*, (United States: SAGE Publications.Inch, 2010), Page 4.

characteristics and capabilities of the students in the class. Here is the step that the writer can make in planning:

- 1) The teacher determine the research class
- 2) The teacher identified the problem and found the problem solving.
- 3) The teacher prepares the learning programs.
- 4) The teacher prepares the suitable appropriate materials with the curriculum.
- 5) The teacher prepare evaluations instrument.

b. Acting

The second step in the action research is acting. It is the implementation of the plan. Without the action the planning just imagination that never can be real. In this step the researcher acts as follows:

- 1) Pre – Activity
 - a) The teacher greet the students friendly.
 - b) The teacher checks student attendant's list.
 - c) The teacher motivates the student to be active.
- 2) While Activity
 - a) The teacher asks the student about their activities in the past and the teacher writes it on the board what did you do last morning? And what did you do last afternoon ? (questioning, inquiry).

- b) The teacher ticks the name of students who answer teacher's question in his/her data's.
 - c) The teacher teaches about the descriptive text; explain about generic structure, and language features.
 - d) The teacher explains about guiding question technique and given an example how to apply guiding question technique in writing descriptive text.
 - e) The teacher gives a topic and asks the students make descriptive text use the topic.
 - f) After write a description text by answering the teacher's question, the students submitted their work.
- 3) Post – Activity
- a) The teacher asks the student about they have learnt.
 - b) The teacher asks student's difficulties in learning writing skill.
 - c) Summarize the material and give reflection to what have been done (self reflection).
 - d) Motivate the student to study hard.
 - e) The teacher closed the meeting by saying Sallam.

After finished the cycle one, the teacher make evaluation how to successful this method in teaching learning process in the class. If noting improvement in their skill, the teacher will continue to the next cycle.

c. Observing

The third step is observing. In observing the researcher must be able to analyze the learning process, the student's activities, the teacher performance, the material and the result in learning process. Based on the observing, the researcher decides whether there is anything that the researcher has to be increase soon in order that action achieve the aim of the researcher goals. The researcher observes them in every activity.

d. Reflecting

The last activity is reflecting. Reflection is an activity to analyze, understanding, and make conclusions based on observations and field notes. Reflection is done by analyzing the results tests and observation, and it is used as the basic for improvements in the next cycle. It means if from cycle I has failed in cycle 2 must reviewed.

2. Cycle 2**a. Planning**

Planning is the first step in each activity, without planing the activity that the writer does will not focus. Here is step that the researcher can make in planning :

- 1) The researcher determines the research class
- 2) The researcher identified the problem and found the problem solving.
- 3) The researcher prepares the learning programs.

- 4) The researcher prepares the suitable appropriate materials with the curriculum.
- 5) The researcher prepare evaluations instrument.

b. Acting

The second step in the action research is acting. It is the implementation of the planning. In this step the writer acts as follows:

- 1) Pre – Activity
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 - e) The teacher motivates the student to be active.
- 4) While Activity
 - a) The teacher asks the student about their activities in the past and the teacher writes it on the board what did you do last morning? And what did you do last afternoon ? (questioning, inquiry).
 - b) The teacher ticks the name of students who answer teacher's question in his/her data's.
 - c) The teacher gives a topic and asks the students make descriptive text use the topic.
 - d) After write a description text by answering the teacher's question, the students submitted their work.
 - e) Post – Activity

- f) The teacher asks the student about they have learnt.
- g) The teacher asks student's difficulties in learning writing skill.
- h) Summarizly the material and give reflection to what have been done (self reflection).
- i) Motivatly the student to study hard.
- j) The teacher close the meeting by saying Sallam.

c) Observing

In this step, the researcher observes the students' learning activity in the classroom such as; class situation, learning process, activeness. The students given the test after CAR in cycle II, then the teacher calculates score test after cycle I and score test after cycle II.

d) Reflecting

In this step, the researcher will analyze the result of the action. By reflection, the researcher will know the strength and weakness of action the researcher compares the score distribution of pretest and post test. The researcher will review and reflect on the students' activity and teacher performance whether it's positive and negative. If in the second cycle the result is satisfied, the researcher will not continue to the third cycle. While, if in the second cycle is unsatisfied, the researcher will continue it.

D. Data Collection Method

The instruments are using to collect data in this research as the followings:

1. Test

In this research, the writer will give the students two test, that is pre test and post test. The tests will give to know the students achievement before and after the learning process.

a) Pre test

The pre-test will be given in the first meeting before doing treatments in order to know ability of the students before doing the action research Post-Test.

b) Post test

The post test will be conducted in order to know the progress of students writing skill by using guiding questions technique after the treatments. The type of post test is writing test.

2. Observation

Observation is a process of watching or listening to professional action either while it is happening, or from a taped sequence. Observation is data collection method by directly observing to the object that is examined. Seltiz that observations can be defined as election, alteration, registration and coding series of action and situation connecting with organism which is suitable with empiric purpose.

In collecting data, the researcher observed students' learning process and put it into the data paper. This data consists of name of the

student who is actively involved in the learning process. The data is made in order to know students' development and as reference for the teacher to arise the participation of the student who have not involved yet.

3. Documentation

Documentation is a tool to collect some information in the form of written source or documenter such as books, magazines, daily notes, etc. The researcher used to documentation obtain data about state of students, the history of senior high school 2 sekampung, state of the environment, the state of teachers, staff and organizational structure, and geographical condition school.

4. Field Note

To collect the data more accurately, the researcher uses field note to make easy when analyze the data. This is to know students activities during teaching proses. It is done after finishing of teaching learning process.

E. The Data Analysis Technique

To analyze the data, the researcher computed data of the average rates of pre-test (X-pre) and post-test (X-post) by using formula as follows:⁴

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

\bar{X} : Mean of average score

$\sum X$: Total of number the respondents

N : Total of the students that follow the test.

⁴ Timothy C.Urdan, *Statistic in Plain English 2nd*, (London :Lawrences Erbaulm Associates Publisher,2005),p.8.

The formula to get percentage

$$P = \frac{F}{N} \times 100\%$$

P = Class Percentage

N = Number of Student

F = Total presentage score

Then, to know the result the researcher will compare between pre-test and post test. The result will be matched by the minimum standard in this school at least 70. If from cycle I there are some students not successful, so we would conducted cycle II. The minimum cycle in CAR (Classroom Action Research) is two cycles, if from cycle II all of the students were successful, the cycle able to be stopped until cycle II.

F. The Indicator of Succes

The research will be called success if 70% of students get a minimum score 70 and if the target achieved, so the research is completed and no need to do the next cycle.

CHAPTER IV

RESULT OF THE RESEARCH AND INTERPRETATION

A. Result Of The Research

1. Description of Research Location

a. The History of Senior High School 2 Sekampung

Short Story About the Establishment of Senior High School 2 Sekampung. Senior High School 2 Sekampung was founded since 2006 when it was joined by Senior High School 2 Sekampung. In 2007, The school has received student to learning place is still in Senior High School 2 Sekampung, and the student start in the afternoon as much as 3 local or 108 students.

Confidence and enthusiasm the citizen enter the children in these institutions is quite evident in the first year of registration has reached 176 registrants both originating within and outside is ready to compete. It is ironic to the seats number available only reached 108 learners. It is solely because of limited space and facilities available.

Since Senior High School 10 was established, State Senior High School 2 Sekampung has been led by the following principles:

1. Drs. Hargunawan (2006-2010)
2. Marsidi, S.Pd (2010-2016)

b. The Condition of Teacher and Official Employees at Senior High School 2 Sekampung

Condition of Teacher and the Official Employers in Senior Senior High School 2 Sekampung, the numbers of teacher and official employers in Senior High School 2 Sekampung in the academic year of 2019/2020 are that can be identified as follows:

Table 3
The Condition of Teacher and the Official Employers
at Senior High School 2 Sekampung In the academic year of
2019/2020

No	Name	Sex	Occupation
1.	MARSIDI, S.Pd.	Male	Principal
2.	Partono, BA.	Male	Vice Principal
3.	Supardi, S.Pd.	Male	Curriculum Affair
4.	Sugeng, S.Pd	Male	Counselor
5.	Siti Halimah, S.Pd.	Female	PKN Teacher
6.	Dimiyati, S.Pd	Male	SAINS Teacher
7.	Dra. Royani	Female	SAINS Teacher
8.	Supriyanto, S.Pd.	Male	SAINS Teacher
9.	Abdul Basit, S.Pd.	Male	Religion Teacher
10.	Siti Fatimah, S.Pd	Female	Matematic Teacher
11.	Puput Tisia R, S.Pd.	Female	Lampung Language Teacher
12.	Fransisca Dwi I, S.Pd.	Female	Indonesian Language Teacher
13.	Ngadimin, S.Pd.	Male	Social Teacher
14.	Dra.Farida Humayati	Female	PKN Teacher
15.	Mahyudin Effendy, S.Pd.	Male	English Teacher
16.	Masfiandi, S.Pd.	Male	English Teacher
17.	Lili Apriyani, M.Pd.	Female	Indonesia Language Teacher
18.	Drs.HeniTrisnanto	Male	Mathematics Teacher
19.	Dwi Retnowati, S.Pd.	Female	Sport Teacher
20.	Nur Anggreini, Amd.	Female	Indonesia Language Teacher
21.	Umi Hasanah, S.Pd.	Female	Mathematic Teacher
22.	Dra. Andiani Eka P, S.Pd	Female	Social Teacher
23.	Supriyanto, S.Pd.	Male	Religion Teacher
24.	Siti Fatimah, S.Pd.	Female	Mathematics Teacher
25.	Anetta Helga, S.Pd.	Female	Science Teacher
26.	Gono Irianto, S.Pd.	Male	Social Teacher
27.	Drs.Gatot Siswanto	Male	Social Teacher

28.	Endang Sriwidanty, S.Pd	Female	Indonesia Language Teacher
29.	Abidin Achmad	Male	Painting and Art Teacher
30.	Purwanto, S.Pd.	Male	Science Teacher
32.	Dwi Maria, S.Pd	Female	Lampung Language Teacher
33.	Y Singgih Rumatio, S.Pd.	Male	Library Officer
34.	Setyono	Male	Officer

c. The Quantity Students of Senior High School 2 Sekampung

The quantities of the students at J Senior High School 2 Sekampung that can be identified as follows:

Table 4
The Students Quantity of Senior High School 2 Sekampung in the Academic Year of 2019/2020

No.	Class	Sex		Total
		Male	Female	
1.	Class X(A-F)	70	73	143
2.	Class X(A-F)	65	95	160
3.	Class X(A-E)	70	57	127
Total		205	225	430

d. The Building of Senior High School 2 Sekampung

The condition of facilities in Senior High School 2 Sekampung in the academic year of 2019/2020 that can be seen on the table below:

Table 5
The Building of State Senior High School 2 Sekampung in the Academic Year of 2019/2020

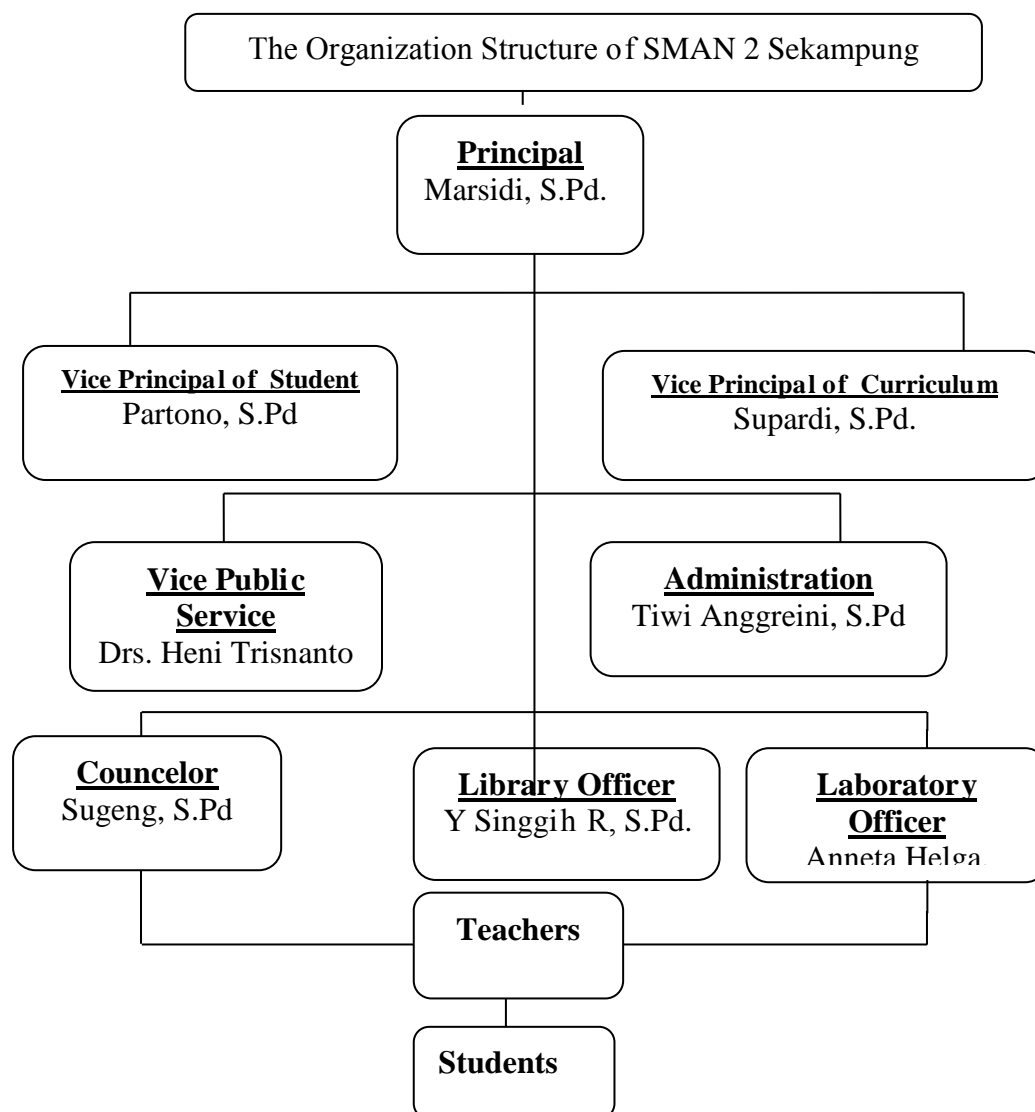
No	Names of Building	Total
1.	Headmaster Room	1
2.	Teachers Room	2
3.	Administration Room	1
4.	Student Council	1
5.	Art Room	1
6.	Mosque	1
7.	Language and Science Laboratory	1
8.	Library	1

9.	Kitchen	1
10.	Class Room	17

e. **The Organization Structure of Senior High School 2 Sekampung**

The Organization Structure of Senior High School 2 Sekampung in the Academic Year of 2019/2020 can be shown in the figure as follows:

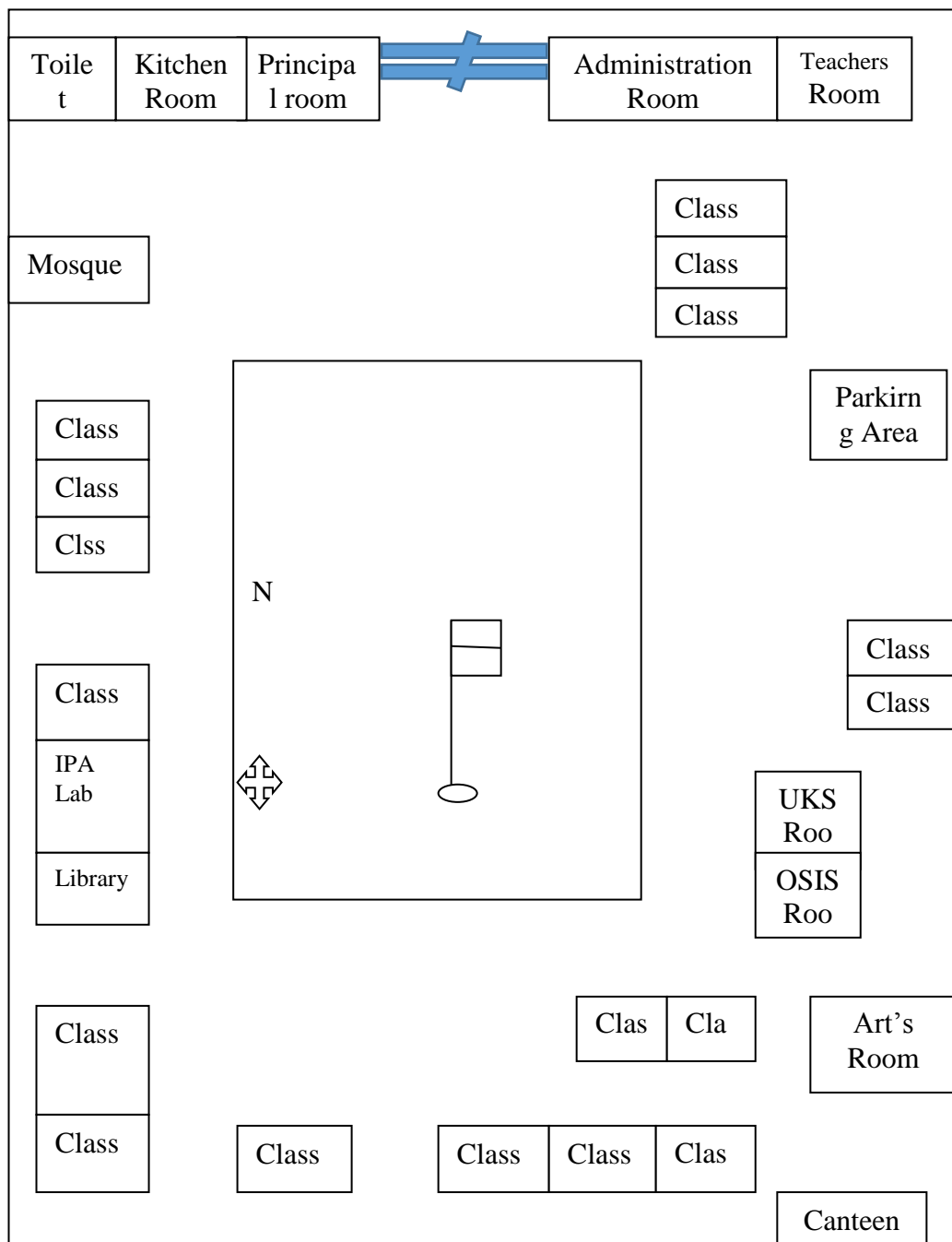
Figure 2
The Organization Structure of Senior High School 2 Sekampung



f. Location Sketch of Senior High School 2 Sekampung

The Location Sketch of Senior High School 2 Sekampung in the academic year of 2019/2020 that can be seen on the figure below:

Figure 3
Location Sketch of Senior High School 2 Sekampung in the academic year of 2019/2020



In this research, the researcher as an English teacher and Mr. Mahyudin Effendi S.Pd the collaborator conducted the research in two cycles and each cycle consist of planning, acting, observing and reflecting.

a. Cycle 1

Cycle 1 consist of planning, acting, observing and reflecting. The researcher conducted pre-test to know the students' ability in writing ability before giving treatment and it used as the comparison score with post-test. The students were given task to make descriptive paragraph . After they finished the pre-test, the researcher asked them to submit the answer sheets. The result of pre-test could be seen on the table below:

Table 6
The Pre Test Score of Writing Recount Text

NO	NAME	PRE-TEST	NOTE
1	AAW	70	High
2	AP	70	High
3	APAN	55	Average
4	AIP	60	Average
5	AS	55	Average
6	AFP	60	Average
7	AP	50	Low
8	AA	56	Average
9	BAD	56	Average
10	CKP	58	Average
11	DS	58	Average
12	EAW	70	High
13	GR	60	Average
14	HM	70	High
15	JNE	60	Average
16	LNA	60	Average
17	MK	50	Low
18	MN	50	Low

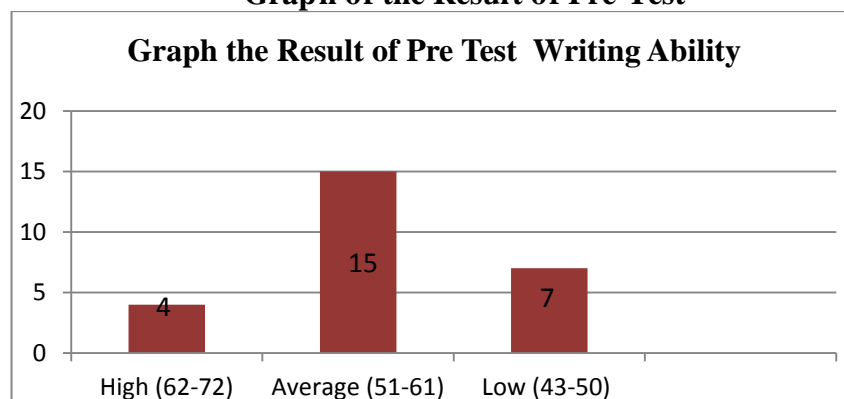
19	NH	60	Average
20	NS	60	Average
21	RB	45	Low
22	RN	45	Low
23	SK	58	High
24	SP	43	Low
25	SS	58	Average
26	WK	43	Low
Total Score		1480	
Average		56,92	
Highest Score		70	
Lowest Score		43	

Table 7
Students' Mark of Pre-test Writing Ability

No	Mark	Frequency	Precentage	Category
1	62 – 72	4	15.38%	High
2	51 – 61	15	57.69%	Average
3	43 – 50	7	26.92%	Low
Total Students		26		

Based on the table, it could be analyzed that there were 4 students (15,38%) who passed the pre-test and 22 students (84,61%) who failed the pre-test. The lowest score in pre-test was 43 and the highest score was 70. It means that the students did not fulfill the minimum standard at Senior High School 2 Sekampung and the students' writing ability was low. Besides, from the result of pre-test, the researcher got the average 56.92. So, it was the reason why the researcher used guiding questions technique to increase the students' writing ability.

Figure 4
Graph of the Result of Pre-Test



1) Planning

The first meeting was done on Thursday, Nov 12nd, 2020. It was open by praying, greeting, checking attendance list, and introducing the researcher as a teacher for the students. At the day, the researcher has taken the students' pre-test score.

Based on the result of pre-test score, the researcher has identified and found the problems after taking the students' pre-test score. Therefore, the researcher and collaborator prepared several things related to teaching and learning process such as the English subject lesson plan, the material, media, work sheet, observation sheet that contains about list of students' names and activity, and evaluation for the second meeting.

2) Acting

The second meeting was treatment. The researcher conducted the treatment Nov 11st 2020. In this meeting, the researcher as an English teacher and Mr. Mahyudin Effendi, S.Pd as a collaborator.

The researcher started the meeting by praying, greeting, checking attendance list and asking the condition of the students. Afterwards, the researcher gave the material about recount text.

At the beginning of teaching learning process, the researcher asked to the students about recount text. Some of the students forgot and just a little of them have known the definition about recount text. Secondly, the researcher explained about definition, generic structure, social function and language feature of recount text. After that, the researcher gave some pictures related to the material such as happy family like father, mother, sister, and brother. The students observed the pictures and some of them explained about how the characteristic.

Afterwards, the researcher explained about Guiding Question Technique. The students must be understood about the text and make recount text. The researcher guided the students to be active and expression their idea. As long as the students studied to make recount text the research went around in the class and listened how the students worked. After finish the students submit answer sheet in the class. In the end of meeting, the researcher gave feedback to the students of the learning process. The researcher gave motivation and informed to the students about the activities in the next meeting. Then, the researcher closed the material by praying together.

After did a treatment, the researcher gave post-test to the students. The post-test was conducted Nov 12nd, 2020. The post test was done to know how the students' writing ability after giving treatment. Then the researcher gave post-test to the students. Write about recount text.

In the post-test 1, only 9 students who got good mark, but the result of the students' test was better than the students' test before giving treatment. In this session, the researcher got the result of the students' post test 1 in cycle 1. The result can be seen as follow:

Table 8
Post-Test 1 Score of Writing Recount Text

NO	NAME	Post-Test 1	NOTE
1	AAW	75	High
2	AP	73	High
3	APAN	60	Average
4	AIP	70	High
5	AS	60	Average
6	AFP	65	Average
7	AP	60	Average
8	AA	60	Average
9	BAD	60	Average
10	CKP	65	Average
11	DS	65	Average
12	EAW	72	High
13	GR	70	High
14	HM	75	High
15	JNE	70	High
16	LNA	70	High
17	MK	55	Low
18	MN	55	Low
19	NH	70	High
20	NS	65	Average
21	RB	50	Low
22	RN	55	Low

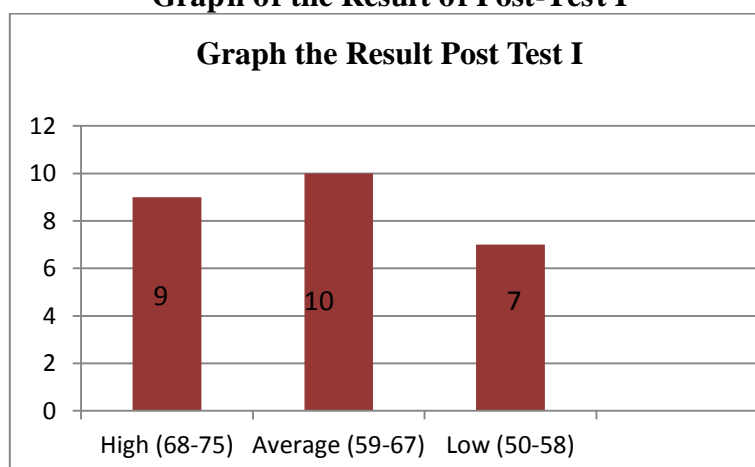
23	SK	58	Low
24	SP	50	Low
25	SS	66	Average
26	WK	50	Low
Total Score		1664	
Average		63,23	
Highest Score		75	
Lowest Score		50	

Table 9
Students' Mark of Post-test I of Writing Ability

No	Mark	Frequency	Percentage	Category
1	68 – 75	9	34.61%	High
2	59 – 67	10	34.41%	Average
3	50 – 58	7	26.92%	Low
Total Students		26		

From the table 8, it could be analyzed that the students' average score was 63,23. The highest score was 75 and the lowest score was 50. Based on the minimum mastery criterion (KKM), there were 9 students that had passed on post-test 1 or got score ≥ 70 . It means that in cycle 1 the students' achievement could improve enough, but it was not successful yet.

Figure 5
Graph of the Result of Post-Test I



3) Observing

In observation of the researcher action, the collaborator observed the students' activities. the researcher as a teacher gave material about writing text especially recount text by using Guiding Questions Technique.

In the learning process, there were four used and mentioned to know the students' activity. Every student who was active in learning process gave a thick in observation sheet. Then, the students were not active in learning process, let the observation sheet empty. It can be seen on appendix. The indicators of the students' activities were:

- a) The students pay attention of the teacher explanation
- b) The students asked/answered the question from the teacher
- c) The students were able to do the task
- d) The students Understanding the material

The result of the students' learning activities could be seen as follow:

Table 10
The Students' Activities in Cycle I

No	Students Activities	Frequency	Percentage
1	Pay attention of the teacher explanation	22	84,61%
2	The students' ask/answer questions	14	53,84%
3	The students able do the task	18	69,23%
4	The students understand the material	20	76,92%
Total students		26	

The table showed that not all the students' active in learning process. There were 22 students (84,61%) who gave attention to the teacher explanation, 14 students (53,84%) who understood the materials, 18 students (69,23%) were able to do the task, and 20 The students understanding the material.

4) Reflecting

In this step, the researcher concluded that cycle I did not run well because most of students did not achieve the minimum mastery criteria (KKM). It could be seen from the result of pre-test and post-test I score. However, most of the students' score had improved although the condition of learning process was uncontrolled enough.

From the result of observation in cycle I, there were some problems that found, as follow:

- a) There were some students that shown unenthusiastic to the teacher's explanation.
- b) Some students did not ask and answer the teacher's questions.

Based on the result of reflection in cycle I, there were some problems to be revised in cycle II, such as:

- a) The teacher gave more motivation to the students in order to study harder and made the learning process more attractive.
- b) The teacher gave more detail explanation and questions after explaining the materials to control the students'.

Furthermore, the result of the learning result in cycle I before and after doing the treatment could be analyzed in the following table.

Table 11
Students' score at Pre-Test & Post-Test I of Writing Recount Text

No	Name	Pre-Test Score	Post-Test I Score	Increasing	Increasing Percentage	Explanation
1	AAW	70	75	5	7.14	Increased
2	AP	70	73	3	4.28	Increased
3	APAN	55	60	5	9.09	Increased
4	AIP	60	70	10	16.66	Increased
5	AS	55	60	5	9.09	Increased
6	AFP	60	65	5	8.33	Increased
7	AP	50	60	10	20	Increased
8	AA	56	60	4	7.14	Increased
9	BAD	56	60	4	7.14	Increased
10	CKP	58	65	7	12.06	Increased
11	DS	58	65	7	12.06	Increased
12	EAW	70	72	2	2.85	Increased
13	GR	60	70	10	16.66	Increased
14	HM	70	75	5	7.14	Increased
15	JNE	60	70	10	16.66	Increased
16	LNA	60	70	10	16.66	Increased
17	MK	50	55	5	10	Increased
18	MN	50	55	5	10	Increased
19	NH	60	70	10	16.66	Increased
20	NS	60	65	5	8.33	Increased
21	RB	45	50	5	11.11	Increased
22	RN	45	55	5	22.22	Increased
23	SK	58	58	0	0.00	Constant
24	SP	43	50	7	16.67	Increased
25	SS	58	66	8	13.79	Increased
26	WK	43	50	7	16.27	Increased
Total		1480	1644	164	297.61	
Average		56.92	63.23	6.30	11.44	

In this research, pre-test and post-test I had done individually.

It was aimed to know the ability of the students' writing ability before

and after the treatment. From the result of pre-test and post-test I, we knew that there was an increasing from the students' result score. It could be seen from the average in pre-test 56.92 and post-test I 63.23. Although there was increasing of the students' achievement, cycle I was not successful yet because only 9 students (34,61%) who passed in post-test 1. It can be concluded that cycle I was not successful yet because the indicator of success was not reached yet and the researcher had to revise the teaching and learning process in the next cycle. Therefore, this research would be continued in the next cycle.

b. Cycle II

The cycle II was similar with cycle I. It divided into planning, acting, observing, and reflecting. It would be explained more as follow:

1) Planning

Based on observation and reflection in cycle I, it showed that cycle I was not successfully yet. Therefore, the researcher and collaborator tried to revise the several problems that appeared in cycle I and arranged the planning for continuing in cycle II. The researcher prepared the lesson plan, material, media, answer sheet, observation sheet and the test for post-test II.

2) Acting

The description of the teaching and learning process of cycle II was not different from the previous cycle. In each treatment, the

researcher tried to make the students more active. The implementation of this step was conducted in two meetings, namely: treatment and post-test.

The treatment in cycle II was conducted on 13 Nov, 2020 .It was started by greeting and asking the students condition. The researcher as a teacher explained the material about recount text. The teacher asked to the students to mention about definition of recount text, generic structure, social function, and language features. Moreover, the teacher divided the students in pairs as in previous cycle based on their score in writing skill in post-test I. In the end of meeting, the teacher closed the meeting and gave motivation to the students to study hard and try to read more in order to their got good scores especially in English subject.

After giving the treatment twice in cycle II, the researcher conducted post-test II on, Nov 14th, 2020. It was same type with the first cycle 1. After the students finished the test, they collected the answer sheet to the teacher. The result of post-test II could be seen on the table below :

Table 12
Post-Test II Score of Writing Recount Text

NO	NAME	POST-TEST II	NOTE
1	AAW	75	High
2	AP	70	Average
3	APAN	70	Average
4	AIP	75	High
5	AS	68	Average
6	AFP	75	High
7	AP	74	High

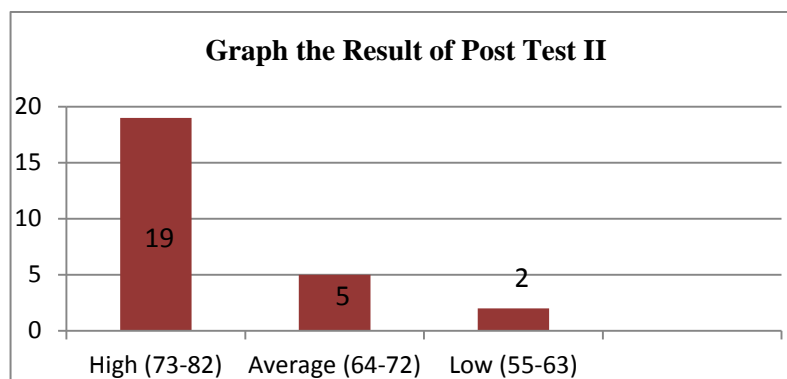
8	AA	78	High
9	BAD	74	High
10	CKP	74	High
11	DS	76	High
12	EAW	80	High
13	GR	75	High
14	HM	75	High
15	JNE	75	High
16	LNA	75	High
17	MK	74	High
18	MN	74	High
19	NH	75	High
20	NS	74	High
21	RB	74	High
22	RN	65	Average
23	SK	58	Low
24	SP	55	Low
25	SS	74	High
26	WK	65	Average
Total Score		1877	
Average		72,19	
Highest Score		80	
Lowest Score		55	

Table 13
Students' Mark of Post-test II of Writing Ability

No	Mark	Frequency	Percentage	Category
1	73 – 82	19	73.07%	High
2	64 – 72	5	19.23%	Average
3	55 – 63	2	7.69%	Low
Total Students		26		

Based on the table above, it could be seen that the students' average score in post-test II was 72.19. The highest score was 80 and the lowest score was 55. Most of the students could increase writing ability. It means that cycle II was successful.

Figure 6
Graph of the Result of Post-Test II



3) Observing

In this step, the researcher presented the material by Guiding Questions Technique. In learning process, there were also four indicators used to know the students' activities like in learning process previously.

Based on the result of the observation sheet in cycle II, the researcher indicated that learning process in cycle II was successful. The result score of students' learning activities observation, as follow:

Table 14
The Students' Activity in Cycle II

No	Students Activities	Frequency	Percentage
1	Pay attention of the teacher explanation	23	88.46%
2	Ask/answer the question from the teacher	17	65.38%
3	The students able do the task	23	88.46%
4	The students understand the material	22	84.61%
Total students		26	

The table above showed that the students' activity in cycle II was increase. The students' activity that had high percentage were pay attention of teacher's explanation (88.46%) and the students able to do the task (88.46%), the second-high percentage was The students understand the material (84.61%) and the last the students ask/answer the question from the teacher (65.38%). Based on the result above, the researcher indicated that learning process in cycle II was successful because the threeth students' activity got percentage $\geq 60\%$.

Based on the result of the research in cycle II, it could be inferred that cycle II was successful. The researcher felt satisfied about the result of the research. There were $>70\%$ of students passed the examination. It means the students' writing ability had increase. From the result above, the researcher concluded that this research was successful and would be not continued in the next cycle.

The students score on writing skill from pre-test I to post-test II could be seen on the table below:

Table 15
Students' Score at Post-Test I and Post-Test II
of Writing Recount Text

No	Name	Post-Test I Score	Post-Test II Score	Increasing	Increasing Percentage	Explanation
1	AAW	75	75	0	0	Constant
2	AP	73	70	3	4.10	Increased
3	APAN	60	70	10	16.67	Increased
4	AIP	70	75	5	7.14	Increased

5	AS	60	68	8	13.33	Increased
6	AFP	65	75	10	15.38	Increased
7	AP	60	74	14	23.33	Increased
8	AA	60	78	18	30	Increased
9	BAD	60	74	14	23.33	Increased
10	CKP	65	74	9	13.84	Increased
11	DS	65	76	11	16.92	Increased
12	EAW	72	80	8	11.11	Increased
13	GR	70	75	5	7.14	Increased
14	HM	75	75	0	0	Constant
15	JNE	70	75	5	7.14	Increased
16	LNA	55	75	20	36.36	Increased
17	MK	70	74	4	5.71	Increased
18	MN	55	75	19	34.54	Increased
19	NH	70	75	5	7.14	Increased
20	NS	65	74	9	13.84	Increased
21	RB	50	74	24	48	Increased
22	RN	55	65	10	18.18	Increased
23	SK	58	58	0	0	Constant
24	SP	50	55	5	10	Increased
25	SS	66	74	8	12.12	Increased
26	WK	50	65	15	30	Increased
Total		1644	1877	239	405.32	
Average		63.23	72.19	9.19	15.58	

Based on the result above, it could be inferred that Guiding Questions technique could increase the students' writing skill because there was increasing from average in post-test I 63.23 became 72.19 in post-test II. In the cycle II, most of the students could develop their writing ability. It means that cycle II was successful. Therefore, the researcher concluded that the research was successful because the indicator of success had been achieved in this cycle. It means that it would be stop in this cycle.

Based on the result of students activities in cycle I and cycle II, the researcher indicated that learning process in cycle II was

successful. This table is tell the comparison of the stusents 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	Pay attention of the teacher explanation	22	84.61%	23	88.46%
2	The Students' ask/answer questions	14	53.84%	17	65.38%
3	The students able do the task	18	69.23%	23	88.46%
4	The students understand the material	20	76,92%	22	84.61%

Based on the result of the students activities in cycle I and cycle II was increase. Pay attention of the teacher explanation from 84.61% become 88.46%, The Students' ask/answer questions from 53.84% become 65.38%, The students able do the task 69.23% become 88.46% and The students understand the material from 76,92% become 84.61%.

B. Interpretation

1. Cycle I

In this research, a researcher gave the students pre-test individually for the purpose to know the students' writing ability before giving a treatment. In the pre-test, there were only 4 students (15.38%) who passed the pre-test and 22 students (84.61%) who failed the pre-test.

Furthermore, in the pre-test, the lowest score was 40 and the highest score was 70.

After did the pre-test, the researcher gave the treatment to the students in cycle I. The treatment was conducted by teaching the students using Guiding Questions Technique. Furthermore, the researcher gave the post-test in the next meeting and the post-test was named post-test I.

Afterwards, by analyzing the result of post-test I, the researcher concluded that there were 9 students (36.61%) students passed the post-test I. The lowest score was 50, the highest score was 75, and the average score was 63.23.

From the result of students' score in pre-test and post-test I, there was an increasing from the students' result score. It could be seen from the average in pre-test 56.92 and post-test I 63.23. Although there was increasing of the students' achievement, cycle I was not successfully yet because only 9 students (36.61%) who passed in post-test I. It means that in the cycle I, the students' achievement could increase enough but it was not successful because the indicator of success was not reached yet.

2. Cycle II

After analyzing the students' score in the post test of cycle I, the researcher had to conduct the next cycle because only 9 students 36.61%) passed the test and got score ≤ 70 .

In the next cycle, the researcher gave the treatment twice then post-test II. Furthermore, the researcher analyzed the result of post-test II and

concluded that there were 21 students (80.76%) passed the test because they got score ≥ 70 . In this post-test, the lowest score was 50, the highest score was 80, and the average score was 72.19.

From the result of the students' score from post-test II, it could be concluded that there were increase scores. The increase score could be seen on the average score. The average score in the post-test I and post-test II were 63.23 and 72.19. In the pre-test, post-test I, and post-test II, the total students who got score ≥ 70 were 4, 9 and 21 students. Because the achievement of students had increased enough and the indicator of success was reached, the research was successful and could be stopped in cycle II.

3. Students' Score in Pre-test, Post-test Cycle I, and Post-test Cycle II

English learning process was successfully in cycle I but the students' average score was low. While, the score of the students in post-test I was higher than pre-test. Moreover, in cycle II, the students' average score was higher than cycle I. The following was the table of illustration score in cycle I and cycle II:

Table 17
Students' Score of Pre-test, Post-test Cycle I, and Post-test Cycle II

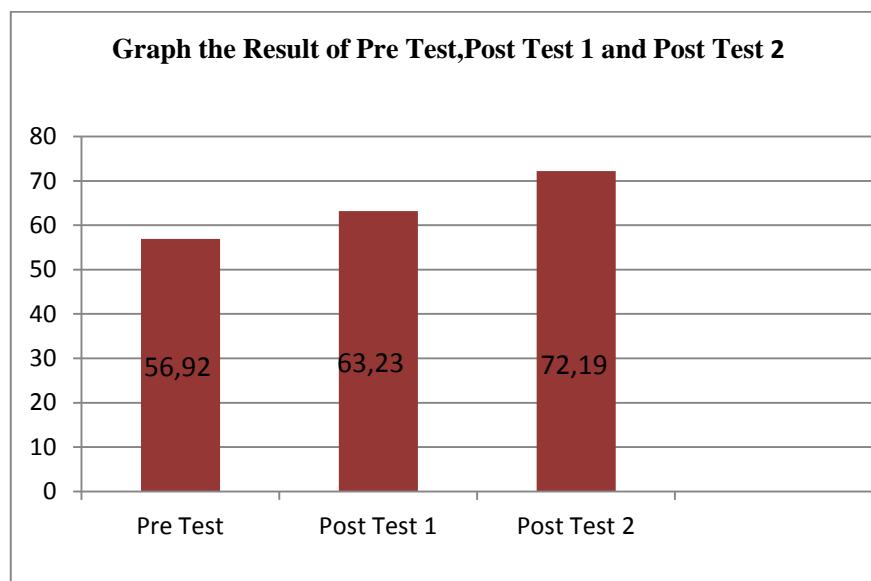
No	Name	Pre-Test Score	Post-Test I Score	Post-Test II Score
1	AAW	70	75	75
2	AP	70	73	70
3	APAN	55	60	70
4	AIP	60	70	75
5	AS	55	60	68
6	AFP	60	65	75

7	AP	50	60	74
8	AA	56	60	78
9	BAD	56	60	74
10	CKP	58	65	74
11	DS	58	65	76
12	EAW	70	72	80
13	GR	60	70	75
14	HM	70	75	75
15	JNE	60	70	75
16	LNA	60	55	75
17	MK	50	70	74
18	MN	50	55	75
19	NH	60	70	75
20	NS	60	65	74
21	RB	45	50	74
22	RN	45	55	65
23	SK	58	58	58
24	SP	43	50	55
25	SS	58	66	74
26	WK	43	50	65
Total Score		1480	1644	1877
Average		56.92	63.23	72.19

Based on the result of pre-test, post-test I and post-test II, it was know that there was a positive significant increasing of the students' score. It could be seen from the average 56.92 of pre test ,in post test I the average is 63.23 and average in post test II became 72.19. Therefore, the researcher concluded that the research was successful because the indicator of success in this research had been achieved. The researcher

showed the graph of the result of pre-test, post-test I and post-test II, as follow:

Figure 4
Graph of the Result of Pre-test, Post-test I and Post-test II



Based on the graph above, it can be inferred that Guiding Question Technique could increase the students' writing ability. It is supported by increasing score of the students from pre-test to post-test I and from post-test I to post-test II.

4. The Result of Students' Learning Activities in Cycle I and Cycle II

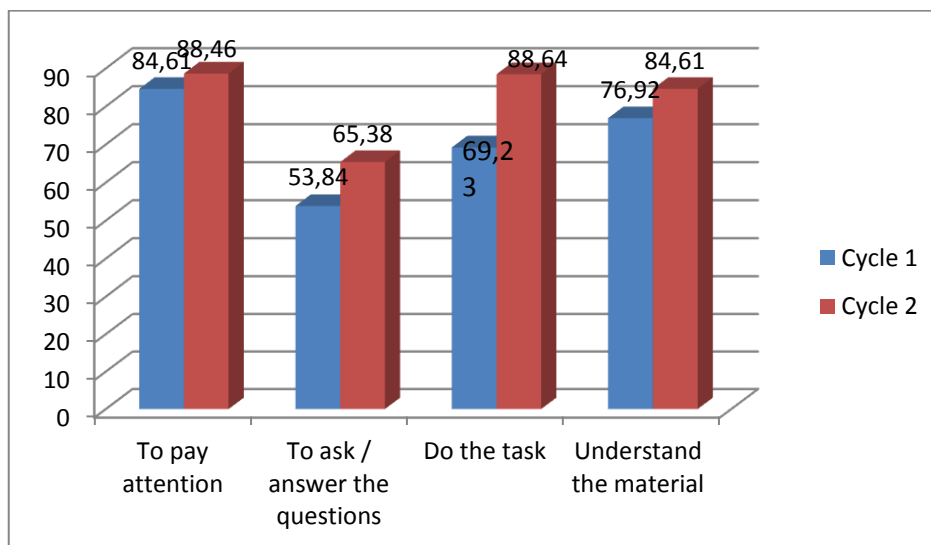
The students' learning activities data was gotten from the whole students' learning activities on observation sheet. The table improvement of it as follow:

Table 18
The Table of Students' Activities in Cycle I and Cycle II

No	Students' Activities	Cycle I		Cycle II		Increasing
		F	Percentage	F	Percentage	

1	Pay attention of the teacher explanation	22	84.61%	23	88.46%	3.85%
2	The Students' ask/answer questions	14	53.84%	17	65.38%	11.54%
3	The students able do the task	18	69.23%	24	92.30%	23.07%
4	The students understand the material	20	76.92%	22	84.61%	7.69%

Figure 7
Graph of Students' Result of Learning Activity in Cycle 1 and Cycle 2



Based on the data had gotten, it can be explained as follow :

a. Pay attention to the teacher's explanation

The students' attention to the teacher explanation from the first meeting to next meeting was increase.

b. The Students' ask/answer questions

The students who understood the material from the teacher was improved from the first meeting to next meeting. it showed when the teacher gave the questions to the students, they were brave to answer although not all the questions could be answered well.

- c. The students able do the task

The students who had done the task were improved. It could be seen on the cycle I and cycle II .

- d. The students understand the material

The students understand the material were improved. It could be seen on the cycle I and cycle II .

Based on the data above, it could be concluded that the students felt comfortable and active with the learning process because most of the students shown good improving in learning activities when guiding question technique was applied in learning process from cycle I up to cycle II.

C. Discussion

In teaching writing to the Senior high school especially in students of class X in Senior High School 2 Sekampung, based on pre survey there are some problems like Some students difficulties to express their idea in writing. The researcher choos guiding questions technique to increase the students' writing ability.

The researcher used this technique to organize idea students and made students more active in writing recount also interested in learning English.

There is a positive increasing about students' learning activities using guiding questions technique. Therefore guiding questions technique hopefully is usefull in the learning activities.

Based on the explanation of cycle I and cycle II, it could be inferred that the use of guiding questions could increase the students' writing ability. There was progress average score from pre test 56.92%,post test I 63.23% and post test II become 72.19%. We could be seen that there was an increasing on the average score and total of the students who passed the test from pre-test, post-test I to post-test II.

Moreover, the standar criteria with the score minimum was 70 in this research, in the post-test I there was 9 students or (34.61%) passed the test with the average 63.23 and in the post-test II was students 19 students or (73.07%) who passed the test with average 72.19. From the explanation, the researcher concluded that the research was successful and it could be stopped in the cycle II because the indicator of success (70% of students got score \geq 70) was reached.

The result of the students activities in cycle I and cycle II was increase. Pay attention of the teacher explanation from 84.61% become 88.46%, The Students' ask/answer questions from 53.84% become 65.38%, The students able do the task 69.23% become 88.46% and The students understand the material from 76,92% become 84.61%. the result of students activities in cycle I and cycle II, there are increasing about students' learning activities.

CHAPTER V

CONCLUSION AND SUGGESTION

A. Conclusion

Based on reseach finding and interpretation, the researcher would like to point out the conclusions as follow:

1. There was improving of students average score from pre test 56.92 to post test I 63.23 became 72.19 in post test II. In cycle 1, there were 9 students passed the test. Moreover, in cycle II there were 22 students who passed the test. Result of cycle II already reached the indicator of success that was 70 % students fulfill the standar criteria with the score minimum was 70. Therefore, the research could be stopped in cycle II.
2. The result of the students activities in cycle I and cycle II was increase, sucs as, Pay attention of the teacher explanation from 84.61% become 88.46%, The Students' ask/answer questions from 53.84% become 65.38%, The students able do the task 69.23% become 88.46% and The students understand the material from 76,92% become 84.61%. the result of students activities in cycle I and cycle II, there are increasing about students' learning activities.

B. Suggestion

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

1. The students are suggested to be more active in learning English so they can comprehend the material that teacher given and improve their knowledge especially in writing ability.
2. It is suggested for the English teacher to use Guiding Questions Technique as alternative technique in the classroom because this technique is effective to increase the students writing ability in the teaching and learning process.
3. The teacher is expected to give motivation to the students in order to be excited in English learning since many students regard that English is difficult subject to learn. Based on the observation of the class, the students will more active after the teacher gives motivation to the students.
4. It is suggested for the headmaster in order to facilitation the teachers to use this technique because it is effective in teaching the material for the teacher.

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APPENDICES

SILABUS SMA N 02 Sekampung

Mata Pelajaran : Bahasa Inggris
Kelas : X
Kompetensi Inti :

- KI 1: Menghargaidan menghayati ajaran agama yang dianutnya.
 KI 2: Menghargai dan menghayati perilaku jujur, disiplin, tanggungjawab, peduli (toleransi, gotong royong), santun, percaya diri, dalam berinteraksi secara efektif dengan lingkungan sosial dan alam dalam jangkauan pergaulan dan keberadaannya
 KI 3: Memahami dan menerapkan pengetahuan (faktual, konseptual, dan prosedural) berdasarkan rasa ingin tahunya tentang ilmu pengetahuan, teknologi, seni, budaya terkait fenomena dan kejadian tampak mata.
 KI 4: Mengolah, menyaji, dan menalar dalam ranah konkret (menggunakan, mengurai, merangkai, memodifikasi, dan membuat) dan ranah abstrak (menulis, membaca, menghitung, menggambar, dan mengarang) sesuai dengan yang dipelajari di sekolah dan sumber lain yang sama dalam sudut pandang/teori.

Kompetensi Dasar	Materi Pokok/Materi Pembelajaran	Kegiatan Pembelajaran	Penilaian	Alokasi Waktu	Sumber Belajar
3.1 Menerapkan struktur teks dan unsur kebahasaan untuk melaksanakan fungsi sosial dari ungkapan meminta perhatian, mengecek pemahaman, menghargai kinerja yang baik, dan meminta dan mengungkapkan pendapat, serta responnya, sesuai	<p>Teks lisan untuk (a) meminta perhatian, (b) mengecek pemahaman, (c) menghargai kinerja yang baik, dan (d) meminta/mengungkapkan pendapat serta responnya</p> <p><i>Fungsi sosial</i> Menjaga hubungan interpersonal dengan guru dan teman</p> <p><i>Struktur teks</i></p>	<p>Mengkomunikasikan</p> <ul style="list-style-type: none"> Siswa menggunakan bahasa Inggris setiap kali muncul kesempatan (a) meminta perhatian, (b) mengecek pemahaman, (c) menghargai kinerja yang baik, dan (d) meminta/mengungkapkan pendapat, serta responnya, di dalam dan di luar kelas, dengan unsur kebahasaan yang dapat mendekatkan hubungan interpersonal. Siswaberupaya berbicara 	<ul style="list-style-type: none"> Kinerja (praktik) Simulasi dan/atau bermain peran (<i>role play</i>) dalam melakukan (a) meminta perhatian, (b) mengecek pemahaman, (c) menghargai kinerja yang baik, dan (d) meminta/mengungkapkan pendapat, serta responnya. 	8 JP	<ul style="list-style-type: none"> Buku Teks wajib Keteladanan ucapan dan tindakan guru menggunakan setiap tindakan komunikasi interpersonal/transaksional dengan benar dan akurat Contoh

Kompetensi Dasar	Materi Pokok/Materi Pembelajaran	Kegiatan Pembelajaran	Penilaian	Alokasi Waktu	Sumber Belajar
<p>dengan konteks penggunaannya.</p> <p>4.1 Menyusun teks lisan sederhana untuk mengucapkan dan merespon ungkapan meminta perhatian, mengecek pemahaman, dan menghargai kinerja yang baik, serta meminta dan mengungkapkan pendapat dengan memperhatikan fungsi sosial, struktur teks, dan unsur kebahasaan yang benar dan sesuai konteks</p>	<p>(ungkapan hafalan, tidak perlu dijelaskan tata bahasanya)</p> <p>a. <i>Excuse me. Attention, please. Yes, please. Alright.,</i> dan semacamnya</p> <p>b. <i>She's kind, isn't she? Yes, she is. Understood? Is it clear? Yes, Sir.,</i> dan semacamnya.</p> <p>c. <i>That's great. It's beautiful. Excellent! Thanks you.,</i> dan semacamnya.</p> <p>d. <i>What do you think? Rudi did it well, didn't he? Is that how you say it? Yes, I think so. I don't think so. No.,</i> dan semacamnya.</p> <p>Topik Berbagai hal terkait dengan interaksi antara guru dan siswa selama proses pembelajaran, di dalam maupun di luar</p>	<p>secara lancar dengan ucapan, tekanan kata, intonasi yang benar dan menulis dengan ejaan dan tanda baca yang benar, serta tulisan yang jelas dan rapi.</p> <p>Siswa membicarakan permasalahan yang dialami dalam menggunakan bahasa Inggris untuk (a) meminta perhatian, (b) mengecek pemahaman, (c) menghargai kinerja yang baik, dan (d) meminta/mengungkapkan pendapat, serta responnyadan menuliskannya dalam jurnal belajar sederhana dalam bahasa Indonesia.</p>	<p>Observasi: (penilaian yang bertujuan untuk memberikan balikan secara lebih cepat)</p> <ul style="list-style-type: none"> • Observasi terhadap tindakan siswa menggunakan bahasa Inggris untuk (a) meminta perhatian, (b) mengecek pemahaman, (c) menghargai kinerja yang baik, dan (d) meminta/mengungkapkan pendapat, dan responnya, ketika muncul kesempatan di dalam dan di luar kelas. • Observasi terhadap 		<p>peragaan dalam bentuk rekaman CD/VCD/ DVD/kaset</p> <ul style="list-style-type: none"> • Contoh interaksi tertulis • Contoh teks tertulis • Sumber dari internet, seperti: <ul style="list-style-type: none"> - www.dailyenglish.com - http://americanenglish.state.gov/files/ae/resource_files/http://learnenglish.britishcouncil.org/en/

Kompetensi Dasar	Materi Pokok/Materi Pembelajaran	Kegiatan Pembelajaran	Penilaian	Alokasi Waktu	Sumber Belajar
	<p>kelas, dengan memberikan keteladanan tentang perilaku jujur, disiplin, percaya diri, dan bertanggung jawab</p>		<p>kesungguhan siswa dalam proses pembelajaran di setiap tahapan.</p> <ul style="list-style-type: none"> • Observasi terhadap kesantunan dan kepedulian dalam melaksanakan komunikasi di dalam dan di luar kelas. 		

RENCANA PELAKSANAAN PEMBELAJARAN

Satuan Pendidikan : SMA N 02 Sekampung
Kelas/Semester : X / Ganjil
Mata Pelajaran : Bahasa Inggris
Topik : Recount Text
Skill : Writing
Alokasi Waktu : 2 X 40 Menit

A. Kompetensi Inti

- KI1. Menghayati dan mengamalkan ajaran agama yang dianutnya.
- KI2. Menghayati dan mengamalkan perilaku jujur, disiplin, tanggung jawab, peduli (gotong royong, kerjasama, toleran, damai), santun, responsif 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.
- KI3. Memahami, menerapkan, menganalisis pengetahuan faktual, konseptual, prosedural berdasarkan rasa ingin tahunya tentang ilmu pengetahuan, teknologi, seni, budaya dan humaniora dengan wawasan kemanusiaan, kebangsaan, kemandirian, kebangsaan, kenegaraan, dan peradaban terkait fenomena dan kejadian, serta menerapkan pengetahuan prosedural pada bidang kajian yang spesifik sesuai dengan bakat dan minatnya untuk memecahkan masalah.
- KI4. 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

B. Kompetensi Dasar dan Indikator

Kompetensi Dasar

- 2.2 Menunjukkan perilaku jujur, disiplin, percaya diri, dan bertanggung jawab dalam melaksanakan Komunikasi transaksional dengan guru dan

teman

- 3.1. Menganalisis fungsi sosial, struktur teks, dan unsur kebahasaan dari teks pemaparan jati diri, sesuai dengan konteks penggunaannya.

Indikator:

- 3.1.1 Menjelaskan ungkapan greeting introducing, meeting/leaving
 - 3.1.2 Mengidentifikasi teks monologue/dialog by using expressing greeting
 - 3.1.3 Menemukan informasi tertentu dalam teks
 - 3.1.4 Menganalisis fungsi sosial, struktur teks, dan unsur kebahasaan dari teks pemaparan jati diri
- 4.1. Menyusun teks lisan dan tulis sederhana, untuk memaparkan, menanyakan, dan merespon pemaparan jati diri, dengan memperhatikan fungsi sosial, struktur teks, dan unsur kebahasaan, secara benar dan sesuai dengan konteks.

Indikator:

- 4.1.1 Membuat teks lisan dan tulis tentang jati diri yang terkait dengan fungsi sosial
- 4.1.2. Menyusun teks lisan dan tulis sederhana sesuai dengan konteksnya

C. Tujuan Pembelajaran.

Pada saat dan setelah pembelajaran melalui model saintifik: mengamati,menanya,mengeksplorasi, dan mengkomunikasikan diharapkan peserta didik dapat:

1. Menghayati dan mengamalkan ajaran agama yang dianutnya.
2. Menunjukkan sikap tanggung jawab, peduli, responsif, dan santun dalam menggunakan bahasa Inggris untuk membuat teks prosedur mengenai lingkungan sekolah.

3. Menggunakan ungkapan salam, perkenalan, dan salam pisah
4. Melakukan dialog dengan menggunakan ungkapan greeting
5. Menemukan informasi tertentu dalam teks dialog
6. Membuat teks lisan dan tulis tentang jati diri yang terkait dengan fungsi sosialnya
7. Menyusun teks lisan dan tulis sederhana sesuai dengan konteksnya

D. Materi Pembelajaran

Teks lisan dan tulis sederhana, untuk memaparkan, menanyakan, dan merespons pemaparan jati diri.

Ungkapan :

Text Recount

Recount text is a text that telling the reader about one story, action or activity. Its goal is to entertaining or informing the reader. Recount text is a text which retells event or experiences in the past.

Identification : Identifies phenomenon to be recount.

Question : please made a recount text based on your experiences, etc.

Example of Recount text

A Trip to Mount Fuji

July 2016, I went to west Tokyo by plane. It was my first journey to Japan. I took a trip to Mount Fuji. I stayed at Sakura's house. She is my friend in Japan. We were a classmate at Senior High School. Sakura's house has a big garden with lots of green flowers and beautiful sand. It was so perfect element of a traditional wooden house. On Sunday morning. I started a journey to the mountain. At Shizuoka Prefecture, I met Yamato. He was my guiding to Mont Fuji. We took sushi for breakfast. Oh my God, it was delicious. At 9:00 am. Local time we prepared and checked our stuff to continue this Journey. I couldn't say anything when I looked at the beautiful scenery from the foot of the mountain.

Finally, I, Yamato and the other traveler went home by the blessing of Mount Fuji. That was a very pleasant moment that I ever got.

E. Metode dan Model Pembelajaran

Model : Saintifik

Metode : Presentasi, Dialog, Tanya Jawab dan Penugasan

F. Media, Alat, dan Sumber Belajar

1. Media : Skrip Percakapan
2. Alat : Papan tulis, Spidol, LCD, dan Laptop
3. Sumber Belajar : Nur Zaida. *BRIGHT: An English Course for Junior High School Students*. Jakarta: Erlangga. 2014

G. Kegiatan Pembelajaran

a. Kegiatan Pendahuluan

- 1) Siswa merespon salam dan pertanyaan dari guru berhubungan dengan kondisi dan pembelajaran sebelumnya
- 2) Siswa menerima informasi tentang keterkaitan pembelajaran sebelumnya dengan pembelajaran yang akan dilaksanakan.
- 3) Siswa menerima informasi kompetensi, materi, tujuan, manfaat, dan langkah pembelajaran yang akan dilaksanakan

b. Kegiatan Inti

1. Siswa membaca dan mengamati tentang jenis-jenis ungkapan greeting to introduce, meet/leaving
2. Siswa menyebutkan jenis-jenis ungkapan yang digunakan dalam greeting to introduce, meet/leaving
3. Siswa mengucapkan beberapa ungkapan yang digunakan dalam introducing, meeting/leaving .
4. Siswa membuat pertanyaan dan merespon terhadap situasi yang diberikan
5. Siswa mencari informasi dari beberapa sumber tentang ungkapan introducing, meeting/leaving .

6. Siswa mempraktikkan dialog
 7. Siswa membuat percakapan atau dialog berdasarkan situasi yang ada dengan menerapkan ungkapan introducing, meeting/leaving .
- c. Kegiatan Penutup
- 1) Siswa bersama guru menyimpulkan pembelajaran
 - 2) Siswa melakukan refleksi terhadap kegiatan yang sudah dilakukan
 - 3) Siswa menjawab pertanyaan yang diberikan oleh guru
 - 4) Siswa menyimak informasi mengenai rencana tindak lanjut pembelajaran

H. Penilaian Hasil Pembelajaran

1. Teknik Penilaian : Oral Test

Name :

Class :

Keterangan:

Writing performance	Score	Criteria	Criteria
Content	30-27	Excellent to Very Good	Knowledgeable, substantive development of thesis, relevant to assigned topic
	26-22	Good to Average	Sure knowledge of subject, adequate range, limited development of thesis, mostly relevant to topic but lacks detail.
	21-17	Fair to Poor	Limited knowledge of subject, little substance, inadequate development of topic
	16-13	Very poor	Does not show knowledge of subject, non-substantive, not pertinent, or not enough to evaluate
	20-18	Excellent to Very Good	Fluent expression, ideas clearly stated/supported, complete, succinct, well organized, logical sequencing,

Organization	17-14	Good to Average	cohesive. Somewhat choppy, loosely organized but main ideas stand out, limited support, logical but incomplete sequencing.
	13-10	Fair to Poor	Non-fluent, an idea confused or disconnected, lacks logical sequencing and development.
	9-7	Very Poor	Does not communicate, no organization, or not enough to evaluate
Vocabulary	20-18	Excellent to Very Good	Sophisticated range, effective word/idiom choice and usage, word form mastery, appropriate register
	17-14	Good to Average	Adequate range, occasional errors of word/idiom form, choice, usage but meaning not obscured.
	13-10	Fair to Poor	Limited range, frequent errors of work/idiom form, choice, usage, meaning confused or obscured.
	9-7	Very Poor	Virtually no mastery of sentence construction rules, dominated by errors, does not communicate, r not enough to evaluate
Language	25-22	Excellent to Very Good	Effective, complex constructions, few errors of agreement, tense, number, word order/function, articles, pronouns, prepositions
	21-18	Good to Average	Effective but simple constructions, minor problems in complex construction, several errors of agreement, tense, number, word order/function, articles, pronouns, prepositions, but meaning seldom obscured.
	17-11	Fair to Poor	Major problems in simple/complex

	10-5	Very Poor	<p>constructions, frequent errors of negation, agreement, tense, number, word order/function, articles, pronouns, prepositions and/or fragments, run-ons, deletions, meaning confused or obscured.</p> <p>Having no mastery in syntax rule, there are many mistakes and uncommunicative</p>
Mechanic	5	Excellent to Very Good	Demonstrates mastery of conventions, few errors of spelling, punctuation, capitalization, paragraphing.
	4	Good to Average	Occasional errors of spelling, punctuation, capitalization, paragraphing, but meaning not obscured.
	3	Fair to Poor	Frequent errors of spelling, punctuation, capitalization, paragraphing, poor handwriting, meaning confused or obscured.
	2	Poor	No mastery of conventions, dominated by errors of spelling, punctuation, capitalization, paragraphing, handwriting illegible, or not enough to evaluate.

Metro, November 2020

Guru Mata Pelajaran

Researcher

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14122057

Mengetahui,
Kepala SMA 02 Sekampung

Drs. Budi Rahayu, M.Pd
NIP.196411101991031015

**Pre-Test of Writing Ability in SMA N 2 Sekampung
In Academic Year 2019/2020**

Subject : English (Writing)

Class : X.1

Time Allocation : 45 Minutes

Direction:

- Please write your name and class on answer sheet.
- Please use your own hand writing.
- Please write down carefully.

Question:

- Please write down about writing recount text.
- You may choose one of the topics bellow:
 1. Person
 2. Animal
 3. Thing
- You have to write at least 3 paragraphs.

POST-TEST 1 OF WRITING RECOUNT TEXT
CYCLE I

Subject : English (Writing)

Class : X.1

Time Allocation : 45 Minutes

Direction:

- Please write your name, class on answer sheet.
- Please use your own hand writing.
- Please write down carefully.

Question:

- Please write down of writing recount text about your experience.
- Please choose one of the topics bellow:
 4. Your Mother
 5. Your father
 6. Your sister
 7. Your Brother
- You have to write at least 3 paragraphs
- Please follow the guiding questions from the teacher.

**POST-TEST II OF WRITING RECOUNT TEXT
CYCLE II**

Subject : English (Writing)
Class : X.1
Time Allocation : 45 Minutes

Direction:

- Please write your name and class on answer sheet.
- Please use your own hand writing.
- Please write down carefully.

Question:

1. Please write down of writing text recount about your experience.
2. Please choose one of the topics bellow:
 - a. Your Mother
 - b. Your Father
 - c. Your Sister
 - d. Your Brother
3. You have to write at least 3 paragraphs.
4. Please follow the guiding questions from the teacher.
5. Please answer the question bellow :

ast weekend, I visited my pen pal's house. His Name is Anto.
There were many activities I did there. In the morning, Anto and I had
breakfast. We had traditional food. I liked it very much.

After breakfast, he took me to the garden behind his house. The
garden was very big and beautiful. There is a big bird cage in the garden.

There were many kinds of birds in that cage. I spent a long time feeding the birds. I also took pictures with those beautiful birds.

After visiting the bird cage, Anto and I went to the flower garden not far from his house. We took a rest and had lunch under a big tree and watch butterflies flying above colourful flowers. In the afternoon, we swam in the pool in the backyard. It was so fun. I really enjoyed my time with Anto.

QUESTIONS:

1. What is the main idea?
2. Describe how did the writer feel at the story?
3. Why the writer and his friend took shelter under a big tree?
4. What is the opinion about recount text above?
5. How did conclusions about recount text above?

PRE-TEST

No	Nama	Conten t	Organizatio n	Vocabular y	Languag e	Mechani c	Tota l	Note
1	AAW	10	15	15	15	15	70	High
2	AP	15	10	15	15	15	70	High
3	APAN	10	10	10	15	10	55	Average
4	AIP	10	10	15	10	15	60	Average
5	AS	10	10	10	15	10	55	Average
6	AFP	10	10	15	10	15	60	Average
7	AP	10	10	10	10	10	50	Low
8	AA	16	10	10	10	10	56	Average
9	BAD	16	10	10	10	10	56	Average
10	CKP	14	14	10	10	10	58	Average
11	DS	14	14	10	10	10	58	Average
12	EAW	10	15	15	15	15	70	High
13	GR	10	10	15	10	15	60	Average
14	HM	10	15	15	15	15	70	High
15	JNE	10	10	15	10	15	60	Average
16	LNA	10	10	15	10	15	60	Average
17	MK	10	10	10	10	10	50	Low
18	MN	10	10	10	10	10	50	Low
19	NH	10	10	15	10	15	60	Average
20	NS	10	10	15	10	15	60	Average
21	RB	15	5	10	10	5	45	Low
22	RN	15	5	10	10	5	45	Low
23	SK	14	14	10	10	10	58	High

24	SP	10	10	5	13	5	43	Low
25	SS	14	14	10	10	10	58	Average
26	WK	10	10	5	13	5	43	Low

Note :

- ❖ The total of students writing score above is 26 will be multiplied five (2019), so the total score of students is 100.
- ❖ Category Score
 1. 75 – 100 : Good
 2. 60 – 74 : Fair
 3. 00 – 59 : Bad

**OBSERVATION SHEET
POST-TEST 1**

No	Nama	Conten t	Organizatio n	Vocabular y	Languag e	Mechani c	Tota l	Note
1	AAW	15	15	15	15	15	75	High
2	AP	15	15	13	20	10	73	High
3	APAN	15	10	15	15	5	60	Average
4	AIP	15	15	15	10	15	70	High
5	AS	15	10	15	15	5	60	Average
6	AFP	15	5	15	15	15	65	Average
7	AP	15	10	15	15	5	60	Average
8	AA	15	10	15	15	5	60	Average
9	BAD	15	10	15	15	5	60	Average
10	CKP	15	5	15	15	15	65	Average
11	DS	15	5	15	15	15	65	Average
12	EAW	15	15	15	12	15	72	High
13	GR	15	15	15	10	15	70	High
14	HM	15	15	15	15	15	75	High
15	JNE	15	15	15	10	15	70	High
16	LNA	15	15	15	10	15	70	High
17	MK	10	10	15	10	10	55	Low
18	MN	10	10	15	10	10	55	Low
19	NH	15	15	15	10	15	70	High
20	NS	15	5	15	15	15	65	Average
21	RB	15	5	15	5	10	50	Low
22	RN	10	10	15	10	10	55	Low
23	SK	15	5	15	13	10	58	Low
24	SP	15	5	15	5	10	50	Low
25	SS	15	6	15	15	15	66	Average
26	WK	15	5	15	5	10	50	Low

Note :

- ❖ The total of students writing score above is 26 will be multiplied five (2019), so the total score of students is 100.

❖ Category Score

1. 75 – 100: Good
2. 60 – 74 : Fair
3. 00 – 59 : Bad

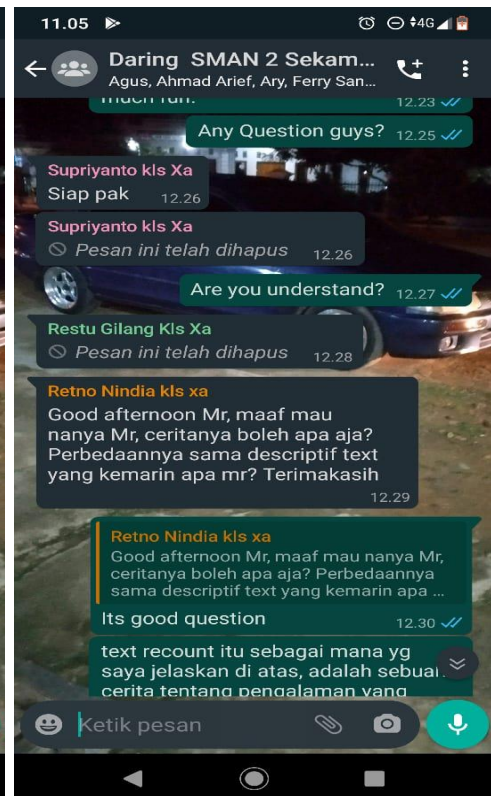
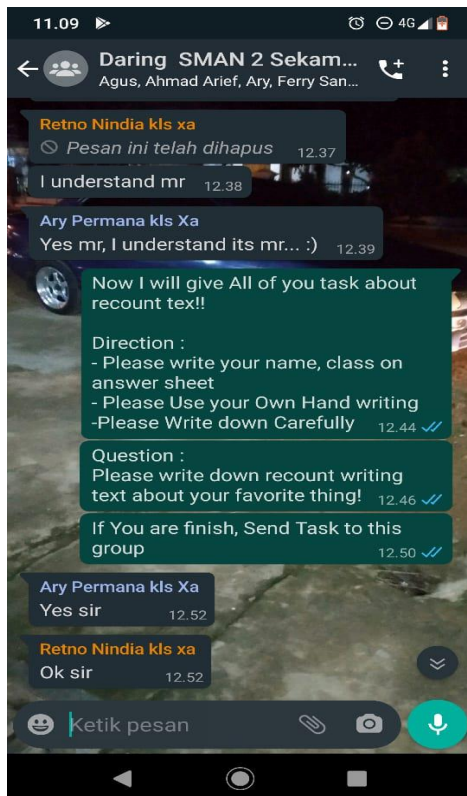
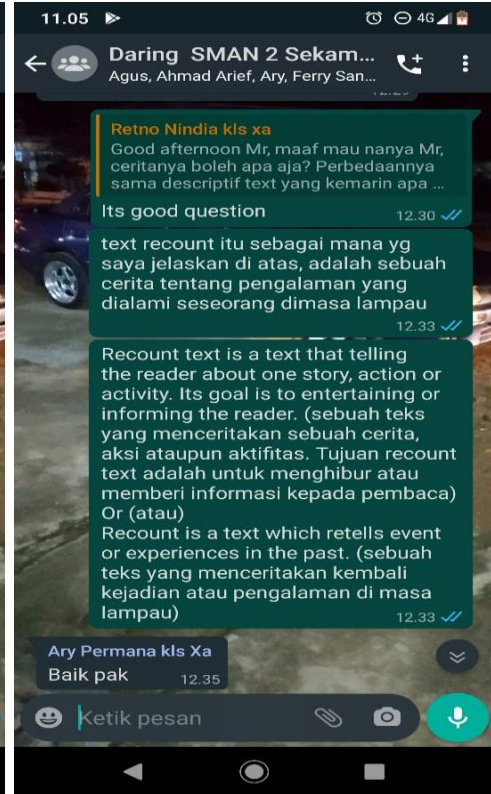
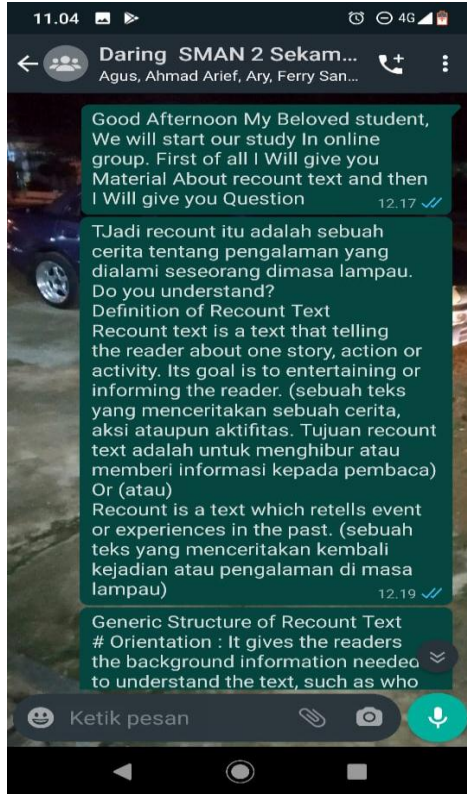
**OBSERVATION SHEET
POST-TEST 2**

No	Nama	Conten t	Organizatio n	Vocabular y	Languag e	Mechani c	Tota l	Note
1	AAW	15	15	15	15	15	75	High
2	AP	15	15	15	15	10	70	Averag e
3	APA N	15	15	15	15	10	70	Averag e
4	AIP	15	15	15	15	15	75	High
5	AS	15	15	13	15	10	68	Averag e
6	AFP	15	15	15	15	15	75	High
7	AP	15	15	14	15	15	74	High
8	AA	15	15	13	20	15	78	High
9	BAD	15	15	14	15	15	74	High
10	CKP	15	15	14	15	15	74	High
11	DS	15	16	15	15	15	76	High
12	EAW	15	15	15	20	15	80	High
13	GR	15	15	15	15	15	75	High
14	HM	15	15	15	15	15	75	High
15	JNE	15	15	15	15	15	75	High
16	LNA	15	15	15	15	15	75	High
17	MK	15	15	14	15	15	74	High
18	MN	15	15	14	15	15	74	High
19	NH	15	15	15	15	15	75	High
20	NS	15	15	14	15	15	74	High
21	RB	15	15	14	15	15	74	High
22	RN	15	15	10	15	10	65	Averag e
23	SK	13	10	10	15	10	58	Low
24	SP	10	10	10	15	10	55	Low
25	SS	15	15	14	15	15	74	High
25	WK	15	15	10	15	10	65	Averag e

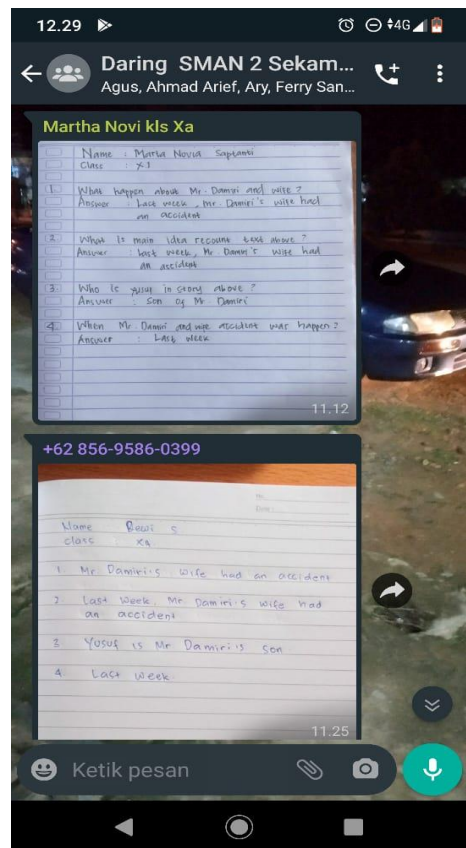
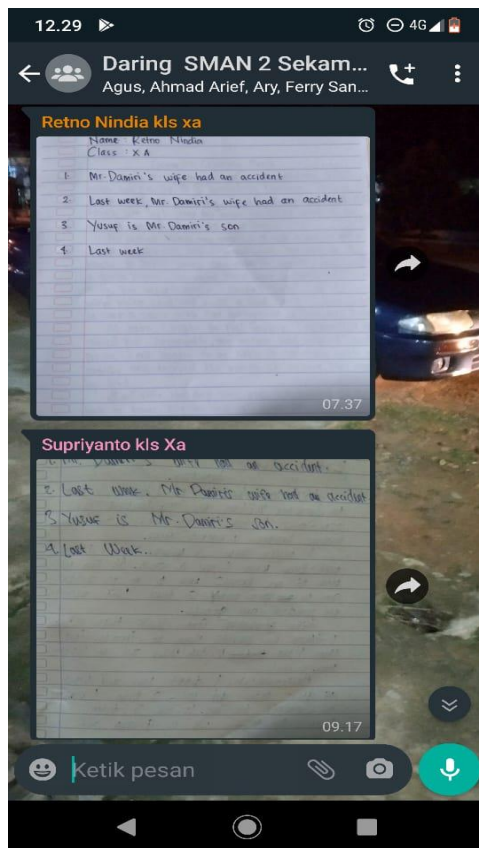
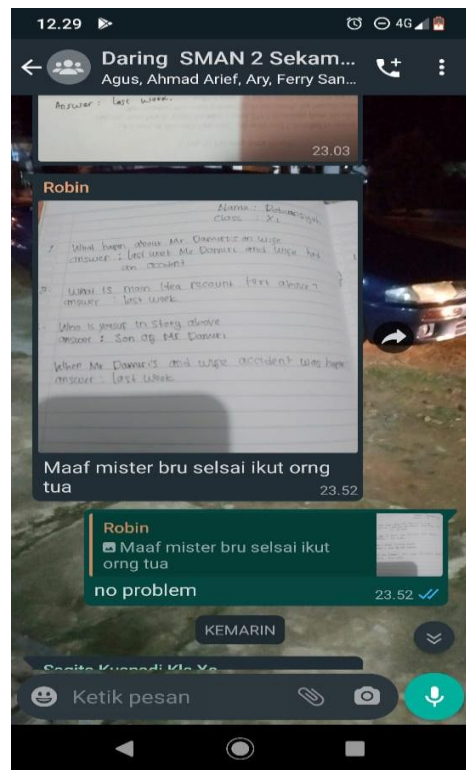
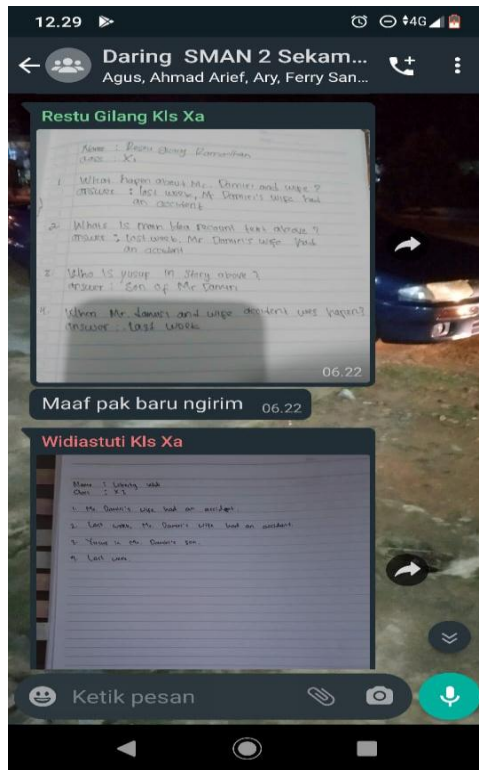
Note :

- ❖ The total of students writing score above is 26 will be multiplied five (2019), so the total score of students is 100.
- ❖ Category Score
 1. 75 – 100: Good
 2. 60 – 74 : Fair
 3. 00 – 59 : Bad

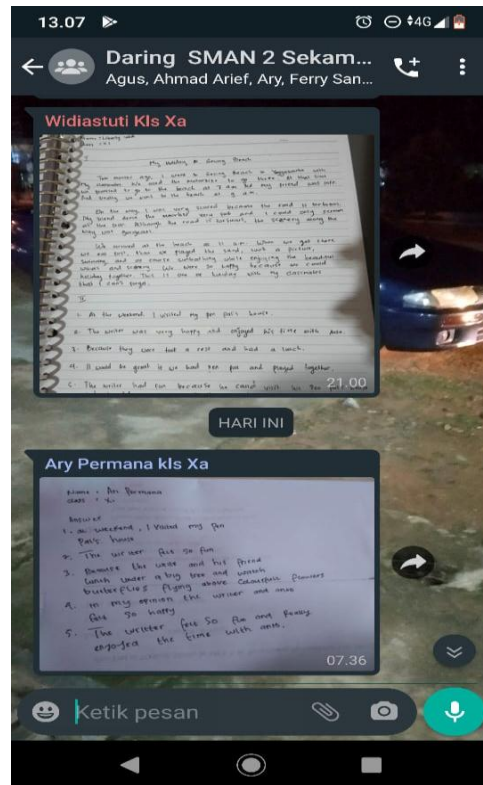
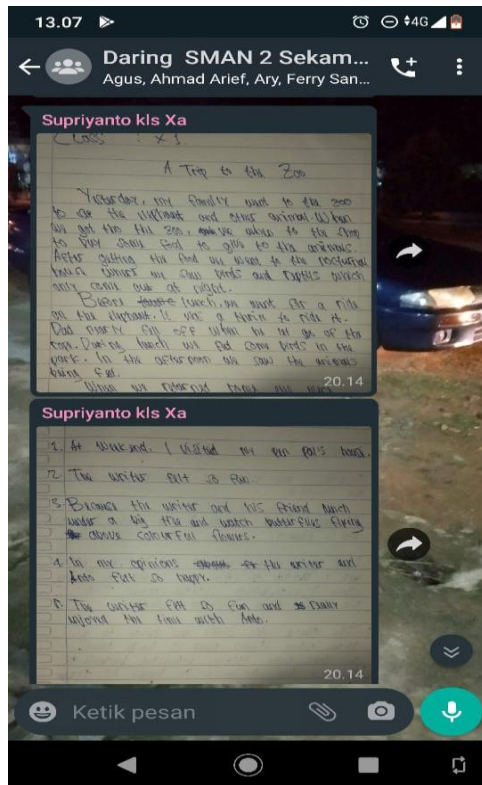
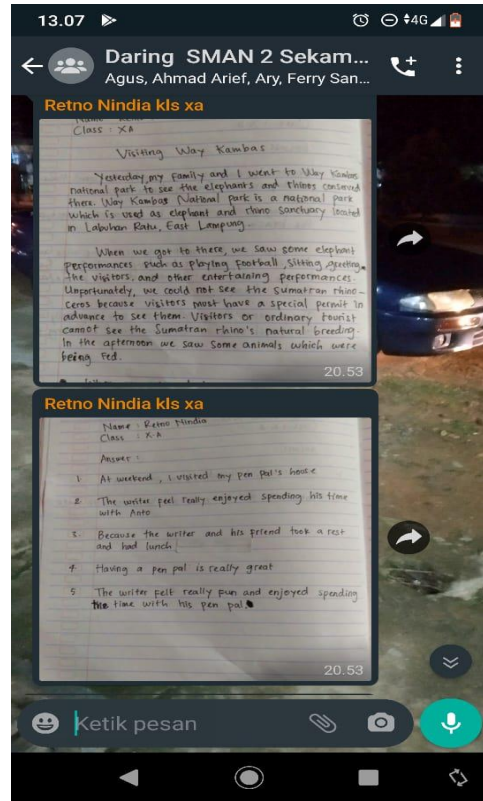
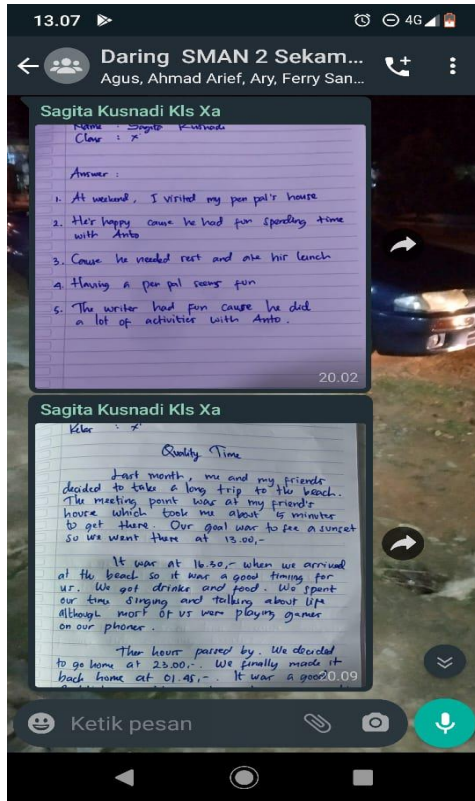
B. Treatment



C. Post-Test 1



D. Post-Test 2



CURRICULUM VITAE



The name of the writer is Rillo Agung Pambudi. He was born in Metro, in October 10, 1995. He is the 5th Child of Mr. Sumardi and Mrs. Fransisca R. Rumiya

He enrolled her study at SDN 1 Binakarya Utama in 2002-2008. Soon after that, he continued to Junior High School at SMP N 02 Rumbia, Central Lampung in 2008-2011. He stood his study at SMA Bina Karya Rmbia in 2011-2014. It was long journey for him to find out his dream. After graduating from senior high school, he decided to take a lecture in English Education Department of IAIN Metro. Hopefully, he can do anything best to increase and to apply his knowledge wisely.